



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Glan Ceubal**

**Colwill Rd  
Gabalfa  
CF14 2QQ**

**Date of inspection: June 2023**

**by**

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

**This report is also available in Welsh**

## About Ysgol Glan Ceubal

Name of provider	Ysgol Glan Ceubal
Local authority	Cardiff Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	199
Pupils of statutory school age	132
Number in nursery classes (if applicable)	48
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.0%)</i>	15.5%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 16.1%)</i>	5.0%
Percentage of statutory school age pupils who speak Welsh at home	16.7%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	01/01/2023
Date of previous Estyn inspection (if applicable)	01/12/2013
Start date of inspection	19/06/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Ysgol Glan Ceubal is a happy, caring and homely community that places a high priority on the well-being of its pupils. Staff work together effectively to provide an inclusive ethos to identify the needs of all individuals. Pupils take pride in having positive relationships to discuss any concerns in a safe environment.

Pupils treat each other and adults with respect and courtesy, which support most to behave well. They have positive attitudes to learning and make sound progress from their starting points. Those who are latecomers to the Welsh language make sound progress in the language and gain confidence and enjoyment in it following a period in the immersion unit.

Pupils are given a strong voice to use the Welsh language in all aspects of the school's work and most use their skills confidently in different contexts. Many build increasingly on their writing skills and achieve good standards. Many pupils develop their numeracy and digital skills well by the end of their time at the school. However, the reading culture does not encourage most pupils to enjoy their Welsh texts.

Teachers develop pupils' skills through probing questioning and provide beneficial opportunities for them to discuss their work. Staff identify the needs of all pupils well and tailor learning support sensitively, where relevant. However, there are not enough opportunities for pupils to respond independently to teachers' feedback to improve the quality of their work, choose how to present their learning and take the next step in their learning.

The new headteacher has settled well and has a clear understanding of the school's strengths and areas for improvement. Leaders have high expectations and are keen to refine teaching across the school to meet the needs of all pupils. Members of the governing body have given the new headteacher robust support since her appointment. However, they do not have a deep enough understanding of the requirements of their duties and responsibilities.

## Recommendations

- R1 Expand the opportunities for pupils to respond independently to teachers' feedback to improve the quality of their work, choose how to present their learning and take the next step in their learning
- R2 Ensure that there are procedures to support an increase in pupils' knowledge and enjoyment when reading Welsh books and texts
- R3 Develop the strategic role of governors so that they can operate more strategically

## What happens next

The school will draw up an action plan to address the recommendations from the inspection.

## Main findings

### Learning

During their time at the school, most pupils develop knowledge, understanding and skills that are appropriate for their stage and starting points. Across the school, in most classes, pupils recall their previous learning confidently and develop their skills successfully. Many pupils, including those with additional learning needs (ALN), persevere successfully, develop increasing confidence and make strong progress in their learning.

Most pupils in the nursery and reception classes follow simple instructions and listen attentively. They interact effectively with adults and develop sound oracy, language and communication skills. By Year 2, most listen attentively to the contributions of others and respond by using suitable language and tone of voice. Most of the older pupils develop their oral skills skilfully in Welsh and English. They communicate effectively and contribute appropriately to class discussions, expressing their views clearly and maturely. For example, pupils succeed in holding a discussion for and against allowing artists to sing English songs at the National Eisteddfod.

Most nursery and reception pupils enjoy listening to stories and re-reading them to their friends and adults. They are beginning to become familiar with the content of books and use this knowledge to place events in the story of the Three Little Pigs in order. By Year 2, many pupils read with fluency and a sound understanding of reading techniques. They develop their skills effectively to gather simple information, for example when collecting information about the appearance of the brown bear.

Many older pupils read intelligently in various contexts in both languages. By Year 6, they read a range of appropriate texts and apply their reading skills, including digital texts, effectively to support their learning. They vary their tone of voice and use punctuation correctly to demonstrate their understanding. However, very few pupils develop their knowledge and enjoyment of reading Welsh texts by Welsh authors.

