



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

A report on

Glyncoed Primary School

**Glyncoed Road
Pentwyn
CF23 7DW**

Date of inspection: July 2022

by

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

About Glyncoed Primary School

Name of provider	Glyncoed Primary School
Local authority	Cardiff Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	370
Pupils of statutory school age	294
Number in nursery classes	41
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.3%)	29.4%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 22.2%)	18.5%
Percentage of pupils who speak Welsh at home	2%
Percentage of pupils with English as an additional language	26.8%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	17/07/2013
Start date of inspection	04/07/2022
The Headteacher is due to retire on the 22/7/22	

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

Further information is available from the Welsh Government My Local School website: 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

Overall, pupils enjoy attending Glyncoed Primary School. They are very keen to talk to adults and speak confidently about how proud they are to be in their school. Pupils feel safe and well cared for and trust that adults will always help and support them. Staff are ambitious for their pupils and help them to develop positive attitudes to learning. Most pupils make good progress from their starting points, especially in reading and writing although aspects of pupils' other skills are less well developed. There is effective provision for pupils with additional learning needs.

Pupils' behaviour and attitudes to learning are a strength of the school. Most listen carefully to instructions and apply themselves fully to their learning. They work together diligently on tasks and respond effectively to high expectations from staff. The level of care, support and guidance provided across the school community is valuable and supports the pupils to become effective learners. However, pupils are not always given enough opportunities to make increasingly independent choices about how and what they learn. The school is highly inclusive and celebrates the cultural diversity of the community well. Leaders and staff are beginning to develop a curriculum that reflects the environment and community in which they live. However, leaders do not always offer opportunities for staff to take on genuine responsibilities for leadership often enough. Members of the governing body have a strong knowledge of the school and support the headteacher effectively.

Recommendations

- R1 Further develop leadership and teamwork across the school
- R2 Provide more opportunities for pupils to influence what and how they learn
- R3 Improve the quality and effectiveness of feedback to pupils
- R4 Ensure that pupils have opportunities to develop and use a full range of skills

What happens next

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

Main evaluation

Learning

Most pupils start school with skills at or above those expected for their age. As they move through the school, most pupils, including those with additional learning needs (ALN), make strong progress from their starting points.

Pupils in the reception class listen attentively to and discuss elements of a story. They suggest alternatives for words about feelings and show empathy for the characters when discussing a book about a boy and a whale. Many older pupils communicate fluently with adults and talk enthusiastically about their work and topics that they enjoy.

As they move through the school, many pupils make rapid progress with their reading. Younger pupils develop a good knowledge of letter sounds and use this alongside other techniques to decode new and unfamiliar words. In Year 3 and Year 4, most pupils read with good expression and use punctuation well to maintain clarity and enhance meaning. Older pupils skim through the internet and reference books effectively to get information quickly, for example, when undertaking research into the exploration of Ernest Shackleton. They use this information confidently to produce written recounts.

Across the school, many pupils make accelerated progress in developing their writing skills. Most younger pupils make good attempts at spelling new words and older pupils use an increasingly ambitious vocabulary, in particular when showing empathy with prisoners in concentration camps during the Second World War. They write confidently in a range of styles and for different audiences and use punctuation appropriately.

Throughout the school, many pupils develop their oral skills in Welsh appropriately and show enthusiasm for the language. Younger pupils follow some simple instructions and are beginning to ask and answer basic questions. Many older pupils talk about what they like and dislike and persevere well to get their Welsh pronunciation right. Members of the Cwriw Cymraeg regularly present award assemblies celebrating the Welsh language.

Most pupils across the school make good progress in developing their mathematics and numeracy skills. They develop a good understanding of how to work with number, data, shape and measure. Pupils develop these skills progressively over time and apply their skills to more complex problems as they move through the school, for example they apply their knowledge of calculations in the context of budgeting for a trip to Sweden. Across the school many pupils talk confidently about how they approach mathematical problems and explain their methods to others clearly, for example, younger pupils describe how they use standard units to measure the sunflowers they have grown.

Across the school, most pupils express themselves confidently through art, music, poetry and dance and demonstrate good creative skills. For example, pupils in Year 1 pay close attention to form and detail when creating seashore collages using

natural materials and shells. By Year 5, many pupils use close observation skills and photographs well to illustrate what they believe Branwen, a character from famous Welsh literature, might have looked like.

Younger pupils make steady progress developing their digital skills. They demonstrate a suitable understanding of different skills, such as coding and data handling. In Year 2, many pupils create animations based on their own imaginative stories and review these with their peers. However, most older pupils do not make enough progress in developing their digital skills.

