



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

A report on

**Glasllwch C.P. School
Melbourne Way
Newport
NP20 3RH**

Date of inspection: November 2019

by

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

About Glasllwch C.P. School

Glasllwch Community Primary School is in a residential area on the north side of the city of Newport. The school has 238 pupils, aged from 3 to 11 years, including 32 part-time nursery pupils. There are nine single-age classes at the school.

English is the predominant language for nearly all pupils. A very few pupils come from minority ethnic backgrounds and learn English as an additional language. No pupils speak Welsh at home. The three-year average of pupils eligible for free school meals is around 3%, which is much lower than the Wales average of 18%. The school identifies around 14% of pupils as having special educational needs, which is lower than the national average of 21%.

The headteacher took up her post in September 2002. The school's previous inspection was in March 2014.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

During their time at the school, nearly all pupils make very strong progress and apply their literacy, numeracy and information and communication technology (ICT) skills highly successfully in a range of different creative and integrated activities. Nearly all pupils display exceptionally high levels of wellbeing. They develop as ambitious, confident and independent learners. Across the school, pupils' behaviour is very good.

Teachers provide a stimulating and rich practical curriculum for pupils. The quality of teaching is consistently high. The school gives pupils a prominent voice in guiding their learning. Pupil voice groups collaborate very effectively and have a positive effect on school life and the wellbeing of their peers.

School leaders provide extremely effective leadership. A culture of improvement permeates the school, and continuous review and planning for improvement are at the heart of its ethos. The headteacher has developed a very supportive and hardworking team of staff who show exceptional commitment to the school and its pupils. This supports the school as a highly effective learning organisation.

Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

Recommendations

R1 Strengthen opportunities for pupils to practise and enhance their Welsh language skills across the curriculum

What happens next

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

Estyn will invite the school to prepare case studies on its work for dissemination on Estyn's website in relation to the school's commitment to enquiry-based research and how collaboration at all levels supports the school as a highly effective learning organisation

Main findings

Standards: Excellent

During their time at the school, nearly all pupils, including those with additional learning needs, make very strong progress in their literacy, numeracy and information and communication technology (ICT) skills. Nearly all pupils apply these skills very confidently and successfully in a range of different creative and integrated activities.

Most pupils develop into extremely articulate and mature speakers. Throughout the school, nearly all pupils listen exceptionally well to adults and to each other. From an early age, nearly all pupils in the foundation phase express their ideas and opinions enthusiastically and respond to questions confidently. Across key stage 2, nearly all pupils use specific language very effectively, for example when discussing the impact of plastic waste on the Pacific Ocean. By Year 6, nearly all pupils are skilled communicators who adapt their speech to the needs of the audience very effectively.

Nearly all pupils in the foundation phase make rapid progress in the early years of school and quickly learn the sounds needed to read. By Year 2, many pupils know which genre of reading they prefer and make sensible predictions about the way a plot will develop. Nearly all pupils use effective strategies, such as 'sounding out', to read unfamiliar words. Nearly all pupils in key stage 2 read fluently and with good expression, using punctuation well. By Year 6, most pupils display a sophisticated understanding of storyline and the author's intention, for example when analysing the moral framework that Roald Dahl uses in many of his stories. They use their skills very effectively to broaden their learning.

In the foundation phase, nearly all pupils quickly begin to see writing as an important means of communication in response to stimulating activities, for example, when giving a detailed account of the class bear's adventures. By Year 2, most pupils write for an extensive range of purposes across the curriculum. Nearly all pupils in key stage 2 make outstanding progress as they develop as writers. They use a wide range of genres very confidently across the breadth of the curriculum, for example, when describing the life cycle of a bee. By Year 6, nearly all pupils are skilled, competent and imaginative writers. Many have a sophisticated understanding of how to improve the quality of their writing and set themselves high standards. They have a good awareness of audience and write impressively for effect, for example when writing a poem in remembrance of the fallen in the First World War.

