



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

A report on

**Coed Eva Primary School
Teynes
Coed Eva
Cwmbran
Torfaen
NP44 4TG**

Date of inspection: June 2018

by

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

About Coed Eva Primary School

Coed Eva Primary School is in Cwmbran in the Torfaen local authority. Since September 2016, the school and Blenheim Road Community Primary School have formed the Federation of Blenheim Road Community and Coed Eva Primary Schools. Both schools share the same executive headteacher and governing body. Coed Eva Primary School was last inspected in June 2010 and this is the first inspection of the school since the federation.

There are 488 pupils on roll, including 79 nursery pupils who attend the school part-time. There are 16 classes, including three mixed-age classes and one class for pupils with additional needs.

About 20% of pupils are eligible for free school meals, which is similar to the Wales average. The school has 12% of pupils on its register of pupils with additional needs. This is lower than the Wales average. Most pupils are of white British ethnicity and a very few pupils have English as an additional language. A very few pupils speak Welsh at home.

The headteacher has been in post since 2009. She became executive headteacher of both schools in the federation in September 2016.

The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to health and wellbeing.

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

Pupils' wellbeing and attitudes to learning are very strong. Nearly all pupils behave very well in lessons and at break times. They are polite, caring and tolerant of the needs of others, and demonstrate high levels of respect towards everyone in school. As they move through the school, most pupils make good progress, particularly in developing their skills in speaking, mathematics and information and communication technology (ICT). The quality of teaching is good and has many strong features. Teachers provide a wide range of exciting and stimulating learning experiences that engage nearly all pupils very successfully.

Senior leaders have established a clear vision for the federation. There is a clear leadership structure and all leaders undertake their well-defined roles and responsibilities effectively. Members of the governing body bring a rich mix of skills to their roles and provide purposeful support and challenge to the federation. Across the federation, leaders undertake a wide range of monitoring activities, but not all have strong enough evaluative skills to make specific judgements that support teachers to improve.

The bright, airy, purpose-built accommodation provides a very good indoor learning environment. Most staff use the extensive outdoor areas well to enhance learning and to provide exciting and stimulating experiences for pupils.

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

Recommendations

- R1 Improve pupils' writing skills including spelling, handwriting and the use of punctuation
- R2 Provide opportunities for pupils to read a wide range of texts, particularly in the foundation phase
- R3 Develop leaders' skills to evaluate and identify specific areas for improvement when monitoring standards and provision

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 a case study on its work in relation to pupils' attitudes to learning and their leadership roles in the school.

Main findings

Standards: Good

Most pupils start school with skills in literacy and numeracy that are at or above the expected level for their age. Very few pupils start in the reception class with skills below the expected level. During their time at the school, they make good progress, particularly in developing their speaking, mathematics and ICT skills. Most pupils with additional learning needs make good progress from their starting points.

In the foundation phase, pupils listen well to adults and to each other. Many pupils in the nursery class speak confidently, for example when explaining which fruits they use to make a smoothie and how the fruit changes when it is blended. In Year 2, pupils talk with enthusiasm about their favourite topics and describe the old houses at St Fagan's National Museum of History using a varied and interesting vocabulary. As they move through key stage 2, pupils develop a broad vocabulary that they use well in their topic work. For example, Year 3 pupils talk knowledgeably about 'witness statements' and 'sources of evidence' when considering a scenario where they have to use inference to decide who has committed a fictitious crime. More able pupils in Year 6 understand the difference between open and closed questions and use these skilfully, for example when interviewing a street artist and the police community support officer about graffiti.

As they move through the foundation phase, most pupils develop their reading skills appropriately. In Year 2, most read familiar words correctly and use a suitable range of strategies to decode unfamiliar words and to make predictions about what might happen next. However, they do not always use context clues well enough to help them understand the meaning of the text. In key stage 2, most pupils are enthusiastic readers. In Year 6 pupils read effectively. They refer to the text well, for example when explaining why characters in 'The Boy in the Striped Pyjamas' behave as they do. They approach the themes of the book with mature attitudes and show empathy for the characters.