Well-being and attitudes to learning

Pupils are proud of their school and are eager to share their classrooms and outside spaces with visitors. Nearly all pupils have a sound understanding of the values that form the school rules and can explain their role in developing these rules. New pupils settle well and quickly become active members of the school community.

Most pupils feel that their work is interesting and provides good opportunities for learning new skills. For example, Year 6 pupils recall improving their handwriting when they used fountain pens as part of their work on the Victorian era. Most pupils engage well and remain focused for extended periods of time, including when working independently. They show confidence in their learning, are ambitious and understand the value of education. Many pupils make good progress with the development of their knowledge and skills and respond positively to questioning during lessons. However, older pupils respond less well to written feedback and do not use it effectively to move their learning forwards. They do not always show pride in the presentation of their work.

Pupils understand their role in caring for each other and are keen to share examples of how they offer support to others during times of need. Nearly all pupils know whom they can talk to if they are upset and are confident that an adult or another pupil will be able to help them. They value fairness and equality and celebrate the cultural diversity of the community well. For example, pupils show enthusiasm when learning about religious festivals before the event so they can all play an active role in the celebrations.

Pupils understand the importance of healthy eating and drinking and this had been developed through science lessons, for example where Year 6 made healthy sandwiches. However, older pupils do not always demonstrate healthy eating in their actions and bring in unhealthy snacks, such as crisps and chocolate at snack time. Nearly all pupils are aware of how to stay safe online and the importance of not sharing personal information. For instance, Year 3 pupils know not to share their passwords. Visits from the community safety police officer reinforce these safety messages.

Pupils value the opportunities they have to take on leadership roles through pupil groups. They speak positively about their influence, for instance in supporting the design of the recently developed outdoor spaces and of opportunities to work with organisations such as Keep Wales Tidy. However, pupils would welcome opportunities to further develop their role as leaders.

Most pupils are confident when talking to adults and speak with increasing maturity as they move through the school. They show respect and consideration when listening to speakers and asking and answering questions, for example with visitors from the Welsh National Opera. Nearly all pupils support each other's well-being. They understand their rights and show respect for each other. They are keen to share 'The Calm Zone' and explain that this is a place they go to think about actions and behaviours. Nearly all pupils' behaviour is very good in and around the school.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic years 2020-2021 and 2021-2022. Inspectors will, however, consider the schools provision for monitoring and improving attendance as part of inspection area 4 (Care, support and guidance).

Teaching and learning experiences

The school is making good progress towards implementing a curriculum that reflects the principles and culture of the Curriculum for Wales. Teachers use thematic approaches effectively in each class and the curriculum offer is then further enriched through a wide range of whole school events, for example Fair Trade fortnight. This whole school focus provides meaningful opportunity for collaboration between year groups and both pupils and staff enjoy these experiences. Teachers engage the interests of learners at the beginning of each topic well. For example, older pupils benefit from a visit to Bletchley Park as part of their work on the Second World War.

The school has recently begun to re-establish a range of extra-curricular activities and welcome visitors to the school. Parents are also invited into school to share their child's learning experiences and look at the work they have done. The impact of this open approach is that parents feel better supported to help their children at home.

Staff are skilled in ensuring that all children feel valued as part of the school community and in return learners are respectful and cooperative. Learning activities fully reflect the context of the school and build positively on the diverse cultural and linguistic nature of the catchment. Where teaching is most effective, high-quality questioning supports pupils to make particularly good progress. However, in a few classes, pupils do not always have regular enough opportunities to discuss their progress with their teachers. As a result, they do not have a secure enough understanding of the steps they need to take to improve their work.

Staff work together effectively and the beneficial relationship between adults and pupils has a positive effect on nearly all pupils' behaviour and well-being. Teachers make very effective use of assistants to support pupils' learning. Teachers and support staff nurture pupils' independence as learners appropriately. Most teachers have clear objectives for learning and use a range of resources to create engaging learning experiences. However, teachers do not always make best use of the extensive outdoor environment to support learning.

The school has well-coordinated plans for developing all areas of literacy across the school. This approach supports most pupils to make good progress in developing as listeners and speakers and as readers and writers. For example, older pupils discuss Black History month in depth and articulate what it means to them well.

Overall, the school's provision to develop pupils' mathematical and numeracy skills is effective. It supports pupils to develop their skills in number, shape, data and measure progressively over time. However, opportunities for pupils to apply their numeracy skills across the curriculum are less well developed.

Provision to develop younger pupils' digital skills is generally appropriate. It ensures that pupils generally develop suitable skills, confidence and enthusiasm when working with devices and software. However, teachers do not develop older pupils' digital skills well enough.