In the foundation phase, most pupils make suitable progress in their spoken Welsh and use the language correctly as part of class routines. They ask and respond to simple questions independently following basic patterns, for example when talking about themselves or describing the weather. In key stage 2, many pupils respond appropriately to familiar questions and read short texts accurately. By Year 6, many write accurately and independently at length, for example when writing about what they did at the weekend. Most pupils across the school have positive attitudes to learning Welsh. As they grow in confidence, many are beginning to practise their skills in less formal situations around the school and in other subjects. This is particularly evident in Year 6, for example when pupils use their Welsh language skills well to describe the key features of a local Welsh artist's work.

Nearly all pupils make very good progress in developing their numeracy skills and apply them exceptionally well to solve problems. In the foundation phase, nearly all pupils recall simple number facts quickly and confidently when applying what they have learnt previously in new situations, for example, when Year 2 pupils track down a dragon's egg successfully as part of a treasure hunt. In key stage 2, nearly all pupils have a sound understanding of number strategies and use their numeracy skills extensively across the curriculum in real-life situations, for example, when converting pounds sterling to the Japanese yen as part of their topic on the rugby world cup and when Year 6 pupils work alongside a local estate agent using laser instruments to calculate floor areas when designing an advert to sell a house.

Across the school, nearly all pupils make highly effective use of the full range of ICT skills to support their work across the curriculum. From an early age, pupils access and navigate online activities successfully, for example to support their work on the enchanted forest. By Year 2, most pupils combine images and text successfully, for example when creating effective multimedia presentations on becoming a knight. In key stage 2, nearly all pupils use ICT successfully to present information in a variety of interesting ways. Many Year 5 pupils use a range of sources maturely, for example when finding out about different countries in Africa. They demonstrate strong data-handling skills when gathering and collating data about a bee-friendly survey to support their work on the environment. By Year 6, many pupils have excellent ICT skills, for example when creating their own website to sell a house.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils display exceptionally high levels of wellbeing. They enjoy school and show very positive attitudes to their learning. Nearly all pupils develop exceptionally well as independent learners from an early age and respond very well to the caring and inclusive ethos that is an integral and highly effective part of the school's life. They show curiosity, perception and imagination and participate eagerly in a wide range of interesting learning opportunities. They are proud of their work and are keen to present the work in their books to a high standard. Nearly all pupils collaborate extremely effectively and persevere with their tasks for extended periods.

Nearly all pupils demonstrate high standards of behaviour and self-discipline. They feel safe at school, attend regularly and are confident that staff will respond to any concerns they may have promptly. They behave calmly and responsibly in class and while moving around the school. The respect and courtesy that pupils show to each other, adults and visitors is a very strong feature of the school. Across the school, nearly all pupils engage very well in their learning. They settle in lessons quickly and move between tasks sensibly and efficiently. They are eager to try new experiences and persevere extremely effectively to complete tasks. They work highly successfully on their own, in small groups and in whole-class situations.

Nearly all pupils take regular advantage of opportunities to voice an opinion about what they learn. A particularly strong feature is the way that pupils in all classes plan jointly with the teachers and identify what they would like to learn about various topics. This provides valuable opportunities for them to influence what they learn. It engages their interest and curiosity towards learning skilfully and strengthens their commitment to their work. From an early age, most pupils have a very good understanding of what they do well and what they need to do to improve their work.

They make effective use of self and peer assessment to evaluate their work and that of other pupils in order to identify and to make improvements. This improves their self-confidence and supports their progress as they move through the school exceptionally well.

Pupils take full advantage of the numerous opportunities to express their opinions about important aspects of school life through a wide variety of highly effective pupil voice groups. These include the school council, super ambassadors and eco council. They take on their leadership roles with integrity and are fully committed to their responsibilities. They understand that they are representing the views of other pupils in the school community. They show a strong commitment towards improving and evaluating particular aspects of the school when carrying out research projects. This enables them to have a positive effect on school life and the wellbeing of their peers, for example when organising food tasting and nutrition workshops with school caterers. They take great pride in what they achieve to improve the school. For example, the learning squad have increased opportunities for pupils to benefit from a wider range of extracurricular activities, such as dance, drama and expressive arts. Highly skilled and enthusiastic digital leaders produce the Glasllwch Voice newsletter, which communicates the role that various groups have in the school very effectively.