Most pupils develop their early writing skills well. For example, they undertake mark-making confidently in the nursery and begin to form letters appropriately. More able pupils in the reception class use their phonic knowledge well to spell words and have a growing bank of high frequency words that they spell accurately when writing sentences. By Year 2, most pupils write well to convey meaning across a worthwhile range of genres. For example, they use interesting similes to describe a wild animal and write detailed menus to create and design a three-course meal. In key stage 2, pupils write competently for a wide range of purposes in their English work and in their work across the curriculum. For example, they write persuasive discussions about whether foxhunting should be a legal activity and provide clear explanations of the effect that smoking has on the lungs. More able pupils use a wide range of punctuation and spell accurately. Their handwriting is clear and legible. However, across key stage 2, too many pupils do not use basic sentence punctuation, such as capital letters and question marks, consistently. In addition, they make errors when spelling familiar words and too many form letters incorrectly.

In the foundation phase, most pupils develop their numeracy skills well. They make a strong start in the nursery and reception classes and develop their number skills quickly. In Year 2, most pupils apply their skills effectively in different contexts. For example, they use tally charts to collect data about favourite activities and represent this information well in bar charts. They interpret graphs accurately. In key stage 2, pupils build on this learning effectively and apply their skills in a range of contexts purposefully. For example, Year 4 pupils working in the outdoor classroom measure the dimensions of different leaves and use this information well to find the mean, median and range of their length and width. Year 5 pupils compare and contrast the energy consumption of the school for the last two years by interpreting the information about the use of gas and electricity from charts and graphs correctly.

The majority of pupils in the foundation phase develop their Welsh language oracy skills appropriately. By Year 2, many respond confidently to simple questions about themselves or about the weather. However, few recall sentence patterns sufficiently well to sustain a basic conversation. By the end of key stage 2, many pupils ask and answer questions about their likes and dislikes giving a simple reason for their opinions. Across the school, most pupils demonstrate positive attitudes to learning the language. By Year 6, the more able pupils read age-appropriate texts well and write with increasing fluency and accuracy. For example, they send messages by email in Welsh to a school in Dubai.

As they move through the school, nearly all pupils develop highly effective ICT skills. Pupils in reception and Year 1 use internet search engines independently and understand the need for strong passwords. In Year 2, pupils program a movable toy accurately using instructions to make it turn left and right. In Year 6, pupils create databases to record information about products to make for enterprise week. They produce their own websites to advertise these products. They make interesting and informative presentations using ICT, for example about what life is like in Patagonia.

Wellbeing and attitudes to learning: Excellent

Pupils' wellbeing and attitudes to learning are very strong. Nearly all pupils behave in an exemplary manner in lessons and at break times. They are polite, caring and tolerant of the needs of others and they demonstrate high levels of respect towards everyone in school.

Nearly all pupils are very well motivated and engage highly effectively with their learning. They develop independent learning skills well in the foundation phase and use these purposefully as they progress through the school. They collaborate well in pairs and small groups and, as a result, their confidence in speaking with others develops very well. The positive interaction and collaboration among pupils are a strength of the school.

Nearly all pupils are resilient learners. They are confident to take risks and undertake new challenges, and they understand that they often learn from making mistakes. They generate relevant success criteria for activities. For example, Year 6 pupils understand the need to focus on balancing arguments when planning a discussion text. As a result, most pupils develop strong self-evaluation skills. They use these skills well to reflect on what they can do already and use this knowledge to plan their future learning and to evaluate their progress in lessons. Across the

school, pupils use a good range of strategies to help them when they encounter challenges in their work. For example, pupils in Year 2 use a 'three before me' approach to work with other pupils before seeking help from an adult. They check their work independently, for example to ensure that they have used capital letters and full stops appropriately in their writing. These pupils understand how their targets in literacy and numeracy help them to improve their work. They often respond well to feedback from the teacher. For example, following prompts from the teacher, Year 2 pupils add further details to their written work on Verruca Salt's feelings in 'Charlie and the Chocolate Factory'.

