

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

A report on the quality of education in

**Gelli Primary School
Ystrad Road,
Ystrad,
Pentre,
Rhondda Cynon Taf
CF41 7PX**

School number: 6742119

Date of inspection: 18/05/10

by

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Introduction

Gelli 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 Gelli Primary School took place between 18/05/10 and 20/05/10. An independent team of inspectors, led by Alan Walters 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a short inspection.

Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

- 1 The school is situated in the small town of Ystrad next to the village of Gelli at the northern end of the Rhondda Fawr Valley. It is housed in a modern single-storey building.
- 2 At the time of the inspection, there were 220 pupils on roll, including 33 of nursery age.
- 3 The school identifies the area as of mixed prosperity with half of the catchment area being economically disadvantaged; 31.5% of pupils are entitled to free school meals.
- 4 There is a full range of ability; although no pupils carry a statement of special need, there are 23 pupils on the special educational needs register.
- 5 All pupils have English as their first language and there are no natural Welsh speakers. A very small proportion of pupils are from ethnic minority backgrounds.
- 6 The school was last inspected in May 2004.
- 7 Staff changes have occurred since the previous inspection

The school's priorities and targets

- 8 The school's mission statement is "The Past We Inherit, The Future We Shape." Central to its vision is the commitment to creating "confident individuals to take advantage of every educational and social opportunity now and in the future."
- 9 The primary focus of the school is to increase expectations, foster self value and aim for the highest possible achievements in learning; to create a safe, caring and stimulating environment where it is fun to learn; to create a mutually supporting community which engages governors, staff, parents, pupils and friends in self evaluation to improve our own performance and that of our colleagues; to develop a learning philosophy that will enable our pupils to embark on the "beginning of a great Educational Adventure" with us and continue the journey through lifelong learning.
- 10 It has a clear set of aims, which are set out in its prospectus, website and other publicity material.
- 11 The school seeks to:
 - Create an interesting and stimulating environment which reflects our values and promotes a sense of community as well as an individual sense of self worth.
 - Develop a community of life-long learners where access to knowledge is a right and a recognised achievement.

- Provide learning experiences that will allow all pupils equal opportunities to develop their thinking and creative skills.
 - Promote social, cultural, moral and spiritual development, preparing pupils to be responsible citizens.
 - Encourage the partnership with parents/carers and foster positive links with the community.
 - We believe the most effective way of achieving these aims is through the promotion of: inquiry and curiosity, enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, self respect and persistence
12. The school has identified a range of objectives in its school development plan for 2009 2010. The priorities were seen as-
- To raise the percentage of children reaching the average CSI at the End of Key Stage One to percentage levels above the LA average.
 - To raise standards in literacy by developing a whole school approach to writing by using VCOP strategies and the Big Write initiative.
 - To refine our provision for the implementation of the Foundation Phase and the skills based curriculum.
 - To develop the use of ICT in teaching and learning

Summary

13. Gelli Primary is a good school that serves its community well. It has maintained its good standards and progressed well the key issues highlighted in the previous inspection.

Table of grades awarded

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

14. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
15. Regardless of their social, ethnic or linguistic background, all pupils make good progress from the time they start school. Pupils with additional learning needs (ALN), including those with special educational needs (SEN) achieve well taking account of their ability.
16. Over a three year period from 2006 key stage 1 pupils attain level 2 or above in English, mathematics and Science consistently. They show higher levels than similar schools in the family group, the LA average and the Welsh average. When this data is benchmarked against similar groups of schools with free school meals the school performs in the top quartile (25%) consistently. However for 2009 the benchmarked results were in the third and fourth quartile. Boys performed better than girls in this year. The end of key stage 1 results for 2009 were predicted by the school and within the targets set for individual pupils and the smaller cohort. When the results are compared to the assessments that were made when these individual pupils began school, they show that they make good progress.

17. Over a three year period from 2006 key stage 2 pupils attained level 4 or above in English, mathematics and science consistently. They show higher levels than similar schools in the family group, the LA average and the Welsh average during this period. When this data is benchmarked against similar groups of schools with free school meals the school performs in the top quartile (25%) consistently. However for 2009 the school was in the third quartile for mathematics, English and the fourth quartile for science. Boys performed better than girls in this year. The end of key stage 2 results for 2009 were predicted by the school and within the targets set for individual pupils and the cohort. When the results are compared to the assessments that were made when these individual pupils began school, they show that they make good progress.
18. Pupils' overall development of key skills are good with no important shortcomings. In key stage 1 and key stage 2, pupils' standards and progress in the key skills of reading, writing, speaking and listening in English are good. Similar achievements are evident in Welsh also. All pupils across the school become confident in the use of both languages and have a good level of bilingualism when they leave school in year 6.
19. In both key stage 1 and key stage 2, pupils' mathematical skills in other subjects have good features that outweigh shortcomings.
20. Across the school pupils' skills in information and communications technology are good with no important shortcomings. All pupils use programs and equipment well to reinforce and support their work in a range of subjects.
21. Pupils' understanding of the particular features of Welsh music, dance, art, history, literature and traditions has good features. Almost all pupils have some awareness of the work of local and other Welsh artists and other craftspeople. They are familiar with a good, wide range of Welsh folk tales and legends.
22. Pupils' problem solving and thinking skills are outstanding.
23. Pupils' creative skills are good.
24. All pupils have a very good understanding of what they need to do to improve their work and what progress they are making.
25. All pupils' personal social and learning skills are good.
26. All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate than themselves.
27. All pupils have very good attitudes to learning and show a good interest in their work.
28. Attendance levels across the last three full terms have good features that outweigh shortcomings and are 92.2 %.

