



*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**

**Glenboi Primary School  
Abercwmboi Isaf road  
Glenboi  
Mountain Ash  
CF45 3DW**

**Date of inspection: October 2011**

**by**

**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

Glenboi Community Primary School serves the town of Mountain Ash in Rhondda Cynon Taf. Nearly all pupils live locally with a few pupils coming from the surrounding area. The school describes the area it serves as socially disadvantaged and economically deprived and is a designated 'Communities First' area. Currently, around 78% of pupils are entitled to free school meals. This is significantly above local and national averages and is rising.

There are currently 92 full-time pupils on roll organised into five classes. A resource provision class provides education for pupils with social, emotional, and behaviour difficulties. The school admits pupils to the nursery at the age of three. The classes are taught by five full-time teachers. They are assisted by six full-time and one part-time learning support staff.

The school has six pupils who are "looked after" by the local authority. No pupils receive support for English as an additional language. Around 35% of pupils are identified as having additional learning needs but no pupil has a statement of special educational need. English is the predominant home language of almost all pupils. One pupil received a fixed-term exclusion in the last year.

The headteacher was appointed in September 2009.

The individual school budget per pupil for Glenboi Primary School in 2011-2012 means that the budget is £5,051 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,499 and the minimum is £2,591. Glenboi Primary School is fourth out of the 114 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

## Summary

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

### Current performance

The overall judgement for current performance is adequate. Within the school:

- many pupils make good progress;
- almost all pupils have high standards of behaviour and wellbeing;
- teaching is good in the resource provision class and in the Foundation Phase; and
- staff provide many high quality learning experiences.

However:

- standards are low when compared to those of similar schools
- pupils' standards of reading and writing are not always high enough; and
- the quality of teaching has shortcomings in key stage 2.

### Prospects for improvement

The overall judgement for prospects for improvement is good because:

- recent initiatives have raised standards and improved the quality of teaching;
- the school has responded well to the recommendations from the last inspection;
- the school has effective systems for self-evaluation;
- leaders and managers have a good understanding of the school's strengths and areas for development; and
- they effectively prioritise needs and provide good resources to support improvement.

## **Recommendations**

In order to improve, the school needs to:

- R1 raise standards in reading and writing;
- R2 improve the quality of teaching, especially in key stage 2;
- R3 use data more effectively to track pupils' progress; and
- R4 focus improvement plans more clearly on pupil outcomes.

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

Due to the small number of pupils at the end of both key stages the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on the school's performance. The percentage of pupils in receipt of free school meals is currently 78%. This is between 20 and 35 percentage points higher than those of other schools in Glenboi's family (schools which face similar challenges), making comparisons of attainment with other schools less secure than would normally be the case.

Over the last four years, trends show that pupils in Glenboi Primary School attain less well in end of key stage assessments than pupils in other schools in the local authority and in Wales. Pupils also attain poorly when compared to pupils in similar schools, although there was improvement at the end of key stage 1 in 2011.

Many pupils make good progress despite entering the school with significantly lower skills than those normally expected of pupils of a similar age. For example, although attainment fell in 2011 in key stage 2, many pupils had progressed well in English and mathematics compared to their results at the end of key stage 1.

Scrutiny of pupils' work and observations of lessons show that many pupils make good progress, especially in the Foundation Phase.

Just over half the pupils entering the school have speech and language difficulties and this limits their early progress in speaking and reading. However, by the end of the Foundation Phase, their speaking and listening skills have improved and they do well. A majority of older pupils are confident speakers in class and to adults.

Standards of reading are improving in the Foundation Phase. Many pupils have a good knowledge of letter sounds and they are beginning to use a range of strategies to read familiar and unfamiliar words well. They are keen to look at books and are beginning to enjoy and appreciate the good range of reading material provided for them. More able Year 2 pupils read fluently and with understanding. Most say they enjoy reading to an adult.

Reading standards are adequate in key stage 2. A majority of pupils make good progress and are fluent readers by the time they move to secondary school. They enjoy reading and know how to use the library effectively to find particular books which interest them. However, they do not use higher order reading skills such as skimming text well enough.

In both key stages, a few pupils make insufficient progress with their reading and this prevents them being able to make enough progress in lessons.

A majority of pupils have very limited opportunities to write before they come to school. In the nursery class they quickly begin to make marks and develop early writing skills well. Most older Foundation Phase pupils write successfully for a range of purposes in full sentences with correct punctuation. However, only a few can use imaginative vocabulary in their writing or write at length.

