



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

A report on

**Coety Primary School
Ffordd yr Hebog
Parc Derwen
Coity
Bridgend
CF35 6DH**

Date of inspection: March 2018

by

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

About Coety Primary School

Coety Primary School is in the village of Coity in Bridgend local authority. Currently, there are 421 pupils on roll, aged from three to eleven years, including 18 nursery pupils who attend part-time. There are 14 classes, two of which are mixed-age. Pupil numbers have increased considerably since the last inspection when there were 149 pupils on roll.

About 6% of pupils are eligible for free school meals, which is below the national average of 19%. The school has identified around 23% of pupils as having additional learning needs and a very few pupils have a statement of additional learning needs.

Most pupils are from a white British background. Around 7% of pupils are from ethnic minority backgrounds and 5% have English as an additional language. A very few speak Welsh at home. The local authority looks after a very few pupils.

The headteacher took up the post in September 2010. The school's previous inspection was in February 2011.

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 at Coety Primary School generally make good progress from their starting points. They have positive attitudes to learning and treat each other with care and respect. Staff provide interesting learning experiences that motivate pupils to learn, but there are not enough good quality opportunities for pupils in the foundation phase to develop their independent learning skills. There are effective systems for pupils to identify aspects of their work that they need to improve, and teachers provide good quality feedback to help them to succeed.

Senior leaders have managed the expansion in pupil numbers and the move to a new building well. They place a high priority on creating a caring community that considers and meets the needs of pupils. They have useful procedures to analyse the work of the school and to identify areas for development, but they do not always identify all areas accurately or involve staff in planning for improvement well enough.

Inspection area	Judgement
Standards	Good
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 that all staff receive appropriate support and feedback to help them develop professionally
- R2 Increase staff involvement in the process for school improvement planning
- R3 Provide better opportunities to develop pupils' independent learning skills in the foundation phase
- R4 Improve provision for numeracy across the curriculum

What happens next

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

Main findings

Standards: Good

Most pupils start school with knowledge and skills at or above the level expected for their age. During their time at the school, they generally make good progress. Pupils with additional learning needs make suitable progress against their individual targets.

Most pupils in the foundation phase develop strong skills in literacy. In the nursery class, they explain how to dig up the bones of a dinosaur and describe the sort of dinosaur to which they might belong. By the end of the foundation phase, most pupils speak confidently and enjoy discussing their work with others. Most pupils read with understanding and talk about their favourite authors and stories with confidence. They write short pieces independently and make sensible attempts at spelling unfamiliar words. They use vocabulary imaginatively, such as when describing a 'stomping dinosaur'. Pupils generally write at the same level in other areas of learning as they do in their literacy lessons.

In key stage 2, many pupils communicate articulately and confidently. For example, in Year 6 they use technical vocabulary to describe their research into making a model 'Formula One' car go faster for a science and technology project. Most pupils become confident, fluent readers. Many older pupils locate information quickly in books and on the internet. They answer questions about characters, demonstrating a secure understanding of the text. As they move through the school, many pupils produce writing of good quality. They choose adventurous vocabulary and nearly all write at length, using accurate spelling and punctuation. They use different techniques well to make their writing interesting. For example, in Year 4, they make good use of alliteration with phrases such as 'cautiously crawled out of the water' to describe life on an abandoned island.

Most pupils develop a sound knowledge of mathematical concepts as they move through the school and become confident mathematicians by the time they reach Year 6. In the reception class, pupils count out the number of handfuls of grass and spadeful of soil they need to make a magic potion. In Year 2, many pupils order prices of different toys in pounds and pence, and compare and order different temperatures marked on a thermometer confidently. Older foundation phase pupils do not always set their work out neatly and this can affect the accuracy of their calculations. By Year 6, most pupils have well-developed number skills that they apply confidently to problem solving. For example, more able pupils calculate the perimeter and area of compound shapes, making sensible decisions about where best to split the shapes to make the calculations easier. However, across the school they do not apply their mathematical skills at a similar standard across the curriculum due to the limited opportunities they receive.

Many pupils make good progress in developing their skills in Welsh. Pupils in the foundation phase respond correctly to a range of appropriate instructions, and ask and answer simple questions. By Year 6, many pupils sustain a simple conversation in Welsh and expand on their answers to vary their responses to questions. Pupils are eager to talk to visitors in Welsh and use a set range of language patterns well to communicate with adults outside of lessons. They read simple texts with

understanding and write short paragraphs about themselves that contain suitable detail.