29. Pupils` awareness of the world of work and the workplace shows good features that outweigh shortcomings.

The quality of education and training

30. The quality of teaching in the 31 lessons or sessions seen was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	81%	3%	0%	0%

31. Good teaching is a strength of the school. All teachers motivate and challenge learners who in turn are interested and stimulated by lessons. The teaching successfully challenges pupils` thinking and keeps the work focused.
32. The quality of relationships within the classrooms and the way in which teachers create a purposeful working atmosphere are outstanding features.
33. Equality of opportunity is promoted well in the school.
34. The provision to promote pupils` bilingual competence is good.
35. Assessment, recording and reporting procedures have good features and no important shortcomings.
36. The quality of the reports to parents is good and meets statutory requirements.
37. The school provides a broad, balanced curriculum enhanced by a range of interesting experiences.
38. The quality of out-of-school learning is very good. Curriculum plans include visits to various places within the locality that are linked to topics being covered in class.
39. The overall provision for pupils` spiritual, moral, social and cultural development is good.
40. The school`s partnership with parents, other schools, institutions and the local community are very good.
41. Parents are very supportive of the school giving both practical and moral support. They feel able to communicate with the staff at all times and are always welcome to contribute to life of the school.
42. Good features outweigh some shortcomings in the development of pupils` entrepreneurial skills and this is an area identified by the school for development.
43. The school works in full and productive partnership with a wide range of agencies and support services.

44. The school provides outstanding personal support and guidance for pupils.
45. The school has established highly successful arrangements that contribute to the well being of pupils.
46. The quality of provision for additional learning needs (ALN) is good with no important shortcomings.
47. Outstanding measures are in place to eliminate any bullying, oppressive behaviour, racial discrimination and all forms of harassment.

Leadership and management

48. The school is well led by the headteacher with very good support from the senior management team.
49. Teachers and support staff work very well together to identify strengths and ways of improvement.
50. The school's policies and practices promote equality of opportunity and are well reflected in the life and work of the school where each pupil is valued.
51. The links between the governing body and the school are very strong and a good feature.
52. The process of self-evaluation is well established in the school. The head teacher, staff and governors use information effectively to make improvements.
53. The school is good at seeking the views of a range of stakeholders that have an interest in the school.
54. The quality of the self-evaluation report produced by the school prior to the inspection is of a good standard.
55. The adequacy, suitability and use made of staffing, learning resources and accommodation is very good.
56. All staff are committed to providing a secure, supportive environment for all pupils.
57. Efficient use is made of all available resources.
58. The school's administrative procedures ensure the efficient day to day running of the school. All support staff, such as the administrative support, caretaker, mid-day supervisor, canteen staff members and cleaners are valued for their contribution to the life of the school. All work well as a team.
59. The school meets the needs and range of all pupils and gives good value for money.

Recommendations

60. In order to improve the school needs to :

- R1 Continue to maintain and improve upon current standards;
- R2 Develop further opportunities across the curriculum for mathematical skills;
- R3 Further develop entrepreneurial skills, and
- R4 Further develop aspects of ESDGC

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good with no important shortcomings.

61. The findings of the inspection team match the judgments made by the school in its self-evaluation report.
62. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
63. Regardless of their social, ethnic or linguistic background, all pupils make good progress from the time they start school. Pupils with additional learning needs (ALN), including those with special educational needs (SEN) achieve well taking account of their ability.
64. Over a three year period from 2006 key stage 1 pupils attain level 2 or above in English, mathematics and Science consistently. They show higher levels than similar schools in the family group, the LA average and the Welsh average. When this data is benchmarked against similar groups of schools with free school meals the school performs in the top quartile (25%) consistently. However for 2009 the benchmarked results were in the third and fourth quartile. Boys performed better than girls in this year. The end of key stage 1 results for 2009 were predicted by the school and within the targets set for individual pupils and the smaller cohort. When the results are compared to the assessments that were made when these individual pupils began school, they show that they make good progress.
65. Over a three year period from 2006 key stage 2 pupils attained level 4 or above in English, mathematics and science consistently. They show higher levels than similar schools in the family group, the LA average and the Welsh average during this period. When this data is benchmarked against similar groups of schools with free school meals the school performs in the top quartile (25%) consistently. However for 2009 the school was in the third quartile for mathematics, English and the fourth quartile for science. Boys performed better than girls in this year. The end of key stage 2 results for 2009 were predicted by the school and within the targets set for individual pupils and the cohort. When the results are compared to the assessments that were made when these individual pupils began school, they show that they make good progress.
66. Pupils' overall development of key skills are good with no important shortcomings. In key stage 1 and key stage 2, pupils' standards and progress in the key skills of reading, writing, speaking and listening in English are good. Similar achievements are evident in Welsh also. All pupils across the school become confident in the use of both languages and have a good level of bilingualism when they leave school in year 6.