Pupils contribute well to what and how they learn. In the foundation phase, pupils suggest activities for their independent learning that link well to their focused learning tasks. In key stage 2, pupils plan literacy, numeracy, art and ICT activities that link effectively to their termly topics. In addition, they recall prior knowledge well at the start of lessons, for example about world climates. This enables them to approach new learning activities with confidence.

Nearly all pupils feel safe in school. They know whom to talk to if they need help and are confident that adults and other children will help them if they have a problem. They value the excellent working relationships that they have with school staff. Nearly all pupils' behaviour is very good. They move around the school in a calm and orderly way and play very well with one another at break times. Nearly all pupils enjoy coming to school and the attendance of pupils with additional needs has improved well during the last two years.

Most pupils understand how to make healthy lifestyle choices. For example, many pupils walk to school and a few cycle. Most choose healthy options for breakfast and lunch, including from the school's salad bar. Older pupils sell healthy snacks to adults to raise money for charity. However, a very few pupils bring sweets or chocolate to school to eat at break time. Nearly all pupils know how to stay safe online and understand the importance of strong passwords.

An outstanding feature of the school is the wide range of responsibilities that pupils undertake and the very positive impact these have on standards of behaviour, the quality of provision, and pupils' wellbeing and learning. Pupils of all ages and abilities belong to the wide range of pupil leadership groups, for example the Criw Cymraeg and the digital leaders. The pupil leadership team works particularly effectively alongside staff and governors to observe lessons and to provide feedback to pupils and teachers to improve the quality of teaching and learning. Representatives from the pupil groups in both schools in the federation meet regularly to discuss their work. As a result of these leadership roles, a significant number of pupils develop highly effective leadership and life skills. They are proud of the very strong impact that their work has on the whole school community.

Teaching and learning experiences: Good

The quality of teaching is good and has many strong features. Teachers provide a wide range of exciting and stimulating learning experiences that engage nearly all pupils very successfully. These are highly effective in motivating pupils and provide valuable opportunities for them to develop their literacy, numeracy and ICT skills purposefully in a wide range of contexts.

Most teachers have high expectations of what pupils can achieve and plan activities that challenge them successfully. They adapt tasks and activities well to support pupils of all abilities and, as a result, most pupils make good progress. Teachers reflect well on their teaching and take flexible approaches to the way they organise pupils across year groups in order to ensure that they meet pupils' needs in the most effective way. Most teachers use an effective range of teaching methods that support pupils' learning well. For example, they check what pupils already know when introducing new topics or concepts in order to build on their prior learning. Many teachers question pupils skilfully in order to challenge and extend their thinking. Most provide worthwhile opportunities for pupils to work collaboratively in pairs and small groups. Nearly all teachers manage pupils' behaviour very effectively, creating a purposeful learning environment that enables pupils to learn productively.

Most teachers share learning intentions with pupils consistently well. Many involve pupils in generating success criteria for activities. This helps pupils to evaluate what they do well and what they need to do to improve. Most teachers provide very effective oral feedback to pupils while they are working and this enables pupils to improve their work immediately. Learning support assistants provide valuable support, for pupils in class and through a range of interventions, to enable pupils of all abilities to make good progress from their starting points.

The school offers a broad and balanced curriculum. It is working as a pioneer school, helping to develop the revised curriculum for Wales in relation to the health and wellbeing area of learning. Teachers incorporate the four core purposes from the curriculum well into classroom activities, for example providing opportunities for pupils to develop creative skills during enterprise week.

In the foundation phase, pupils have valuable opportunities to develop their skills through well-planned focused tasks and independent learning activities. Teachers in the foundation phase implement the principles of the foundation phase very successfully, enabling pupils to make choices about what and how they learn. For example, individual pupils make suggestions about which independent tasks and activities link to their topics. Teachers use these to enhance their classroom provision and engage learners.

