



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

A report on

**Ysgol Gymraeg Coed-y-Gof
Beechley Drive
Pentrebane
Cardiff
CF5 3SG**

Date of inspection: May 2018

by

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

About Ysgol Gymraeg Coed-y-Gof

Ysgol Gymraeg Coed-y-Gof is a designated Welsh-medium school that is situated in the Pentrebanne area, in the west of the city of Cardiff. Over the last three years, pupil numbers have declined gradually. There are currently 335 pupils between 4 and 11 years old on roll. Mainstream pupils are taught in 12 single-age classes and one mixed class. Few pupils come from Welsh-speaking homes. Welsh is used as the medium of teaching throughout the school, and English is added as a subject in key stage 2, with the aim of pupils being bilingual by the end of their time at the school.

Under the care of the local authority, a full-time resource centre for pupils with additional learning needs has been established at the school. It serves all of the Welsh-medium primary schools in Cardiff.

Over the last three years, around 24% of pupils have been eligible for free school meals. This is higher than the national percentage of 19%. The school has identified 25% of its pupils as having additional learning needs, which is significantly higher than the national percentage of 21%. Very few pupils have a statement of special educational needs. Very few pupils are looked after by the local authority.

The school was last inspected in November 2010. Over the last years, there has been a significant change in the school's leadership. An acting headteacher, the school's leader and the deputy headteacher have been in post since September 2017.

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

In a short period of time, the school's leaders have succeeded in creating an ethos of successful co-operation. This has led to creating a happy and supportive environment for pupils. The school responds positively to developing pupils' wellbeing effectively. This is at the heart of all of the school's work. Provision for pupils with additional learning needs is sound and has a positive effect on their attitudes towards learning. As a result, most pupils show a positive attitude towards learning. They are polite and treat others with respect.

On the whole, teachers plan a wide range of learning experiences that engage pupils' interest and enthusiasm. However, the principles of the foundation phase have not been embedded in full.

Raising standards is at the heart of the school's work. Overall, by using a range of suitable evaluation activities, leaders have an appropriate knowledge of standards and teaching. However, leaders have not addressed the inconsistencies in teaching quickly enough, or acted speedily enough to ensure that the foundation phase has been implemented soundly.

The school's long-term leadership and staffing structure continue to be uncertain and unstable.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

Recommendations

- R1 Ensure a stable leadership structure for the school
- R2 Ensure that the foundation phase is implemented in full
- R3 Increase the level of challenge in teaching
- R4 Raise standards of reading in the foundation phase and Welsh writing across the school
- R5 Sharpen monitoring evaluations and ensure that leaders act more effectively on the findings
- R6 Strengthen the role of governors in order for them to act more strategically in monitoring the budget more purposefully

What happens next

The school will produce an action plan to address the recommendations from the inspection. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

On entry to the reception class, many pupils' basic skills are lower than expected for their age. However, many make appropriate progress in their learning during their time at the school. Most pupils listen well and contribute enthusiastically to class discussions.

Although most pupils do not speak Welsh on entry to the school, they acquire the language quickly. Pupils in the reception class develop an increasing range of vocabulary and respond appropriately to familiar instructions and questions. During their time in the foundation phase, most pupils develop their oral skills purposefully when communicating with their peers and adults. By Year 2, most hold a conversation and express their ideas clearly when undertaking different activities, for example when discussing their work on pirates. In key stage 2, most pupils use a suitable range of vocabulary appropriately in a variety of situations. They talk confidently in both languages by using specific vocabulary in the context of the work, for example when discussing a scientific investigation on thermal insulators.

A majority of foundation phase pupils make suitable progress in their reading skills. They use appropriate strategies to interpret unfamiliar words. However, their ability to discuss the content of their books has not developed soundly enough. In key stage 2, many pupils develop reading skills successfully in both languages, and show a sound understanding of the text. Many give good attention to punctuation and vary their tone of voice and speed skilfully. They use their reading skills effectively in order to enrich their learning, for example to find information about the prices of hotels in Africa.

Across the foundation phase, a majority of pupils develop their writing skills suitably in a limited range of different forms. By the end of Year 2, they write a sequence of simple sentences appropriately and punctuate their work suitably. In key stage 2, many pupils write successfully for different purposes and audiences in both languages, for example when persuading people to visit Cardiff castle as part of theme work on the local area. By the end of Year 6, a majority punctuate and paragraph written pieces skilfully. Across the school, over-use of ready-made worksheets limits pupils' ability to write freely and at length.