67. In both key stage 1 and key stage 2, pupils' mathematical skills in other subjects have good features that outweigh shortcomings.
68. Across the school pupils' skills in information and communications technology are good with no important shortcomings. All pupils use programs and equipment well to reinforce and support their work in a range of subjects.
69. Pupils' understanding of the particular features of Welsh music, dance, art, history, literature and traditions have good features. Almost all pupils have some awareness of the work of local and other Welsh artists and other craftspeople. They are familiar with a good, wide range of Welsh folk tales and legends.
70. Pupils' problem solving and thinking skills are outstanding. All pupils, in both key stages, can with guidance successfully make decisions for themselves. They respond well to the challenges which are set for them in a good range of curricular areas.
71. Pupils' creative skills are good. In both key stage 1 and key stage 2, all pupils apply their creative skills in a range of activities across the curriculum.
72. All pupils have a very good understanding of what they need to do to improve their work and what progress they are making. Pupils are developing very well as independent learners and throughout the school reach agreed learning goals and targets.
73. All pupils' personal social and learning skills are good. They have very positive attitudes to each other and to adults. They behave sensibly and thoughtfully in their lessons and on the playground all of the time. They are good at accepting responsibilities willingly and enthusiastically.
74. All pupils have a clear understanding of right and wrong. They have a good, realistic understanding of equal opportunities, adopt mature attitudes and recognize the need to treat consistently every person fairly and without any form of discrimination. They have good spiritual and moral values and show consideration and fair play for others.
75. All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate than themselves. They have a good awareness of cultural and racial issues and have a basic knowledge of world religions. All pupils show empathy towards others by collecting regularly for good causes and charities.
76. All pupils have very good attitudes to learning and show a good interest in their work. All pupils maintain concentration in lessons, are well motivated and show enthusiasm for their schoolwork and related activities. This is having a positive effect on the standards they achieve and the quality of life in school.
77. The school is a friendly, welcoming community where pupils feel valued. Pupils respond well to the head teacher and staff and this has a positive impact on the standards they achieve, their personal and social development and on the

quality of life in the school. There have been no exclusions during the last year. Pupils are courteous to adults and pupils of all ages, play happily together at break times and work well together in curricular projects.

78. Attendance levels across the last three full terms have good features that outweigh shortcomings and are 92.2 %.
79. All pupils are punctual; registration is conducted efficiently and pupils settle quickly to their lessons. The school complies with all attendance requirements set out in 'The national Assembly for Wales (NAW) Circular 47/06, inclusion and pupil Support'.
80. Pupils` awareness of the world of work and the workplace shows good features that outweigh shortcomings. The school recognises that there is room to develop this further, especially entrepreneurial opportunities. Despite this, there are many links with businesses and vocational visits.
81. All pupils are considerate of others and of school property and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour.
82. The pupils know the school is an important part of the local community and they participate appropriately in community events such as concerts and religious festivals.

The quality of education and training

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

Grade 2: Good with no important shortcomings

83. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

84. The quality of teaching in the 31 lessons or sessions seen was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	81%	3%	0%	0%

85. These figures are in line with the national picture reported by Her Majesty's Chief Inspector's Report for 2008/2009, when 85 per cent of lessons were reported to be good or better, with 17 per cent being outstanding.

86. Good teaching is a strength of the school. All teachers motivate and challenge learners who in turn are interested and stimulated by lessons. The teaching successfully challenges pupils' thinking and keeps the work focused.

87. Examples of outstanding teaching include:

- highly effective teaching techniques and approaches that motivate pupils to become confident and independent learners;
- excellent emphasis given to the development of pupils' key and basic skills;
- effective use of resources to motivate and sustain pupils' interest.

88. The features of the good teaching include:

- good questioning techniques that extend and challenge pupils' thinking;
- positive support and feedback for all pupils;
- well-structured lessons with clear learning objectives;
- effective deployment of support staff.

89. The quality of relationships within the classrooms and the way in which teachers create a purposeful working atmosphere are outstanding features. This is also true of teachers' subject knowledge and their familiarity with recent developments, for example, the effective use of assessment for learning strategies across the whole school.

90. All teachers plan effectively. Lessons are well structured with clear learning objectives that are consistently shared with pupils. Key skills are clearly

highlighted in lesson plans. Learning support staff and other assistants are involved in the planning and are deployed effectively to secure the active engagement of pupils and to support their learning.