Across the school, planning to develop pupils' literacy, numeracy and ICT skills is thorough and well considered. Teachers plan together well to ensure that pupils have consistent learning experiences across year groups. The school's provision to develop pupils' speaking and listening skills is a strength of the school. Teachers use a good range of drama techniques, such as hot-seating and freeze frame, to provide opportunities for pupils to develop their oral skills effectively. However, provision for reading in the foundation phase relies too heavily on a published scheme and books do not always match well to pupils' reading abilities. The school's provision to develop pupils' Welsh language skills is appropriate. Teachers offer beneficial opportunities for pupils to learn about the culture and heritage of Wales. For example, they visit the Roman remains at Caerleon to learn about life in the past. There are many worthwhile opportunities for pupils to visit areas of interest linked to their topics, and these enrich their learning and engage their interest successfully. These include visits to the National Museum of Wales in Cardiff and the aquarium in Weston-Super-Mare.

Care, support and guidance: Good

The school is a caring environment where staff encourage pupils to develop strong personal values, such as tolerance, fairness and respect. The wellbeing of all pupils is central to the school's ethos and this ensures that the school is a happy community where pupils can thrive and learn well.

The school provides extensive opportunities for pupils to enhance their leadership skills through involvement in a wide range of pupil voice groups. Teachers ensure that pupils of all ages and abilities have the opportunity to take part in these groups. Teachers provide pupils with good opportunities to have a say in what and how they learn. For example, they involve pupils in planning tasks and activities for topic work.

Teachers plan well to ensure that the curriculum for personal and social education enables most pupils to become well-informed global citizens. As a result, many pupils show concern for the environment and the issues affecting people in countries such as Rwanda. The school has a strong focus on developing values such as tolerance, respect and fairness. Senior leaders ensure that collective worship enables pupils to reflect on these themes, for example through well-planned assemblies in which they use stories to explore friendship.

Teachers use effective tracking systems to monitor the performance and progress of all pupils across the school. They analyse information on pupils' progress to identify those who are not on target to achieve and need additional support. Staff monitor behaviour and attendance information well and use this effectively to plan intervention strategies. They promote attendance positively with pupils and parents and they monitor attendance trends closely. This sharp focus on attendance has increased the attendance of vulnerable learners well.

School leaders adopt a flexible approach to the provision that they make for pupils with additional learning needs. For example, they have recently established an additional class to cater for pupils who struggle to access the wider school environment. As a result, pupils in this class have improved their attendance and the overall exclusion rate has reduced across the school. The provision for children with special educational needs is good and most children reach the expected levels and outcomes for their age. The school has fostered strong links with specialist services, such as counselling. As a result, children and parents feel better able to deal with emotional issues. The school provides a wide range of interventions for pupils who need additional support with literacy. However, there is a lack of rigour in the monitoring of the quality and impact of these interventions.

The federation choir, music lessons and an annual eisteddfod support pupils' creative development well. Teachers use learning experiences and extra-curricular visits to enable pupils to develop a strong sense of Welsh identity, for example through the colourful storyboards in the main hall depicting mythical Welsh creatures.

The school curriculum offers many appropriate opportunities to promote healthy living. Staff encourage pupils to refill water bottles and to apply sun cream during hot weather. The school offers a healthy breakfast and sells fresh fruit at break time, but a few older pupils continue to eat sweets and chocolate as a break time snack. The school provides a limited range of extra-curricular activities that promote physical activity, for example football. Pupils attend these well in the autumn term, but very few pupils continue to attend in the summer term.