Many pupils' writing skills develop consistently during their time at the school. The youngest pupils make marks to begin to form letters and write simple words. In the reception class, they spell simple words correctly when writing poetry about the sea. By the end of Year 2, many writing descriptive and interesting pieces with increasing accuracy, for example about their favourite animal. As they move through the school, they develop their skills suitably and begin to vary their vocabulary and sentence patterns while writing. At the top of the school, many pupils in Years 5 and 6 write to a good standard in Welsh and English. For example, they create extended factual and imaginative written pieces from the perspective of famous Welsh historical

characters, using powerful speech language about life in the coalmines years ago. On the whole, they spell and punctuate with a good level of accuracy.

Many pupils make sound progress in their mathematics and numeracy skills. In the early years, pupils enjoy making an outline of their bodies and using mathematical language when comparing their height. By Year 1, many pupils develop their mathematics skills by identifying numbers and using this knowledge well to add and subtract, for example when playing simple games. As pupils move through the school, many continue to make strong progress. For example, Year 3 pupils develop their measuring skills by calculating the perimeter and area of regular shapes and apply their skills effectively in real-life contexts. Many pupils at the top of the school apply their number skills and use mathematical language appropriately in a good range of contexts. For example, they collect and analyse data to calculate the volume of air in the lungs. Through a variety of experiences, a majority of pupils apply their number skills confidently when solving real-life problems as part of the '*Diwrnod Datrys*' activities.

Many pupils develop their thinking skills successfully by evaluating what is needed to stay healthy. They develop their physical skills well and take part in a variety of lessons that promote their health and well-being, such as playing team games and taking part in daily fitness sessions.

Most pupils' information and communication technology (ICT) skills are developing well. Most pupils in Years 1 and 2 apply various digital skills confidently. They make good use of apps to present and evaluate their work. As pupils move through the school, most use apps and programs independently. They use animation technology to create presentations. One notable example is the Year 5 and 6 work on creating an alternative video following an evaluation of a song by the band of the week. As a result, most pupils apply their literacy and digital skills in an interesting and stimulating context.

Many pupils' creative skills develop appropriately throughout the school. They use a variety of materials and styles effectively to produce attractive artwork. Older pupils develop various musical instrument skills successfully.

### **Well-being and attitudes to learning**

Pupils' well-being and positive attitudes to learning are a strength. Almost all pupils feel that adults respect them and treat them fairly and this contributes effectively to the friendly ethos that is such a positive part of the school's life. Most pupils treat their peers and adults with the same respect in the classroom and around the school.

During lessons and break times, most pupils behave very well. They show a willingness to undertake the learning tasks that are provided for them and complete their tasks enthusiastically. There is confidence and resilience in the way that they undertake their tasks in the classroom and outdoors and they concentrate well. Most pupils persevere when solving problems. They often find solutions by discussing with their peers before seeking help from teachers.

Most pupils understand how to respond appropriately to situations that affect their emotional well-being. Almost all pupils value the contribution of the well-being officer, which makes them feel safe within the school and that they know whom to approach

for support. They feel safe from physical and verbal abuse and feel confident that the school deals quickly and effectively with any instances of bullying.

Most pupils have a good understanding of the need to keep fit and eat healthily and they use this knowledge to make sensible decisions in their school life and beyond. They explain why it is beneficial to eat healthy snacks during playtimes and why food with too much sugar should be avoided. Most pupils value the importance of keeping healthy and enjoy taking part in physical exercise sessions and extra-curricular sports clubs.

Many pupils develop a sound understanding of the importance of moral citizenship through their work in the local community. For example, the school choir has visited a local residential home and older pupils visit the community hub on a weekly basis to expand their citizenship skills. Pupils across the school explain acts of injustice as part of their work on rights. For example, during "*Tafod Trafod*" discussion sessions, Year 4 pupils discuss Rosa Parks' battle for racial equality. Most pupils treat others with empathy and are keen to support those in need, for example by raising money for the Wales Air Ambulance appeal.

Most pupils shoulder leadership responsibilities well and pupils are passionate members of a wide variety of children's committees and councils. They discuss their leadership responsibilities confidently and provide intelligent reasons for making decisions. They report back to the rest of the school on their work and most pupils feel that leaders listen to their views. As a result of the work of the different committees, the pupil's voice is evident in the school's everyday life. For example, by creating a video on driving and parking, this has influenced and emphasised safety in the wider community. Through the work of the digital wizards, most pupils understand how to stay safe online.

Most pupils respond successfully to guidance from teachers and assistants to complete tasks. However, pupils do not always choose how to present their learning and take the next step in their learning.