91. A good range of teaching techniques and strategies are used very well in all classrooms to promote pupils' learning. Resources are used imaginatively and are suitably differentiated to match individual learning needs. Teachers ensure that pupils are clear about what they are doing and the way in which they can judge success in their work. These are outstanding features.
92. A good mix of individual, paired and group work leads to independent learning throughout the school. Introductions to lessons consolidate previous learning and encourage pupils to participate in discussion.
93. Equality of opportunity is promoted well in the school. All pupils are treated equally and teachers challenge stereotypical images appropriately.
94. The provision to promote pupils' bilingual competence is good. Across the school, teachers make good use of incidental Welsh in a range of lessons and activities throughout the day. The teaching also makes good provision for developing the Cwricwlwm Cymreig through studies of Welsh life and culture.
95. Teachers cater and plan appropriately to meet pupils' individual needs and suitable targets are set. Pupils with additional learning needs receive work set that is related to targets identified in their IEP's and are supported well.
96. Assessment, recording and reporting procedures have good features and no important shortcomings and meet statutory requirements for assessing reporting pupils' achievements in full.
97. Assessment is regularly undertaken throughout the academic year in order to track pupil's progress. Assessment and its use in planning and improving learning is good. The system of assessment is manageable and informative. Results of both standardised and school assessments are regularly analysed and used to predict potential achievements and to set targets.
98. There are good procedures in place to moderate and standardise teacher assessments at the end of key stage 2. Appropriate agreed levelled portfolios are drawn up during cluster and LEA moderation exercises and are used well to support transition arrangements.
99. A variety of assessment for learning strategies, are used very well and consistently across the school. These assessments for learning strategies are at the forefront of teaching and learning and their implementation has outstanding features throughout the school. Teachers ensure that pupils understand the purpose of assessment and involve pupils very well in planning their own progress and improvement.
100. The quality of the reports to parents is good and meets statutory requirements. Parents are formally invited to discuss their child's progress with teachers at

regular intervals. Teachers maintain an open relationship with parents who also state that they are welcome to discuss their child's progress at any time.

101. Parents and carers of pupils with additional learning needs (ALN) are well informed and have full and regular access to consultations and reviews.

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

Grade 2: Good with no important shortcomings

102. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

103. The school provides a broad, balanced curriculum enhanced by a range of interesting experiences, activities and visits that take into account pupils' interests and build on previous learning. The school meets the needs of learners well in both key stages.

104. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Foundation Phase outcomes for children's learning. Both the indoor and outdoor environments are used very well to provide a curriculum rich in investigative and creative experiences for children to enjoy.

105. In both key stages, there are policies and schemes of work for all subjects that include the development of specific skills ladders. These promote appropriate continuity and progression in pupils' learning.

106. Planning and provision for the development of pupils' basic and key skills across the curriculum is clearly defined in long, medium and short term planning. Overall, the school makes good provision for the development of pupils' basic and key skills and has achieved the Basic Skills Quality Mark for the second time.

107. The quality of out-of-school learning is very good. Curriculum plans include visits to various places within the locality that are linked to topics being covered in class. These visits provide first hand experiences for all pupils and enhance the curriculum. Extra-curricular activities support in school learning well. After school clubs are inclusive and contribute very well to pupils' personal and social development.

108. The overall provision for pupils' spiritual, moral, social and cultural development is good. Relationships within the school are positive and pupils and staff respect one another. Pupils' ideas across the whole curriculum are received and valued by all staff. Acts of collective worship fulfil statutory requirements and offer opportunities for pupils to reflect on positive values and an appreciation of the world. They are enhanced by contributions from visitors from various religious organisations.

109. The school's partnership with parents, other schools, institutions and the local community are very good and enrich the learning experiences of pupils.
110. Parents are very supportive of the school giving both practical and moral support. They feel able to communicate with the staff at all times and are always welcome to contribute to life of the school. Parents' responses to the inspection questionnaires were very positive and confirmed that they are happy with the educational provision provided by the school. The active Parents and Friends Association support the school in many ways and raises substantial amounts of money in order to purchase additional resources for pupils.
111. Visits to the local community are used well to support pupils' learning across the curriculum. Also, visitors and representatives of the community provide pupils with useful insights into their life and work.
112. The school enjoys strong links and a valuable partnership with the local comprehensive school to which pupils transfer promoting effective continuity in education as pupils move from key stage 2 to key stage 3.
113. The provision for pupils' personal and social education is good. The school implements a PSE policy that is developed through Circle Time Activities. The day to day life of the school effectively promotes a caring, respectful ethos.
114. The curriculum complies with legal and course requirements.
115. The school makes good provision for work-related education and ensures pupils have access to a range of experiences well suited and relevant to their age and understanding. Through role play, visits in the locality and the contribution of personnel from various occupations and professions, learners are gaining a good understanding about the range of work people undertake within their community and further afield.
116. The school has developed a good working relationship with the Education Business Partnership (EBP) and local employers but no teachers have recently undertaken a relevant business placement with a view to enhancing professional development and enriching curriculum provision for pupils.
117. Across the school, pupils receive good encouragement to develop confidence in communicating in both Welsh and English. The Welsh language is used naturally and incidentally throughout the day by staff and pupils and language patterns and vocabulary are prominently displayed in all teaching areas.
118. The Cwricwlwm Cymreig is promoted well across the curriculum and is featured and celebrated on displays throughout the school.
119. The learning experiences provided by the school to tackle social disadvantage and stereotyping are good with outstanding features. All learning experiences are of an inclusive nature and ensure that all pupils have equality of access and opportunity.