In key stage 2, pupils write for an appropriate range of purposes and audiences. Few pupils write at length or in sufficient detail to be able to develop a good structure to their writing. Most pupils use punctuation well but standards of presentation and handwriting are poor.

Most pupils use their numeracy skills successfully in a range of subjects. Their use of information and communication technology is good and helps many pupils to achieve well.

Most pupils who are in receipt of free school meals and those 'looked after' by the local authority achieve well. Most pupils in receipt of additional support for literacy and/or mathematics make very good progress. Generally, pupils in the resource provision class make good progress and many achieve well. There is no clear difference in the attainment of boys and girls over time. More able and talented pupils do not always make sufficient progress in key stage 2.

Standards in Welsh language are improving. In the Foundation Phase, many pupils make good progress and can understand and follow basic instructions in Welsh. They respond with increasing accuracy to a good range of language patterns. They know the names of colours and parts of the body, can count confidently and ask for basic items of food. They display positive attitudes to Welsh and are eager to use the Welsh they have learnt.

By the end of key stage 2, many pupils convey personal information with confidence. They read with appropriate fluency and understanding of basic text. A minority use extended sentence patterns to answer questions.

### **Wellbeing: Good**

A significant feature of wellbeing is the improvement in most pupils' behaviour, which is now of a high standard. This has allowed pupils to learn far more effectively.

Most pupils are attentive, enthusiastic learners. Little bullying occurs and staff deal with occasional incidences promptly. Nearly all pupils say that they like coming to school and that they feel safe there.

Most pupils understand the importance of having healthy lifestyles and of the importance of keeping safe. They make appropriate healthy choices at meal times and participate enthusiastically in a range of physical activities. Older pupils take responsibility by running the school 'tuck-shop', acting as playground leaders and by joining the school 'fund raising council'.

Many pupils work well independently, in groups or teams to solve problems. Many older pupils understand what they need to do to improve their work, but most are not yet regularly involved in contributing to planning what they learn.

Pupils are regularly involved with the community through, for example, the local carnival, tackling 'dog fouling', involvement with 'Fairtrade' issues and fund-raising events. The school council and eco-council play an active part in the life of the school. Pupils involved are confident their voice is being heard and they are effectively involved in planning school improvements such as improving the pupils' toilets and improving recycling.

Pupils' attendance has risen significantly. It is now around 93%, and places the school in the top 50% of similar schools. Most pupils are punctual. The rise in attendance has had a very positive impact on the standards pupils achieve.

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

Although standards are adequate, the overall provision for pupils is good. This is because the learning experiences, most of the teaching, and the quality of the care and learning environment have many strengths, which are having a significant effect on the progress most pupils are making at the school.

The school provides all of its pupils with a rich and varied curriculum and stimulating learning experiences. These include pupils' involvement in special projects such as visits from The Welsh National Opera, authors and artists. The curriculum builds well on pupils' existing knowledge. Overall, staff plan learning opportunities well and match them closely to the needs of most pupils. The school makes particularly effective use of withdrawal groups for literacy and mathematics and these groups are having a good impact on pupils' standards. Also, the school provides good learning experiences by using specialist music and physical education teachers, who also have a positive effect on pupils' standards.

The school's recent emphasis on reading has meant that many pupils read with greater fluency, enjoy reading more and read more frequently. Foundation Phase plans for teaching skills are well developed, but key stage 2 staff do not always plan well enough for numeracy and literacy. Provision for information and communication technology is good and this helps pupils to achieve well.

The provision for Welsh language and for Y Cwricwlwm Cymreig has improved significantly and this has made a strong contribution to the rise in standards.

The school has a wide range of sporting and cultural after-school activities, which many pupils enjoy. They contribute well to the pupils' wellbeing, cultural understanding and social development. The school successfully promotes pupils' awareness of sustainable development and encourages their involvement in schemes such as recycling, energy conservation and healthy eating. Pupils have appropriate opportunities to learn about other cultures and the wider world.

**Teaching: Adequate**

Teaching is good in the Foundation Phase classes and in the resource provision class, and adequate in key stage 2.