### **Teaching and learning experiences**

Staff have a respectful and close-knit relationship with pupils, which fosters a positive and supportive environment for learning. They work together effectively as a team and provide a wide range of learning activities that support pupils to make progress in their key skills and social skills. For example, Year 6 pupils use their literacy and digital skills effectively to make a commentary voiceover on athletics activities.

Across the classes, learning experiences promote the school's vision beneficially. They present cross-curricular themes and interesting and practical work programmes that extend most pupils' knowledge and understanding. This strengthens their commitment to their work effectively. On the whole, teachers use a variety of effective teaching methods that motivate pupils to learn. This has a very positive effect on many pupils' motivation, commitment and achievement. The wider principles of the curriculum are developing appropriately while nurturing pupils to become ambitious and enterprising learners.

The foundation learning principles have been embedded successfully. Teachers succeed in making their classrooms and outdoor area stimulating and engaging spaces that support learning. There is a clear emphasis on developing knowledge and understanding by providing practical and stimulating experiences. As a result, nearly all pupils undertake their activities enthusiastically and work and play happily together. On the whole, teachers across the school use a range of probing questioning methods that are effective in recalling previous learning and guide the direction of learning purposefully. They share lesson aims purposefully and include pupils in the process of discussing what they need to do to succeed in their tasks.

Overall, teachers plan carefully to ensure a good balance between lessons that are led by adults and opportunities for pupils to work independently. However, there is a tendency at times for teachers to over-direct activities and this limits opportunities for pupils to take responsibility for their own learning.

Across the school, there are suitable arrangements to satisfy the principles of the Curriculum for Wales based on the four purposes. Staff listen to pupils' ideas and work together to incorporate them in their work. The school takes advantage of pupils' suggestions to plan beneficial opportunities to enrich the curriculum through purposeful experiences. For example, all pupils from Year 3 to 6 are given an opportunity to climb a local mountain and this makes them appreciate local landscapes and heritage and develops them to become resilient learners by persevering to reach the summit. They also invite visitors to the school and gain input from parents. Pupils are given appropriate opportunities to learn about other cultures; for example, while locating religious buildings on a map of Cardiff, they note the co-ordinates and apply their numeracy skills.

Overall, teachers and learning assistants provide pupils with feedback so that they understand how to improve their work. There is now consistency in these strategies of using praise and feedback to celebrate successes. However, feedback is not timely or specific enough for pupils to make decisions about how to improve the quality of their work.

### **Care, support and guidance**

The school is a homely and inclusive community that promotes the well-being of staff and pupils very well. The supportive and friendly relationship between staff and pupils is notable. This is reflected in pupils' respectful and polite behaviour and most pupils' positive attitudes towards their learning. Teachers and support staff ensure that pupils with educational or emotional needs receive good support. This ensures that most pupils engage well with their learning and enjoy the school's life and work.

The school has appropriate procedures for tracking and monitoring the progress and well-being of pupils with additional learning needs. Staff identify pupils' needs at an early stage and provide them with appropriate and effective support. Under the purposeful guidance of the additional learning needs co-ordinator, support staff assist pupils successfully. They use a range of appropriate intervention strategies effectively to improve pupils' well-being and develop their social skills. A range of purposeful and relevant programmes are used which develop pupils' literacy skills appropriately. The referral system to gain input from the school's well-being officer is effective. Pupils are given time to discuss any concerns they may have in a safe and

supportive space. The school develops a productive working relationship with the parents of pupils with additional needs. It includes parents in the process of reviewing their children's progress during teachers' meetings to identify and set further attainment targets for them.

The school provides beneficial opportunities for pupils to identify with the local community and the wider world. This provides valuable opportunities for pupils to develop their understanding of the importance of being conscientious and sensitive citizens. Staff help pupils to understand issues relating to values, equality, diversity and inclusion purposefully. For example, Year 5 and 6 pupils research and create a digital fact file about LGBTQ+ people to use with other children. Moral aspects and equality permeate all aspects of the school's life and work effectively and reinforce the inclusive culture within its community. Through a range of diverse opportunities, the school promotes pupils' spiritual, moral, social and cultural development appropriately. Within whole-school assemblies, staff discuss children's rights and how to be good citizens in society. They refer to the United Nations' articles on the rights of the child and the need to treat everyone with respect. Pupils enjoy taking part in community events, including fundraising for local and national charities. In the school's older years, teachers provide purposeful opportunities for pupils to develop their understanding of sustainability. For example, they organise a competition to design a logo for the eco committee's recycling campaign and share information with peers in public presentations.