120. Overall, the provision for education for sustainable development and global citizenship (ESDGC) is good, although sustainability is better developed than global citizenship.
121. Most pupils understand the issues of pollution and the need to care for the environment. They are actively involved in a range of re-cycling and composting schemes and know that they must try to conserve energy and water consumption in the school and at home. The eco committee members are good ambassadors in promoting sustainability throughout the school.
122. As part of the Eco Schools Award Scheme the school has achieved the bronze award for its commitment to conservation and the environment and is working towards achieving the silver award.
123. Good features outweigh some shortcomings in the development of pupils' entrepreneurial skills and this is an area identified by the school for development. Pupils have some opportunities to develop their entrepreneurial skills, for example through fund raising for charity and they are committed and enthusiastic in their approach. However, pupils do not have enough opportunities to engage in enterprise activities, which provide the early foundations for the skills needed to support economic development.
124. The substantial range of school activities reflect national priorities and promote lifelong learning effectively.

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

Grade 1: Good with outstanding features.

125. The findings of the inspection team differ from the grade 2 awarded by the school in its self evaluation report. The inspection team identified significant outstanding features in the quality of care, support and guidance of learners to award the highest grade.
126. The headteacher, teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils feel secure and valued. The mutual warmth and respect between staff and pupils are outstanding features and enable pupils to make good progress in their academic, social, personal and emotional development.
127. The school works in full and productive partnership with a wide range of agencies and support services to ensure learner's needs are carefully assessed and provided for. This multi-disciplinary approach is particularly beneficial for children in challenging and vulnerable circumstances.
128. The school enjoys positive partnerships with parents and carers. They feel valued and are confident their views are well considered by the school and acted upon.

129. Pupils have regular opportunities to voice their views and opinions and do so with confidence through the school council. The council is a very good forum for the development of pupils' personal and social skills and enables pupils to work together to tackle issues that concern them. Councillors undertake their duties conscientiously and act responsibly. They are very good ambassadors for their school community.
130. The induction procedures for children entering the school are outstanding. All adults in the foundation phase offer exemplary pastoral support to children when they start school, and children feel secure and settle calmly into their new environment. The Pre-School Club where children of two and a half years old spend time each week in the school is an excellent initiative and prepares children well for starting school. In addition, when new pupils in other year groups arrive during the school year, they settle quickly and confidently into their new environment. The pastoral support offered by staff and their peers is excellent.
131. The school provides outstanding personal support and guidance for pupils. The headteacher's personal commitment to the pastoral care of pupils permeates the life and work of the school, and teachers are good role models for the children in their care.
132. In discussion, pupils say how safe and happy they feel in the school and how much they value the care given to them by the headteacher and staff. They know that their teachers are concerned not only about their academic achievement but also about their personal and emotional well being.
133. Pupils have access to an effective personal and social education (PSE) programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to pupils.
134. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous and early action is taken to deal with any issues that arise. The school has implemented excellent policies and procedures to promote good behaviour, which work extremely well.
135. Attendance and punctuality are monitored very carefully by the headteacher and the administrative officer. Good use is made of attendance data, and follow-up procedures are well established and effective. The partnership with the education welfare officer (EWO) is very productive and contributes well to the monitoring of attendance. The school complies with inclusion, discipline and attendance requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.
136. Class teachers monitor pupils' academic performance carefully and pupils are increasingly taking an active role in setting their own targets and understanding and planning their own progress.
137. The school has established highly successful arrangements that contribute to the well being of pupils. The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored and

implemented consistently by the headteacher, caretaker, staff and the governing body. Arrangements to undertake fire drills and to respond to accidents and emergencies are well established and effective.

138. As part of the *Welsh Network of Healthy Schools*, the school is successful in promoting a healthy diet and lifestyle. Fresh water is readily available and pupils are encouraged to eat healthy snacks. Even the youngest children understand that eating a healthy diet and exercising regularly is good for their health and well being. Pupils also have access to a wide range of physical and sporting activities, which contribute significantly to their fitness and well being.
139. The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The headteacher and deputy have designated responsibility for child protection issues and there is a nominated governor with responsibility for child protection. National child protection guidelines are followed, training is regularly updated and all adults in the school are made aware of the correct procedures to be followed.
140. The quality of provision for additional learning needs (ALN) is good with no important shortcomings. The school has good systems in place to identify and assess pupil's individual learning needs. Individual Education Plans (IEP's) are drawn up for pupils with ALN. They are monitored and reviewed regularly in partnership with parents and carers. The school policy complies with the requirements of the code of practice and the framework for inclusive education and good support is provided for individual pupils. Early identification of pupils with ALN ensures that pupils receive purposeful support.
141. The ALN co-ordinator administers the provision well with an emphasis on team work that encourages all colleagues to be full and active partners in supporting pupils with ALN. Pupils are supported and guided well by class teachers and support staff and good focused support is provided in group withdrawal sessions for literacy and numeracy. External agencies also provide effective provision for pupils with ALN.
142. The quality of provision for equal opportunities is outstanding. Equality for all is firmly embedded in the school's ethos, and the commitment to social inclusion of all pupils is exemplary.
143. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. The headteacher and staff know children and their families exceptionally well and are sensitive to their individual circumstances and needs.
144. Gender equality and good race relations are promoted successfully, and teachers challenge stereotypical views and expectations rigorously. Diversity is recognised, respected and celebrated throughout the school. This is an outstanding feature. All pupils regardless of their backgrounds, race, gender or ability are treated equally and with consideration and respect.

145. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and those pupils with specific medical needs. Appropriate documentation, including a disability equality scheme and accessibility plan underpins this successful practice and demonstrates the school's commitment to ensuring disabled pupils are fully included in all aspects of the life and work of the school. Shortcomings in the accommodation make physical access for wheelchair users very difficult.
146. Outstanding measures are in place to eliminate any bullying, oppressive behaviour, racial discrimination and all forms of harassment. All staff work hard to create a climate of mutual support and trust, where good behaviour is expected and where any issue is dealt with swiftly and fairly. Pupils respond very well to these secure and well-established boundaries and the school functions well as an inclusive and happy community where all pupils are valued equally.

Leadership and management

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

Grade 1: Good with outstanding features.

147. The findings of the inspection team do not match the judgments made by the school in its self-evaluation report. A higher grade was awarded due to the outstanding leadership and strategic management evident at all levels within the school.
148. The school is well led by the headteacher with very good support from the senior management team. Staff morale is high, this has been achieved through the sensitive development of a strong team spirit amongst all staff and the full commitment from them to demonstrate the highest expectations and aspirations for all of their pupils.
149. The head teacher has a clear vision for the school. He ensures that the school is capable of evaluating its performance in order to achieve improvements. His management of staff and pupils is very good and has developed good relationships with a wide range of external partners.
150. Teachers and support staff work very well together to identify strengths and ways of improvement.
151. The school's policies and practices promote equality of opportunity and are well reflected in the life and work of the school where each pupil is valued. All staff contribute significantly to the school's caring ethos. This has a positive effect on all pupils' behavior, self esteem and attitudes.
152. There are good arrangements to support teachers who are new to or visit the school.
153. The school takes very careful account of national priorities and local partnerships. Outstanding examples include the development of the Foundation phase, skills based curriculum and the use of assessment for learning principles throughout the school.
154. There are very effective arrangements in place for the head teacher and other teaching staff members to review the progress of initiatives that the school is pursuing. This is good practice and conducted diligently and accurately.
155. Performance Management is well established and job descriptions note the specific roles and tasks of staff. The head teacher has agreed objectives that are reviewed annually. All staff are very aware of their responsibilities in relation to their job descriptions and undertake such tasks diligently.

156. Support and training is appropriate for all staff members and the governing body. The school promotes staff and governors to further develop their skills and knowledge through appropriate and focused training opportunities.
157. The links between the governing body and the school are very strong and a good feature. The governing body works effectively with the head teacher to set the long term direction for the school in a structured way. The governors are well informed regarding the school's self-evaluation process and contributions to the school's strategic planning are good.
158. The governing body meet regularly throughout the school year and fulfils all regulatory and legal requirements. Very good quality policies are in place to meet all statutory requirements and these are monitored and reviewed on a regular basis.
159. Procedures for the financial management are thorough and finances are well managed. The outcomes of spending decisions are regularly reviewed and Governors successfully hold the professional leadership to account.

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

Grade 2: Good with no important shortcomings.

160. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
161. The process of self-evaluation is well established in the school. The head teacher, staff and governors use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Development Plan is thorough.
162. The school's procedures for monitoring subject areas and standards, based on clear evidence, are good, which involves all staff.
163. The school uses a whole range of performance data to inform judgements and evaluate specific trends over time. The school's self-evaluation is based on first-hand evidence and the school co-operates effectively with the Link officer of the LEA to target areas for improvement.
164. The School Council is a good forum that allows all pupils' views to be heard constructively.
165. The school is good at seeking the views of a range of stakeholders that have an interest in the school. All staff are aware that they have an important part in the school's self-evaluation process and their input is valued by the head teacher.

166. The quality of the self-evaluation report produced by the school prior to the inspection is of a good standard, detailing targets areas for development based upon clear lines of evidence.
167. The school's priorities for improvement outlined in the Self evaluation report inform the School SDP and have appropriate time scales, costs, and persons responsible noted.
168. The school has addressed the key issues noted in the last inspection report and progress is good.
169. The judgements of the inspection team agreed with the school's self-evaluation in four of the seven key questions. Higher grades were awarded in Key Question 4, 5 and 7.

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

Grade 1: Good with outstanding features.