Nearly all pupils display a positive attitude towards eating and drinking healthily and have a good awareness of the effect this has on the body. The School Nutrition Action Group (SNAG) takes a leadership role in encouraging healthy eating and physical activity. They promote healthy choices within packed lunches and through a daily sticker system. Together with the Criw Cymraeg they organise a Fruity and Veggie Friday so that pupils have an opportunity to buy healthy snacks while ordering in Welsh. Nearly all pupils discuss sensibly how exercise is an important aspect in keeping healthy. They take part enthusiastically in the well-established daily mile and engage extensively in the wide range of clubs and curriculum enrichment activities that the school provides. This contributes very positively to the development of their fitness and social skills. Nearly all have a good understanding of e-safety and are aware of the risks in sharing personal information and how to keep themselves safe online.

Teaching and learning experiences: Excellent

Teachers foster a positive climate for learning where pupils feel encouraged to take risks and to recognise mistakes as a step on the path to improving their skills. Staff collaborate very effectively with pupils and the excellent working relationships between adults and pupils has a very positive effect on pupils' standards and wellbeing.

Teachers provide a wide range of practical, stimulating and rich experiences for pupils, which meet nearly all pupils' needs successfully. They provide interesting and imaginative cross-curricular themes and work programmes, which expand pupils' knowledge and understanding, and strengthen their commitment to their work very effectively. Nearly all pupils transfer and apply their literacy, numeracy and ICT skills very confidently to all areas of learning. The school is highly effective in delivering the digital competency framework (DCF). As a result, nearly all pupils use a wide range of ICT applications very successfully across the curriculum. A notable example is the way pupils in Years 4 create chocolate wrappers using a 3D printer.

The school's commitment to enquiry-based research at all levels has a positive impact on pupils' standards and wellbeing. Teachers in all classes provide regular opportunities for pupils to influence their own learning and they incorporate pupils' suggestions into curriculum planning and learning activities very successfully. This enables pupils to make choices about how they learn, choosing the level of challenge when approaching a task, or deciding when to work with others or when to work independently to complete a task. This stimulates their interest well, develops their skills and curiosity towards learning, and strengthens their commitment to their work extremely successfully. A notable example is the mature way in which pupils respond to practical, creative and team-building activities during forest school sessions.

The school has established the principles of the foundation phase extremely well. Staff plan a wide range of imaginative and challenging adult-led and independent activities which nurture pupils' independence effectively, for example in Year 1, where pupils used a selection of media creatively to portray a bonfire night scene. While adapting the curriculum to meet the needs of the new curriculum for Wales, key stage 2 teachers provide a wide range of very practical and creative learning experiences. For example, pupils in Years 3 and 4 undertook a research project where they designed, constructed and organised a wonderful world of games event which encouraged excellent collaboration and very positive parental engagement.

Nearly all teachers have very high expectations of each pupil. They make effective use of a variety of effective teaching methods to engage pupils' interests successfully. This ensures that nearly all pupils apply themselves fully to their tasks, concentrate for extended periods and show a high level of motivation. In nearly all classes, teachers' presentations are lively and encourage all pupils to achieve as well as they can. They give clear instructions and share learning experiences with pupils consistently well. They set a brisk pace for learning and promote pupils' thinking very effectively through challenging and purposeful questioning. Teachers and assistants collaborate effectively as a team. This ensures that they provide timely intervention and guidance to ensure that pupils of all abilities make good and often very good progress from their starting points. Teachers provide effective feedback to pupils, which helps them to know what they need to do to progress. They give pupils valuable opportunities to evaluate their work and that of other pupils in order to identify and to make improvements. As a result, by Year 6, nearly all pupils have a very good understanding of their development as learners, take responsibility for their work and progress, and discuss this confidently.

Learning opportunities promote pupils' understanding of their Welsh context and heritage effectively. Recent initiatives have led to a strong Welsh ethos in the school and, as a result, nearly all pupils have a positive attitude towards Welsh language and culture. Teachers develop pupils' Welsh language skills well during specific Welsh language lessons. Opportunities for pupils to practise their skills around the school are developing well, for example through the work of the enthusiastic Criw Cymraeg. However, provision to enable pupils to practise and enhance these skills in other subjects varies too much between classes.