Nearly all pupils develop their information and communication technology (ICT) skills well. In the foundation phase, most use a range of applications confidently to enhance their learning. For example, most Year 2 pupils use the internet effectively to retrieve a map of Bridgend, and show the location of various landmarks. By the end of key stage 2, most pupils use research and retrieval skills confidently to find information. Nearly all present information clearly and imaginatively, using a range of software. For example, Year 4 pupils combine text, pictures and graphs on Tudor houses in highly creative presentations. Nearly all pupils develop their skills in data handling effectively. For example, in Year 6, they analyse and present data in spreadsheets as part of their topic about natural disasters. Many pupils in key stage 2 develop their coding skills well. For example, Year 4 pupils create a game based on Henry VIII. Nearly all pupils have a good understanding of how to stay safe online.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe in school and know where to get help and support if they require it. For example, they understand the need to be careful when using the internet and know what to do if they have any concerns. Nearly all pupils use information well to help them make sensible decisions about leading a healthy life. For example, pupils in Year 6 discuss maturely the dangers of substance misuse and the importance of a balanced diet. Many pupils benefit from a good range of extra-curricular activities that promote their physical wellbeing, such as cross-country running and bilingual multi-sports.

Nearly all pupils show care and consideration for each other and behave well in classes and around the school, particularly in the foundation phase. Most pupils are courteous and welcoming to adults and visitors. However, in a very few instances, pupils display challenging behaviour that detracts from their own learning and the learning of others. Nearly all pupils take part in surveys about their wellbeing, for example during friendship week. As a result, most pupils have a good understanding of the importance of developing positive relationships with others.

Many pupils take an active part in the life of the school through a range of committees, such as the school and eco councils. They carry out their responsibilities conscientiously, for example when acting as corridor monitors and promoting the use of Welsh through the Criw Cymraeg. Pupils in key stage 2 support younger pupils well on the playground as 'playground pals', and nearly all pupils take on the responsibilities of 'helpwr heddiw' role diligently.

Most pupils have positive attitudes towards learning, and talk enthusiastically about school life. They show high levels of perseverance in lessons. They concentrate well and tackle new work, using a range of useful self-help strategies before asking an adult for support. Most are considerate when listening to the views of others and share their own thoughts and ideas confidently. They show resilience when faced with problems and challenges. In key stage 2, most pupils develop their independent learning skills suitably. In the foundation phase, these skills are less well developed and pupils do not make choices often enough about how or what they learn.

Pupils' attendance has improved slightly over the last three years, but attendance rates continue to place the school in the lower 50% when compared with similar schools. Nearly all pupils arrive in school on time.

Teaching and learning experiences: Adequate and needs improvement

Overall, the quality of teaching is good. Generally, learning moves with appropriate pace and teachers plan activities that engage the interest of most pupils well. In most classes, activities provide a suitable level of challenge for pupils of all abilities. Many teachers use questioning well to encourage pupils to think and to extend their learning. Staff develop positive working relationships with pupils and most have effective strategies to manage their behaviour.

Many teachers provide pupils with purposeful oral feedback during activities and this helps them to improve their work. In upper foundation phase and key stage 2, there are useful systems for pupils to check their work against agreed success criteria during activities. This helps pupils to complete tasks successfully and to improve aspects of their work as they go along. Teachers mark pupils' extended writing by identifying what pupils have done well and what they need to do to improve. They give pupils appropriate time to make these improvements and this helps pupils to improve the quality of their writing effectively.

From nursery, adults encourage pupils to reflect on their work and to self-assess how well they have completed it using a simple traffic light system. As pupils move through the school, they develop useful skills that enable them to consider their own work and that of others to identify areas for improvement. Older pupils value the feedback from their classmates, and this helps them to be more reflective about their own work.

Across the school, teachers plan imaginative activities to stimulate pupils' interest in learning. For example, during a topic about knights and castles, they show pupils in Year 2 a realistic photograph of a dragon on the roof of the school and ask them to create a wanted poster for the dragon containing important descriptive information. This stimulates excited discussion about what the dragon is doing and why he is there.

The school has suitable schemes of work to deliver the Foundation Phase areas of learning and the key stage 2 curriculum. Teachers plan well to develop pupils' literacy skills across the curriculum, but there are not enough purposeful activities to encourage pupils to use their numeracy skills across all areas of learning and subjects. Teachers include the skills from the literacy and numeracy framework in their schemes of work, but they have not considered well enough how to develop numeracy skills progressively across the school.

Throughout the foundation phase, too much learning is adult-led or overly directed. Pupils have few opportunities to make decisions about how or what they learn during child-initiated tasks and to experiment freely with activities in the indoor and outdoor environments. In Years 1 and 2, staff deliver focused tasks well, but do not provide enough opportunities for pupils to consolidate and develop skills through a variety of different child-led activities. As a result, pupils do not develop strong independent learning skills.

Teachers plan effectively to develop pupils' Welsh language skills progressively as they move through the school. Staff encourage pupils to use Welsh in lessons and around the school and reward pupils who do this. There are good opportunities for pupils to learn about the culture and heritage of Wales and to participate in the Urdd eisteddfod.