170. The findings of the inspection team do not agree with the judgement made by the school in its self-evaluation report. A higher grade 1 was awarded due to the outstanding and creative use of the available resources.
171. The adequacy, suitability and use made of staffing, learning resources and accommodation is very good. The school has good resources and ensures that purchases are prioritised according to need.
172. All staff are well qualified and provide well for the needs of pupils, including those with additional learning needs and the under fives. They have good specialist knowledge, are committed and fulfill their roles well within the school.
173. All staff are committed to providing a secure, supportive environment for all pupils. The support staff successfully support teachers and all pupils throughout the school day and are valued members of the school community.
174. Efficient use is made of all available resources. All pupils have ready access to a range of good resources appropriate to their age and needs. Good investment has been made in ICT resources and the Foundation Phase.
175. The outstanding use made of the outside learning environment including the school grounds enriches every pupil's experiences and is a good feature of the school's provision. The school makes effective use of resources outside the school, within the community, such as places of cultural interest. These are used well to enable pupils to benefit from direct experiences.
176. The accommodation is adequate for the number of pupils on roll and is kept clean and well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming and warm environment for all pupils. The quality

of display throughout the school is good and is used well to celebrate pupils' achievements.

177. Staff expertise is used well for the benefit of pupils. Teachers make good use of their planning, preparation and assessment (PPA) time to develop work for their own classes and for their areas of responsibility. Resources are used well for the purposes of work force re-modeling.
178. An appropriate staff development programme enables teachers and teaching support staff to keep up to date with current educational initiatives and with new ideas in their subjects and other areas of responsibility.
179. The school's administrative procedures ensure the efficient day to day running of the school. All support staff, such as the administrative support, caretaker, mid-day supervisor, canteen staff members and cleaners are valued for their contribution to the life of the school. All work well as a team.
180. Spending decisions relate directly to the school priorities as set out in the SDP. Expenditure is monitored closely by the Governing Body and the head teacher.
181. The school meets the needs and range of all pupils and gives good value for money.

School's response to the inspection

The findings of the inspection are a source of great pride for all at Gelli Primary School – for the teaching and support staff, governors, parents and pupils. The school is very happy with the report. We are pleased with the acknowledgement of the excellent, outstanding and good features in all seven key areas within our school.

We are pleased that the team recognises that Gelli Primary is a good school that serves our community well, that good standards have been maintained and that the key issues highlighted in the previous inspection have been addressed.

We are very pleased that the inspection team awarded the highest grade for the outstanding leadership and strategic management evident at all levels within the school and the outstanding and creative use of the available resources. The recognition of the Head teacher's personal commitment to the pastoral care of pupils, and that furthermore our teachers are good role models for the children in their care is testament to the collegiate approach adopted at Gelli Primary School.

Many outstanding features have been identified; amongst the most pleasing are:

- good teaching is a recognised strength of the school where 97% of teaching was considered grade 2 or better;
- national priorities such as the development of Foundation phase and Skills based curriculum are outstanding features.
- assessment for learning strategies are at the forefront of teaching and learning and their implementation has outstanding features throughout the school.
- the quality of out-of-school learning is very good.
- learning experiences provided by the school to tackle social disadvantage and stereotyping are good with outstanding features
- the school provides outstanding personal support and guidance for pupils. This enables pupils to make good progress in their academic, social, personal and emotional development.
- induction procedures for children entering the school are outstanding.
- the Pre-School Club is an excellent initiative and prepares children well for starting school.
- the pastoral support offered by staff and their peers is excellent.
- good investment has been made in ICT resources and the Foundation Phase.
- the outstanding use made of the outside learning environment including the school grounds.

The school agrees with the recommendations highlighted in the report. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. We are confident that these recommendations will be addressed successfully.

The head teacher, staff and governors would like to thank the inspection team sincerely for the rigorous and professional manner in which they conducted the

inspection. The process was positive and will help the school to build on its current achievements and improve standards even further.

Appendix 1

Basic information about the school

Name of school	Gelli Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Ystrad Road, Ystrad, Pentre,
Postcode	CF41 7PX
Telephone number	01443 435311

Headteacher	Mr David Cynan Jones
Date of appointment	September 2006
Chair of governors / Appropriate authority	Mr Graham Dunn Rhondda Cynon Taf
Registered inspector	Alan Wyndham Walters
Dates of inspection	18-20/05/10

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	33	31	26	28	18	30	23	31	220

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26.7:1
Pupil: adult (fte) ratio in nursery classes	8.25:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	26.7
Teacher (fte): class ratio	8:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2010	66.6	89.1	91.6
Autumn 2009	86.7	91.4	91.9
Summer 2009	85.3	87.8	93.1

Percentage of pupils entitled to free school meals	31.5
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