Care, support and guidance: Excellent

The school is a very caring and nurturing community where pupils feel safe, secure and happy. The school's highly effective approach to the care, support and guidance

of pupils creates a thoroughly inclusive ethos with mutual respect and trust between staff and pupils. This underpins the mature and positive attitudes to learning shown by pupils as they move through the school. Teachers know their pupils very well and provide worthwhile experiences to develop their understanding of spiritual, moral, social and cultural issues during assemblies and classroom activities. These encourage them to understand and respect other beliefs and religions sympathetically. All staff promote the importance of good behaviour, kindness and respect very successfully.

The school has comprehensive and robust systems to track and monitor pupils' progress. Leaders and staff use the information very effectively to plan and provide support to address the needs of individuals and specific groups of pupils. This ensures that pupils with educational, emotional, social or health needs receive timely support, for example through a highly effective nurture room. These activities enable pupils to talk about their feelings in small, supportive groups. As a result, they gain confidence in themselves and understand the importance of sharing concerns. Provision for pupils with special educational needs (SEN) is very effective. The co-ordination of SEN support is highly effective in securing individualised provision of high quality for specific pupils. Confident and knowledgeable staff deliver a valuable range of intervention programmes to improve pupils' literacy and numeracy skills, such as the 'tackling the tail' reading intervention in Year 1. All pupils with SEN have a comprehensive individual education plan which includes ambitious and achievable individual targets that teachers review regularly with parents. This ensures that these pupils make good and often very good progress, which means that they do not always need to continue to receive intervention programmes for extended periods.

The school establishes productive partnerships with parents. This helps parents to take an active role in their children's learning and development. For example, the school welcomes parents in to see what their children are doing and to work alongside them in the reception class. Staff also lead workshops to develop parents' capacity to support their children, and these include sessions on how the school teaches reading and numeracy. The Learning Squad supports this by creating online videos to help pupils with handwriting, spelling, reading and mathematics. Working with pupils, staff have created high quality informative booklets which help parents to understand the school's approach to incorporating the main purposes of the revised curriculum for Wales.

The school ensures that there are highly effective structures in place to help pupils to feed their views into their learning and into whole-school initiatives. This provides worthwhile opportunities for pupils to take responsibility and to become active citizens, for example through involvement in many interlinked and active pupil voice groups, such the school council, the eco council and super ambassadors. The emphasis on school improvement actions based on research skills is particularly effective, for example through the work of the Learning Squad. Members of this well established and influential group meet regularly with the deputy headteacher to explore issues raised by pupils across the school in order to identify aspects about school life they would like to research and improve. Recent research questions have included, what languages would pupils like to learn, how could we develop children's talents and how can we improve expressive arts in our school? Pupils take responsibility for writing action plans that form part of the school development plan and share their research findings with pupils, staff, governors and other Newport

schools. This led, for example to a project with local schools, where teachers and pupils planned and performed together a selection of dances, songs, musical compositions and crafts on the topic of 'What a wonderful world?', which culminated in an end-of-project celebration and performance together. The school's dance group speak enthusiastically about their recent success in a dance competition judged by a famous ballerina.

The school council ensures that the voice of pupils is captured and it provide opportunities for pupils to support a range of local and national charities. This has a positive effect on their awareness of the needs of others in their community and the wider world. The work of the eco-committee is clearly planned and evaluated and co-ordinates well with the Year 3 and 4 curriculum project on bees. A noteworthy feature is the work of the super ambassadors' following their involvement in a project with the Children's Commissioner for Wales to promote the United Nations Convention on the Rights of the Child (UNCRC). They raised money to secure training from a local charity so that playground pals are able to ensure happy playtimes, resolve conflict and to make sure that no one is left out at playtimes.

The school has appropriate arrangements for promoting healthy eating and drinking and has created a strong culture of healthy living that promotes pupils' attitudes very successfully. The schools' arrangements for safeguarding pupils meets requirements and gives no cause for concern.

Leadership and management: Excellent

The headteacher has created an ethos of high expectations allied to very effective pupil support. She models high professional standards and receives strong support from the deputy headteacher. Leaders at all levels have a shared ownership of the school's vision which focuses on self-belief, making the best of opportunities and setting high expectations. They create a powerful learning culture that inspires adults and pupils.