In the foundation phase, most pupils use and apply their numeracy skills appropriately in a variety of situations. In the reception class, most pupils match numbers with objects up to 10 and add two numbers. By the end of Year 2, most solve simple number problems suitably, and halve and double numbers. By the end of key stage 2, many pupils use a suitable range of strategies to solve problems soundly. They analyse data, solve fraction and percentage problems and measure perimeter and area successfully. On the whole, pupils apply their numeracy skills purposefully. A good example of this is pupils using their numeracy skills to convert standard units and for a recipe for Welsh cakes.

Most pupils' information and communication technology (ICT) skills are developing soundly across the school. In the foundation phase, most pupils use apps

appropriately to support their understanding of literacy and numeracy. Most pupils at the top of the phase control an electronic device well to find the pirates' treasure. Most pupils in key stage 2 have ICT skills that are appropriate for their age and ability. They retrieve and save their work independently and use ICT confidently across the curriculum. A good example of this is their use of a spreadsheet to record and calculate the cost of school uniform by using formulae effectively.

Pupils with additional learning needs make good progress towards attaining their targets. Nearly all pupils in the additional learning needs resource make consistent progress against their literacy and numeracy targets. They use ICT confidently, for example to check the price of goods in a supermarket in order to make a sponge cake. However, many pupils' oral Welsh skills have not been developed in full.

Wellbeing and attitudes to learning: Good

The school is a caring community in which the supportive and polite relationship between adults and pupils is evident. Nearly all pupils are polite and thoughtful and treat their peers and visitors with respect and care. They show pride when talking about their school and the wider community. Most pupils feel safe at school and know whom to approach if they are concerned.

Most pupils show enthusiasm towards their work and stay on task for extended periods. Many discuss their work confidently and are given opportunities to voice their opinions about what they would like to learn within class work. Many pupils show developing co-operation skills in pairs and groups. They work well with their peers and support each other, where necessary. As a result, many pupils develop as enthusiastic, creative and confident learners. This is reinforced effectively through 'Dewch i Ddathlu' (Let's Celebrate) sessions, where pupils share their work with their peers.

Most pupils have a good understanding of the importance of eating and drinking healthily and how to keep fit. They discuss healthy food confidently and are aware of the importance of a balanced diet. This is reinforced successfully through curricular and extra-curricular physical activities, for example sailing, yoga and gymnastics lessons.

Pupils who are part of the school's various committees develop their responsibilities well. For example, digital leaders guide staff and pupils effectively in their campaign to stay safe online and when training peers and staff to use the school's new software and hardware. As a result, most pupils have a good knowledge and understanding of e-safety.

The school council and eco committee are enthusiastic and contribute purposefully towards improvements in the school. A good example of this is their contribution towards creating a behaviour management system and procedures for the whole school. The 'Pyramid Parch' (Respect Pyramid) posters and robust procedures that are in place have a positive effect on pupils' behaviour. On the whole, most pupils across the school behave well in lessons and outside the classroom.

Most pupils' understanding of values and equality is developing well, for example when discussing aspects of anti-bullying. Many pupils' knowledge of global

citizenship and other cultures is developing purposefully through the work of the eco committee and work in the classroom, for example on Fair Trade and a study of Mexico.

A very few pupils' punctuality is a cause for concern.

Teaching and learning experiences: Adequate and needs improvement

There is a very close and supportive relationship between adults. Teachers model good spoken language and encourage pupils to use their Welsh regularly. This has a positive effect on many pupils' standards of oracy and develops them to become confident bilingual learners.

On the whole, teachers provide tasks and experiences that engage many pupils' interest appropriately. Tasks meet the needs of a majority of pupils and enable them to make suitable progress. However, a minority of teachers do not challenge pupils to achieve to the best of their ability. In these classes, teachers have low expectations. Many teachers share instructions clearly and ask questions appropriately to extend and develop pupils' understanding. However, the principles of the foundation phase have not yet been implemented firmly. Tasks are often over-directed by adults. As a result, pupils do not develop to become independent and confident learners.

Assistants work effectively with teachers and provide useful help and guidance to support specific groups of pupils. This contributes well to their wellbeing and achievement within lessons. Many teachers provide pupils with valuable feedback about what they are doing well and what they need to do in order to improve. However, this practice is not consistent across the school and opportunities for pupils to improve their work are limited.

The quality of teaching is adequate and needs improvement.

Since the beginning of the year, the school has worked with other schools in the area to adapt its planning method in order to respond to the new curriculum for Wales. The change in planning across the school has led to increasing the breadth of experiences for pupils and gives good consideration to their interests. The new planning method has broadened the opportunities for pupils to develop their skills and take ownership of their learning. However, this is not yet consistent across the school. The school has recently invested significantly in provision to develop digital competence, which is having a positive effect on provision. However, it is too early to measure the effect of these changes on pupils' outcomes. Teachers use the literacy, numeracy and ICT frameworks appropriately in their planning in order to ensure continuity and progression in skills.