Care, support and guidance: Good

The school has a caring and inclusive atmosphere where staff help pupils to feel safe and secure in their learning environment. There is an appropriate emphasis on mutual respect and good behaviour. Staff support pupils well to develop their social and personal skills. They encourage them to reflect on their actions during collective worship and to work towards a set of agreed rules to make the school a calm and happy place in which to work.

The school has appropriate arrangements to promote healthy eating and drinking. It offers a range of well-attended extra-curricular sports clubs, for example netball and football clubs. Police liaison officers visit the school termly to teach pupils about a range of topics related to staying safe, such as internet safety and substance misuse.

Leaders track and monitor pupils' progress effectively and maintain a clear overview of the progress that groups and individuals make. This helps them to identify pupils who require additional support with their learning. Intervention programmes support pupils with additional learning needs and those needing a short boost to secure their understanding of key concepts. Leaders monitor the impact of interventions successfully.

There are rigorous systems to support pupils with additional learning needs and recent training has improved the quality and usefulness of individual education plans. The school makes appropriate use of outside agencies to get advice and support for pupils with specific needs. Support for pupils with more complex needs is effective, but the external processes necessary to secure this support sometimes move slowly. The school provides beneficial support for a few pupils with emotional needs and offers a calm space for them to talk and reflect with trained staff.

The school has positive relationships with parents and, following feedback, has improved communication through the introduction of a school digital application. Staff recently provided parents with useful information about the teaching of phonics by hosting an afternoon to help them support their children with their learning.

Since moving to its new building, the school has made good use of artists in the community to raise pupils' cultural awareness and to celebrate its past, present and future. Pupils have worked very enthusiastically with artists and community members to design and create large-scale works of art using batik, clay and weaving.

The school has effective systems to raise the awareness of the importance of regular attendance. It celebrates good attendance through a weekly class competition and awarding certificates at the end of term.

Arrangements for safeguarding pupils meet requirements and give no cause for concern. However, inspectors raised a few issues relating to the premises that the school had already identified as affecting staff and pupils' wellbeing with leaders and the governing body.

Leadership and management: Adequate and needs improvement

The headteacher has a renewed vision for this rapidly growing school, which she shares appropriately with governors, staff, pupils and parents. She receives effective support from other leaders to ensure that the school runs efficiently each day.

Senior leaders have led the school effectively through the move of premises and a rapid increase in school population. Since the new school opened, senior leaders have spent considerable time and effort working alongside the local authority in seeking to address a few significant issues relating to the school building. However, progress has been slow and continues to be detrimental to staff and pupil wellbeing. Despite this, nearly all staff maintain a positive outlook and remain focused on providing the best for their pupils.

The headteacher is committed to developing leadership responsibilities through the school. New members of the senior leadership team are responding well to these opportunities, and this is beginning to have a positive impact on the work of the school. For example, the additional learning needs co-ordinator provides learning support staff with useful 'bitesize' training about how to meet the needs of pupils with additional learning needs effectively in class.

Governors are supportive of the school and have a sound understanding of its performance. They gain this through detailed reports from the headteacher and first-hand experiences, for example when observing lessons and talking to pupils. Their role as critical friends is developing appropriately. For example, they challenge and support how the school communicates to parents about matters such as attendance and homework in mathematics and support any necessary changes.

The school has a clear and regular timetable for monitoring its work. For example, leaders have monitored provision in science closely. As a result, provision for and standards in science have improved. However, monitoring does not always identify important areas for improvement, such as developing a consistent understanding of foundation phase philosophy, or planning for the progression of pupils' numeracy skills across the curriculum.

The self-evaluation report is comprehensive and accurate in most areas. Leaders gather and analyse data about the school performance systematically from a wide range of sources, including questionnaires, discussions with pupils and lesson observations. They use the findings from self-evaluation procedures appropriately to inform planning for improvement. As a result, the school has improved aspects of its work successfully, such as standards of oracy in the foundation phase.

The school improvement plan contains a large number of appropriate targets, each with detailed rationale, success criteria, action points and timescales. Although leaders communicate these to staff, they do not always make sure that they have a clear understanding of their roles in taking this forward.

Leaders provide appropriate opportunities for teachers to develop their expertise linked to school priorities, for example in Welsh and science. The school also works well with other schools in its cluster. As a result, staff develop a common understanding of areas such as expected standards in science and developing pupils' resilience.

The school has many enthusiastic, skilled, but relatively inexperienced teachers. A minority of staff do not always receive the quality of tailored support and timely feedback on their performance that they need to develop professionally.

The school generally links resources closely to its priorities for improvement. It has appropriate resources of good quality to deliver the curriculum. However, at key stage 2, there are not always enough support staff to meet the needs of pupils. The school uses its pupil development grant effectively, for example in supporting pupils' speech, language and social skills.

Over recent years, a significant deficit in the budget has arisen. The school's current plan does not identify clearly enough how it will reduce the deficit.

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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