The headteacher recognises that effective leadership is essential to drive change, and to maintain and improve the school's already high standards. She has focused on developing a staffing structure that is organised to build leadership capacity across the school, encourages all staff to become leaders and meets the needs of all pupils effectively. To this end, leaders focus on identifying and nurturing leadership potential in all staff. They ensure that all teachers and classroom assistants benefit from regular professional development opportunities that link clearly with the school's improvement priorities. As a result of this particularly strong practice, all staff understand that their work is valued, morale is high and there is a purposeful working atmosphere in the school. This has resulted in a pool of highly effective leaders who improve the quality of the school and take an active role in disseminating good practice further afield. For example, the numeracy leader worked with the consortium to develop numeracy-based projects. She has shared her project on 'chocolate' with other schools to help them develop numeracy across the curriculum.

Leaders use sophisticated research projects to drive both school improvement and staff development exceptionally well. For example, the leader for health and wellbeing and the special educational needs co-ordinator undertook extensive research into how best to support the emotional health and wellbeing of pupils. This

led to a clear structure for identifying the needs of more vulnerable pupils and for ensuring that the school tailors its provision to develop pupils' capacity to learn and to overcome challenges successfully. Action research by another member of staff highlighted the positive impact of pupils taking sketch notes. Staff received training in how to use this technique and it is now a feature in all classes. Digital leaders carried out research which identified that pupils were not confident with coding programmes. As a result, staff ensured that they received coding training to set up a coding club for key stage 2 pupils.

School leaders have embedded a culture of sharing and reflection into all of the school's practices. They gather and analyse first-hand evidence meticulously using well-established, manageable and thorough systems. They use performance data purposefully and critically. Leaders, staff, governors and pupils have key roles within the school's self-evaluation processes. Leaders have grouped staff and governors into teams based on the six areas of learning in the new curriculum for Wales. Team leaders allocate roles and responsibilities within the teams according to the aspect of self-evaluation they are undertaking. The sharing of best practice through classroom observations, professional dialogue and team working creates a supportive climate based on openness and honesty. Staff appreciate the opportunity to reflect on their work together. This leads to highly constructive professional dialogue that supports them extremely well in developing strong and consistent practice. They persevere with improvements until they are fully embedded. For example, even though techniques to enable pupils to improve their work are well-established and effective, leaders decided to review them and to push for further improvements in pursuit of excellence.

The school has a very strong track record in making and sustaining improvements, for example developing pupil involvement with their learning. Leaders at all levels devise improvement plans of high quality that result in very worthwhile outcomes for example in securing year on year improvement in Mathematics attainment at the higher level in end of Year 6 assessments. In order to develop a shared understanding of the main purposes of the revised curriculum for Wales, teachers worked with pupils to interpret these using child friendly language and to produce icons to make them clear to all pupils. Together, they developed character designs for ambitious capable learners, healthy confident individuals, ethically informed citizens and creative contributors. With the help of a parent, they digitally created their character designs, and these are now used across the school with learners as stickers, in books and on learning walls. These interactive displays provide teachers and pupils with a shared language to reflect on the learning experiences, skills and knowledge linked to their projects. A notable feature of the school improvement process is the way in which staff collaborate with learners, parents, governors and staff from other local schools and colleges, for example as the lead school for the Pupil Participation Learning Network. This supports the school well as a highly effective learning organisation.

Governors use an effective system to identify the skills of individual governors that enables each governor to use their particular skills very well in support of the school. For example, governors use their specific expertise to improve provision in Welsh, the DCF and coding skills. They provide purposeful challenge to school leaders, where needed, for example, when ensuring that health and safety is a high priority and taking part in regular health and safety checks.

The school manages its finances highly effectively to support its strategic priority of providing a highly effective coaching and mentoring environment for staff, for example by investing in the professional development of well-qualified and experienced teaching assistants. Three of these are qualified as higher-level teaching assistants and they release teachers to undertake leadership responsibilities, professional development opportunities and planning, preparation and assessment time. This ensures a continuity in approach to teaching and learning and has a positive effect on pupil wellbeing and standards.

Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior 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' wellbeing, 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)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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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