Through interesting themes and educational visits, staff develop pupils' understanding of Welsh identity, heritage and culture well. For example, they plan valuable opportunities for pupils to visit historic locations, including Castell Coch and Maes y Fron residential centre.

The school's committees provide regular opportunities for pupils to make important decisions, including being a key part of job interviews at the school, establishing a digital club and coaching other pupils to be playground game leaders. The school provides valuable opportunities for older pupils to develop their understanding of business enterprise. For example, Year 6 develop ideas in the form of 'Dragons Den' to sell at the summer fair.

The school's procedures for monitoring pupils' absences are sound. Leaders contact parents promptly to discuss any concerns and use appropriate external agencies effectively, where necessary. The school's arrangements for safeguarding pupils also meet requirements and are not a cause for concern.

## **Leadership and management**

The headteacher's leadership strategies are robust and effective since her appointment at the beginning of the year. The headteacher works closely with the deputy and the additional learning needs co-ordinator to identify the school's strengths and important issues that need to be improved at a strategic level. They ensure that pupils make strong progress in a number of important areas. Jointly, they ensure that procedures for improving standards across the school are implemented effectively and that all members of staff understand and fulfil their roles and responsibilities in full.

During the year, the senior management team has created a robust vision for the school. This is based on working together to provide the best possible opportunities for pupils, which prepare them for the next steps in their learning. The school motto, *'Tyfu, Dysgu, Llwyddo'* ('Grow, Learn, Succeed'), reflects this successfully.

The headteacher has high expectations of herself, staff and pupils. She models and promotes high standards of professional values and behaviour, which contributes positively to improving the school and encourages effective co-operation between the staff. She has strengthened the element of teamwork appropriately and promoting the well-being of staff and pupils is one of her priorities. The school places a high priority on ensuring that all staff understand their teaching roles and promote the school's culture of safeguarding continuously. The school has performance management arrangements for teachers and assistants to improve their practice. They now address issues relating to underperformance, where necessary. The senior management team has initiated a new cycle of school self-evaluation processes. In a short period of time, they have conducted comprehensive monitoring procedures and processes. The findings identify strengths and areas for improvement based on gathering and analyse first-hand evidence of standards and provision. This includes scrutiny of pupils' work, conducting formal observations and learning walks, informal discussions and listening to learners. All staff are part of these procedures and there is a deliberate focus on improving provision and the school's performance.

Members of the governing body are very complimentary about, and supportive of, all of the school's activities. They contribute appropriately to monitoring activities and this helps them to ensure that they have up-to-date knowledge of pupils' standards of learning. They receive reports from the headteacher each term that highlight the school's life and work. Governors work effectively with leaders and pupils by ensuring that the school has appropriate arrangements to promote healthy eating and drinking. However, members do not have enough depth of understanding of the requirements of their duties and responsibilities. As a result, they are over-reliant on the guidance of the headteacher when operating strategically.

The school has a close and effective relationship with parents and the school's partners. The headteacher sends regular letters to convey the school's main important message and high expectations. A good example of this is the way in which the headteacher has communicated the importance of regular school attendance. This has improved the attendance of the school's pupils in a short period of time.

The school holds open evenings for new parents and staff present useful workshops on the Curriculum for Wales. This contributes well to parents' awareness of the school's expectations. Staff have a good relationship with parents, which encourages them to play a key part in school life. The school works well with members of the community to ensure that support for learning and well-being meets the needs of all pupils. There are robust procedures in place to keep everyone safe, which are known to all of the school's stakeholders.

Leaders manage funding carefully and organise the school's resources effectively. They make good use of different grants that have been allocated to the school. For example, they use the pupil development grant to provide intervention programmes

for pupils who need further support with their learning. Grant expenditure also allows beneficial professional learning opportunities in response to national priorities.

Staff have noted and identified good practice within the school, ensuring that others benefit from it. This contributes well to creating a positive culture and ethos to promote and support staff's professional learning. They have also begun to work with the cluster and other schools. For example, they have focused on developing the Curriculum for Wales and co-ordinating and disseminating the '*Tafod Trafod*' scheme to develop pupils' oral skills.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales>)

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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