The school demonstrates a positive attitude towards the Welsh language and culture and, throughout the school, lessons are planned and taught on a regular basis, using a designated scheme. However, teachers do not always make the most of opportunities to model the Welsh language or encourage pupils to speak, ask and answer questions in Welsh. As a result, pupils' knowledge of the language and their communication skills do not always develop as well as they could.

Care, support and guidance

The school is welcoming and friendly. There are positive and respectful relationships between pupils and staff and between the pupils. Pupils benefit from provision such as the 'Talk about Group', which allows pupils to share their feelings when they need to talk. A strength of the school is the sense of co-operation and collaboration pupils show and how they value each other's differences. They show compassion, empathy, honesty and fairness during their interactions.

Staff know the children well and invest time to understand their individual needs. Provision to support pupils with ALN is effective and supports pupils to make good overall progress. Staff involve parents and pupils appropriately in setting targets and reviewing progress.

Daily acts of collective worship support pupils' spiritual development and celebrate the cultural diversity of the school well. As a result, pupils develop a deepening understanding of the characteristics of different faiths and of the beliefs of others. Shared celebrations including Diwali and Ramadan provide valuable opportunities for developing this understanding further.

The varied programme of after school clubs and activities such as the Rights Respecting Ambassadors and Eco Club enhance the school's capacity to develop pupils' understanding of social and cultural issues. Strategically planned visits also enhance learning and well-being, shape topics and motivate pupils. For example, Year 6 pupils take part in a residential visit, which helps build confidence and independence. The school also provides worthwhile opportunities for pupils to influence a few important aspects of the school's work. For example, the Eco Club engaged with Keep Wales Tidy and, as a result, pupils are aware of the importance of keeping the school grounds free of litter.

The school makes good use of visitors to enrich pupils' experiences. For instance, regular visits from coaches from Cardiff City Football Club support pupils to develop their physical skills and the "Open Your Eyes" event enabled local employers to talk

to pupils about the skills required in their jobs and raised pupils' awareness and aspiration specific to employment opportunities in Wales.

There is appropriate communication with parents, for example through termly meetings and annual reports. The school has a range of suitable processes to secure good rates of attendance. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

The headteacher and staff work hard to create and sustain a welcoming and inclusive community with pupil well-being at its heart. Across the school, staff at all levels have high expectations of what pupils can achieve. They take pride in modelling professional behaviours and attitudes. Overall senior leaders ensure that pupils secure good levels of progress during their time at school. Leaders link national priorities with the needs of their school community purposefully, for instance by supporting pupils to engage in activities, such as residential visits, that enrich the curriculum.

Senior leaders show capacity to secure improvement, for example, the recent initiatives to improve standards in writing and mathematics have been successful. They use a suitable range of approaches to gather useful information to identify strengths and areas for development. However, they do not always use this information to best effect. For example, leaders gathered pupils' views using questionnaires but did not use the information as part of its improvement process. Staff are beginning to work collectively to implement the Curriculum for Wales. Teachers and support staff work well together as a team to plan purposeful experiences for the pupils. However, these staff do not feel fully engaged in the decision-making processes at the school. This leads to a lack of a genuine sense of teamwork and shared purpose.

Staff professional development links effectively to the school's improvement priorities. For example, they receive intensive training and follow up coaching, to deliver a writing initiative. As a result, standards in writing have improved across the school. Similarly, the link between performance management targets for teachers and the school improvement priorities is valuable. However, support staff do not always benefit from this process and, at times this means that they do not feel fully involved in school improvement work.

Leaders and teachers track individuals and groups carefully to ensure that interventions, funded by grants, help pupils to make strong progress. These are led by effective teaching assistants, who through their daily work, contribute consistently to improving pupils' standards of learning, well-being, and social skills.

A minority of staff have opportunities to engage in collaborative work across the cluster. For example, the deputy headteacher is involved in a cross Cardiff cluster project to develop the new curriculum.

Members of the governing body are highly supportive of their school and discharge their duties well. The headteacher keeps them up to date with developments at the school. They have a sound understanding of pupil progress and the school's

developing curriculum which enables them to hold the school to account and fulfil their duty as a critical friend. However, governors do not always keep a sharp enough focus to ensure that arrangements for healthy eating and drinking are appropriate. Leaders manage finances well, with the pupil development grant spent appropriately on staffing and on enriching pupils' experiences through their curriculum. Overall, leaders promote an effective culture of safeguarding.

Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read 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 classes, including learning support groups 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 and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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 (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:

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