In almost all lessons, teachers use a wide range of strategies to engage pupils. They prepare many interesting resources, such as the model 'Welsh Cottage' in the Year 3/4 class which engages pupils and keeps them interested in their work. Teachers have good subject knowledge and manage pupils' behaviour very well. They are good role models for pupils.

Where teaching is most effective, lessons have good pace and learning objectives are clear and shared with pupils. Where lessons have shortcomings, teachers do not always challenge pupils well enough, tasks are too difficult or too easy for many pupils and teachers do not explain tasks clearly enough. When this happens, pupil progress is limited.

Teachers mark pupils' work regularly and often provide helpful feedback. Marking often links well to what the pupils have to learn. However, teachers' comments do not always include enough guidance and support on how pupils can improve their work.

Assessment at the end of both key stages is generally accurate. The school has appropriate systems to track pupils' progress, especially those who have extra support with their learning. However, they are not developed well enough to consistently give staff a clear picture of all pupils' strengths and shortcomings.

Parents and carers receive clear information about their children's progress.

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

Provision for pupils' spiritual, moral, social and cultural development is very good. Arrangements to support pupils' wellbeing are very well developed and lead to the high standards pupils achieve in this area. Staff have worked hard with support services to successfully improve pupils' attendance. This and their work on raising standards of pupils' behaviour enable pupils to learn more effectively.

The school works well with specialist agencies such as the Police, Health and Social services to support pupils' needs. The school also works in close partnership with other agencies, such as the educational psychology service and a counselling service, to ensure that it meets the wide range of pupils' needs effectively.

The school has good procedures to identify and support pupils with additional learning needs and appropriately consults and informs parents and carers. Clearly targeted support for less able pupils has helped them make good progress, particularly in reading. Provision for pupils in the learning resource provision is very effective and almost all pupils integrate successfully into mainstream classes.

The school has an appropriate policy and has procedures for safeguarding.

An issue relating to pupils' wellbeing was brought to the attention of the governing body.

### **Learning environment: Good**

The school is a caring and supportive community where pupils feel happy and safe. It clearly values all pupils and recognises their achievements. It successfully encourages all pupils to treat others fairly and with respect. Pupils' self-esteem has been raised and their wellbeing improved, helping them to learn more effectively.

Pupils learn about cultures and faiths that are different from their own and display tolerant attitudes towards each other. There are appropriate policies, plans and procedures in place to ensure equal opportunities for all pupils.

The school is well maintained and meets the needs of all pupils very well. The outside areas, garden, computer suite and high standard of the wall displays help provide the pupils with a stimulating learning environment. Good use is made of wide-ranging resources that meet pupils' needs well.

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

The headteacher provides strong and effective leadership. She has a clear vision for school improvement which she communicates effectively to staff, parents and pupils. Since her appointment, the school has successfully raised the quality of teaching and pupils' standards, most significantly in reading, wellbeing, behaviour and attendance.

Leaders and managers have high expectations of staff and work well with a range of stakeholders to improve teaching and learning. Staff roles and responsibilities are clear and many complete their duties well.

The governing body is very supportive of the school. Governors are well informed and have a strong understanding of the school's strengths and weaknesses. They provide appropriate challenge to the school and fulfil all of their statutory responsibilities well.

The school has successfully responded to local and national priorities. The introduction of the Foundation Phase has had a particularly significant impact on raising standards.

### **Improving quality: Good**

Leaders and managers know the school's strengths and areas for development well. There are effective processes for self-evaluation and improvement planning based on the use of first-hand evidence. They make good use of a comprehensive range of end-of-key stage assessment data to look at trends in performance and compare the school's performance against other schools.

Outcomes from self-evaluation clearly link to the school improvement plan. The plan sets out priorities that will have the most impact on raising standards. At present these concentrate on aspects of provision and do not focus sharply enough on pupil outcomes. Leaders and managers effectively link the use of resources and staff

training and development to the improvement planning. Plans are appropriately monitored.

Staff generally work well together to share expertise, and this has been particularly successful in improving teaching and learning in the Foundation Phase.

Staff work effectively with other schools on specific aspects of school improvement, particularly via the local 'small schools' network'. Most of these initiatives are in the early stages of development, but recent work has had good impact on improving pupils' standards in reading and in music.

The school has made very good progress in implementing the recommendations of the last inspection.