The school enriches pupils' experiences well through a variety of activities, visits and residential trips, for example through the Year 6 visit to local museums and historical sites as part of their 'Diwrnodau Darganfod' (Discovery Days). Most pupils respond positively to the Welsh Language Charter, and pupils have an obvious commitment to developing the use of the Welsh language in informal situations. Rich opportunities are provided for pupils to learn about Welsh culture through their class themes and their study of the local area.

Care, support and guidance: Good

The school has a detailed system for monitoring and tracking pupils' progress. Teachers collect assessment data regularly and, in termly data meeting with leaders, they analyse this information in detail. As a result, teachers produce thorough intervention programmes that ensure sound progress in the development of pupils' learning and wellbeing. Monitoring the provision of intervention groups and regular detailed tracking ensure that many pupils make good progress from their individual starting points.

Provision for pupils with additional learning needs is effective. Pupils have detailed individual education plans that provide specific targets and are evaluated regularly. The school works closely with a number of agencies and specialists who provide purposeful support for individuals and specific groups of pupils. All pupils with emotional and social needs are supported successfully in daily nurture groups. These procedures have a positive effect on pupils' standards of attainment and wellbeing, and contribute successfully towards the school's caring and inclusive ethos.

Staff at the additional learning needs resource assess pupils' attainment in detail and use this information effectively to identify progress and the next steps.

Within a short period of time, the acting senior management team has established a good working relationship with parents. Regular newsletters, the school website and social media provide parents with useful information, including about their children's work. This ensures parents' involvement in their children's education.

The school has successful procedures to promote healthy eating and drinking. The curriculum, physical education lessons and extra-curricular activities ensure that most pupils understand the advantages of exercise. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

There is a prominent and effective emphasis in the school's life on developing values. Pupils' spiritual, moral, social and cultural attitudes are promoted successfully through the curriculum, assemblies and the creative arts.

Leadership and management: Adequate and needs improvement

Since September, the acting senior management team, which includes an acting headteacher, the school's leader and the acting deputy headteacher, has succeeded in creating an ethos of successful co-operation. This has led to improvements in terms of developing pupils' standards and wellbeing. They have a robust and creative vision that is based on creating a comprehensive and caring school in which pupils' wellbeing is at the heart of all of the school's work. Pupils play an active role in conveying this vision successfully to staff, governors and parents. In a short period of time, and with the support of the senior management team and the consortium, the acting headteacher has implemented a number of effective strategies that have a positive effect on provision and raising standards. However, the school's long-term leadership and staffing structure currently remain uncertain and unstable.

Under the acting headteacher's effective leadership, governors have an appropriate understanding of the school's performance. They meet regularly and now fulfil their duties conscientiously. They have a suitable understanding of the school's performance and how it compares with similar schools. They are responsible for specific aspects of the current priorities, which enables them to support and challenge the school's procedures more effectively. An example of this is the way in which they challenge the school about strengthening the school's Welsh ethos and raise standards in Welsh.

The self-evaluation report is a working document, which provides an accurate picture of the school's situation, on the whole. As a result of the recent evaluation procedures, leaders have suitable knowledge of the school's performance. By monitoring pupils' work and observing teaching, leaders have identified the need to adapt the school's curricular plans. Under the acting deputy headteacher's enthusiastic guidance, teachers have recently started to plan activities that respond to the proposed new curriculum. Staff work successfully with pioneer schools, which is good professional development for teachers. As a result of these changes, pupils' commitment to their own learning is developing effectively. Although these are recent procedures, leaders do not monitor the effect of this on pupils' outcomes in full. They have not addressed the inconsistencies in terms of provision in the foundation phase. The school has also not addressed a minority of the recommendations from the previous inspection.

The priorities in the school improvement plan derive directly from the areas for development that were identified in the self-evaluation report, and focus specifically on raising standards. Although the school's leaders complete appropriate reviews of progress in relation to the school's priorities, comments are not evaluative enough. As a result, the effect and progress cannot be seen clearly enough in some areas.

One of the school's strengths is the way in which leaders provide purposeful opportunities for teachers to work with staff from nearby schools. Leaders provide valuable opportunities for staff at the additional learning needs resource to update their expertise, which has a positive effect on provision, wellbeing and pupils' standards. The school responds suitably to local and national priorities. A specific example is the way in which the school has begun to address the digital competence framework by training staff. This is beginning to have a positive effect on the ICT skills of pupils and staff.

Over time, the school's leaders have not managed the budget carefully enough. The school now has clear plans to reduce the deficit over the next three years. The school uses the pupil development grant prudently to ensure appropriate provision for vulnerable pupils and to raise pupils' standards of wellbeing.

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2018: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 17/07/2018