Teachers and support staff have established very positive relationships with parents. The school offers very good support to families with children with emotional needs. There are many opportunities for parents to become involved in their child's learning, for example through the weekly open day. The family engagement officer has strong links with parents and provides valuable support to families, for example to improve pupils' attendance. Newsletters, social media, texts and the school website offer useful information to parents and this enables them to have a good understanding of what their children learn.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The executive headteacher and her senior leadership team have worked purposefully with staff, pupils, governors and the local community to establish a clear vision for the federation. This aligns with the four core purposes of the developing new curriculum for Wales and reflects the school's commitment to meeting the needs of its pupils within the national priorities in Wales.

The federation has a clear leadership structure and all leaders have well-defined roles and responsibilities. Sharing responsibilities in teams at all levels provides many staff with purposeful opportunities to develop their leadership skills from early in their careers. Many staff have a secure understanding of their roles in taking forward strategic priorities. Most meetings focus well on important matters of teaching and learning, professional development, the sharing of good practice and consideration of progress towards action plan targets. Members of the pupil leadership team play an important part in helping to make improvements and contribute effectively to the federation's self-evaluation processes. For example, they observe lessons and report back sensitively about the strengths and areas for development they see in pupils' learning behaviours, including their focus, determination and perseverance.

Members of the governing body bring a rich mix of skills to their roles in order to provide support and challenge to the federation. Governors work purposefully alongside teachers and pupils to gain a useful insight into the day-to-day work of both schools. This helps them to ask school leaders relevant questions and to probe their decision-making, and to contribute effectively to self-evaluation processes.

Across the federation, leaders undertake a wide range of monitoring activities, including focused learning walks, lesson observations, scrutiny of teachers' planning and talking to pupils. This enables leaders to identify most strengths and areas for improvement, which they share with relevant members of staff. However, a minority of leaders do not yet have strong enough evaluative skills to make specific judgements that support teachers to improve. For example, their work tends to judge provision and does not always focus well enough on evaluating pupils' standards. As a result, the pace of improvement, particularly in Blenheim Road Primary School, has not always been quick or purposeful enough.

Leaders address areas for improvement in the federation development plan well. There are common plans for the whole federation as well as specific ones for each

school, based on their individual priorities for improvement. Plans and responsibilities are detailed, but success criteria are not always measurable enough to enable leaders to judge progress accurately. Overall, leaders have a good track record of making improvements. For example, the school's focus on cultivating pupil voice means that this is now a strength across the federation.

The federation has comprehensive systems to monitor and assess the performance of teachers. Each teacher has an annual review of their performance using information from a wide range of monitoring activities. However, in a few instances, leaders do not follow up on actions for improvement well enough. Support staff take part in useful annual meetings to assess their performance and consider their professional learning needs. Leaders ensure that teachers' performance management objectives link well to whole school priorities along with individual teachers' areas to improve.

The executive headteacher encourages staff to undertake a wide range of professional development activities, including gaining recognised qualifications and undertaking action research projects relevant to the needs of pupils. For example, a reception teacher has investigated approaches to teaching writing to young children, which has enhanced provision and standards in the foundation phase. Teachers from both schools work effectively in groups of three within each year group to share good practice, for example in improving pupils' wellbeing. Leaders create beneficial working relationships with other schools. For example, leaders have visited another local school to improve their work in developing confident and resilient pupils.

The federation manages its resources efficiently and effectively. The business manager, senior leaders and the governing body work closely together to monitor the budgets and to plan spending in line with current priorities. They ensure the careful use of grants to achieve the best outcomes for targeted pupils, for example by using the pupil development grant to provide relevant interventions that improve pupils' literacy, numeracy and social and emotional development. The federation generates considerable additional income, for example from providing training to staff from other schools. Leaders use this additional funding creatively, for example to support a family engagement officer and a behaviour support officer, who have had a notable impact on improving pupil attendance and parental engagement.

Both schools in the federation are well resourced in most areas. The bright, airy, purpose-built accommodation on both sites provides very good indoor learning environments. Most staff use the extensive outdoor areas well to enhance learning and provide exciting and stimulating experiences for pupils.

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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