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

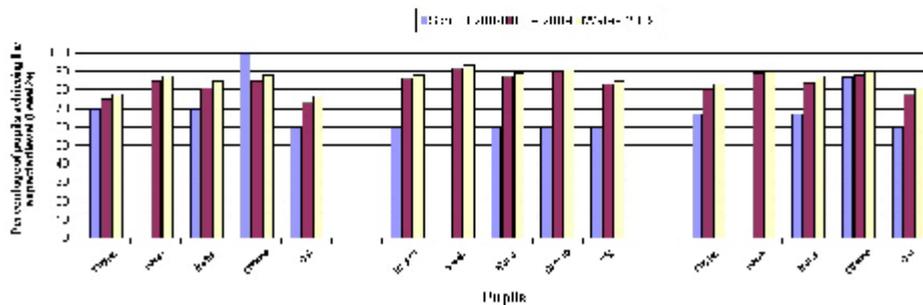
GELLI PRIMARY SCHOOL
Rhondda Cynon Taf

LEA/School no: 674/2119

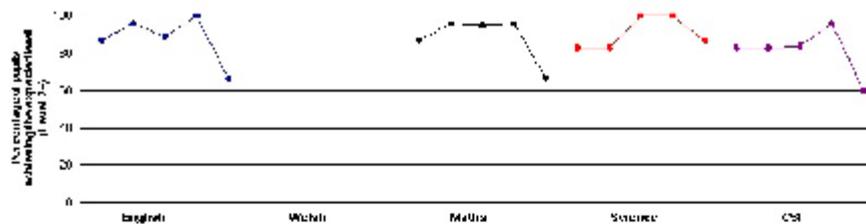
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	70	75	78	60	86	88	67	80	83
Welsh	-	85	87	-	92	93	-	89	90
Maths	70	81	85	60	87	89	67	84	87
Science	100	85	88	60	90	92	87	88	90
CSI	60	73	77	60	83	85	60	78	81



School Performance over time (2005 - 2009)



Contextual Information

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

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

Quartile 1 School is in the top 25 per cent.

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

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

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 18 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	67	75		84		92	
Welsh		85		93		100	
Maths	67	80		88		96	
Science		85	87	92		100	
CSI	60	74		82		90	

Notes:

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

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

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

Report created by DEWi on 15/09/2009

Page 1 of 1

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

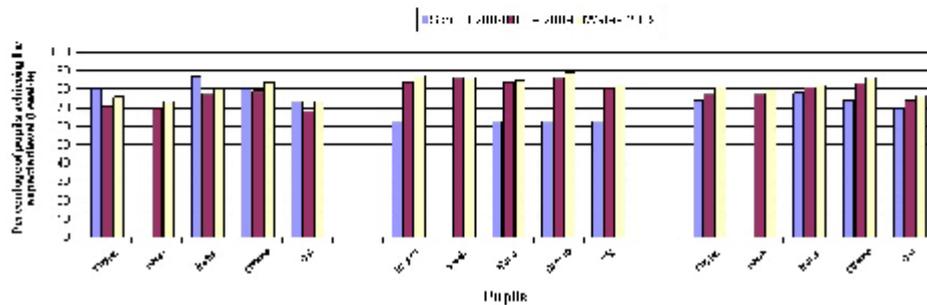
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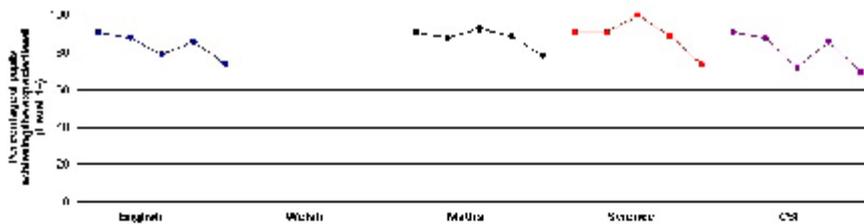
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	80	71	76	63	84	87	74	78	81
Welsh	-	70	73	-	86	86	-	78	80
Maths	87	78	80	63	84	85	78	81	82
Science	80	79	84	63	86	89	74	83	86
CSI	73	68	73	63	80	82	70	74	77



School Performance over time (2005 - 2009)



Contextual Information

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

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

Quartile	Description	Free School Meal Group
Quartile 1	School is in the top 25 per cent.	More than or equal to 16 per cent and up to 24 per cent eligible for FSM
Quartile 2	School is in the top 50 per cent but not the top 25 per cent.	
Quartile 3	School is in the bottom 50 per cent but not the bottom 25 per cent.	
Quartile 4	School is in the bottom 25 per cent.	

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		74		82		87	
Welsh		67		78		89	
Maths		76	78	83		88	
Science	74	80		88		94	
CSI		69	70	77		83	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Four inspectors as well as a peer assessor spent seven inspection days in school.

The inspectors visited:

- 31 lessons or part lessons;
- each class
- collective worship.

The team members met at the start of the inspection and with:

- staff, governors and parents before the inspection, along with groups of pupils during the inspection.

The team also considered:

- the school self evaluation report;
- 71 responses to a questionnaire to parents;
- comprehensive documentation provided by the school before and during the inspection, and
- a wide range of pupils' work.

The headteacher in his role as nominee attended team meetings.

After the inspection, meetings were held with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Alan Wyndham Walters Registered Inspector	Context, Summary and Recommendations, Key Questions 1, 5 and 6
Mrs. Angela Lake James Team inspector	Key Question 2, 3, and 4.
Mr Ken Davies Team inspector	Key Question 7
Ms Janet Warr Lay inspector	Contribution to key questions 1, 3, 4 and 5.
Mr David Cynan Jones, Headteacher	Nominee
Mr Alexander Mark Gunn	Peer Assessor

Acknowledgments

The Inspection team would like to thank the governors, headteacher, staff, pupils and parents of the school for their cooperation during the inspection.

Contractor

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