### **Partnership working: Good**

The school is developing very good partnerships with parents. Staff keep parents and carers very well informed about the work of the school through regular newsletters as well as encouraging families to attend a wide range of events at the school. The recently formed 'Friends of Glenboi' encourages and supports families to take a more active role in the life of the school. Families are very supportive of the school, and pupils' attendance and behaviour have improved significantly through these much improved partnerships.

The school also has good partnerships with a range of external agencies that contribute well to the wellbeing of pupils and the standards they achieve. These include community groups, social workers, health visitors and other agencies that support families with particular needs.

The school also has effective partnerships with the local comprehensive school as well as with other schools in the local cluster. These partnerships support the effective transition of pupils and also have a positive effect on pupils' wellbeing.

### **Resource management: Adequate**

The school has a good range of experienced teachers and teaching assistants. It has effective performance management arrangements and the regular staff training activities are well matched to the individual and school needs. Staff are generally deployed appropriately.

The school manages its finances well. It is well maintained and the recent improvements to the outdoor area for the Foundation Phase and library have enhanced the learning opportunities for pupils.

Although the quality of provision and leadership is good, pupil outcomes have shortcomings; therefore, the school is judged as providing adequate value for money.

## Appendix 1

### Commentary on performance data

Due to the small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on the school's performance. The percentage of pupils in receipt of free school meals is currently 78%. This is between 20 and 35 percentage points higher than that of other schools in Glenboi's family (schools which face similar challenges), making comparisons of attainment with other schools less secure than would normally be the case.

Over the last four years, pupils in Glenboi Primary School have on average attained less well in end of key stage assessments than pupils in other schools in the local authority and in Wales.

In 2011, when compared to schools with a broadly similar percentage of free school meals, the school was in the lowest 25% for English, science and the core subject indicator (the percentage of pupils who achieve the expected level in English, mathematics and science in combination). It was in the upper 50% of schools for mathematics. The school generally performed better in 2011 than in previous years.

Over the last four years, teacher assessment results for the expected level in key stage 1 have been below those of the school's family for the core subject indicator and science. They have been around the average for English and mathematics.

For pupils who achieve a higher level 3 at the end of key stage 1, the school performs around the average for the family in English, but below in mathematics and science.

In 2011, end of key stage assessments placed the Glenboi in the lowest 25% of schools with a similar percentage of free school meals for all subjects and the core subject indicator. These results have a downward trend.

When compared to other schools in its family, Glenboi was the worst performing school in 2011 in the end of key stage 2 assessments. Trends are consistently below the average for other schools.

For pupils who achieve a higher level 5 at the end of key stage 2, the school performs below the average for the family in all subjects, but performed better in 2011 in English and science.

However, most pupils enter the school with significantly lower skills than those normally expected of pupils of a similar age and they make good progress from their starting points. Scrutiny of pupils' work and evidence from classroom observations supports this.

Most pupils who are in receipt of free school meals and those 'looked after' by the local authority achieve well. Most pupils in receipt of additional support for literacy

and/or mathematics make very good progress. Generally, pupils in the resource provision class make good progress and many achieve well. There is no clear difference in the attainment of boys and girls over time. More able and talented pupils do not always make sufficient progress in key stage 2.

## Appendix 2

### Stakeholder satisfaction report

#### Pupil questionnaires

Forty-four key stage 2 pupils completed the questionnaire. They had very positive views about their school. Almost all feel safe there, and say that the school deals well with any bullying and that they have someone to talk to if they are worried or upset. They have very little concern about others' behaviour at breaks or in class. They believe that the school teaches them how to be healthy and provides plenty of opportunities to get regular exercise.

Almost all those asked feel they are doing well in the school and that staff help them they find their work hard. They think they have plenty of books and resources and find homework useful.

#### Parent questionnaires

Twenty parents/carers completed the questionnaire. Overall, they were very positive about Glenboi Community Primary school. In particular, they think that staff helped their child well to settle in, teaching is good, staff expect pupils to work hard, their child is safe in school and that the school promotes healthy living styles successfully. Almost all thought that the school is well run, that it organises plenty of trips and visits, and that staff are approachable, keep parents well informed and help pupils to become more mature and take on responsibility.

A very few have concerns about whether homework helped their child to build well on what they learned in school.

## Appendix 3

### The inspection team

Rick Hawkley	Reporting Inspector
Eleanor Davies	Team Inspector
Edward Tipper	Lay Inspector
Owen Morgan	Peer Inspector
Helen King (Headteacher)	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))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

## 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