



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

A report on

**Colcot Primary School
Florence Avenue
Barry
CF62 9XH**

Date of inspection: March 2018

by

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

About Colcot Primary School

Colcot Primary School is in Barry in the Vale of Glamorgan local authority. There are 345 pupils, including 54 who attend the nursery on a part-time basis.

The rolling average of pupils eligible for free school meals over the last three years is 46%, which is well above the national average of 19%. The school identifies 15% of pupils as having additional learning needs, a figure below the national average of 21%. A very few pupils have statements of special educational needs. No pupils come from Welsh speaking homes. There are a very few pupils who speak English as an additional language.

The school's last inspection was in September 2010. The headteacher took up her appointment in September 2010.

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

Most pupils make good progress in developing their skills, and a few make very good progress, as they move through the school. They receive teaching of good quality and have stimulating lessons that engage their interest. In the foundation phase, most pupils develop their learning skills well. In key stage 2, most pupils are attentive to their teachers. They develop their numeracy and literacy skills effectively and are keen to succeed. Throughout the school, most pupils with additional needs achieve well.

The headteacher provides effective leadership and the school has clear values and aims. Governors understand their roles and support the school effectively. There are good opportunities for parents to visit the school and to share learning experiences with their children. The school has effective systems to judge its own performance and to make improvements. It has developed a supportive learning environment and makes good use of outdoor spaces to stimulate pupils' learning.

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

Recommendations

- R1 Improve pupils' use of graphs to present information in various topics in key stage 2
- R2 Reduce the number of pupils who are late for school and improve systems for recording lateness
- R3 Ensure that staff apply the school's methods for managing pupils' behaviour effectively in all classes
- R4 Address the safeguarding concerns identified during the inspection

What happens next

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

Main findings

Standards: Good

A majority of pupils start school with skills that are below those expected for their age. As they move through the school, most pupils make at least good progress and a few make very good progress. Most pupils with additional learning needs make good progress from their starting points.

In the foundation phase, most pupils make good progress in developing their speaking and listening skills. In the nursery, they listen to their teacher and respond well to questions. For example, they respond enthusiastically to say what foods to use when they make salad wraps as part of a lesson. Many pupils in Year 1 and Year 2 work independently, make choices and talk sensibly about their activities. They are eager to use new vocabulary. Pupils working in the 'dinosaur shop' name several different dinosaurs correctly and they explain that some eat meat and that others do not. Most pupils colour their individual rainbow chart appropriately to record tasks they have completed and then recall and describe what activities they have done.

As they move through the foundation phase, most pupils make good progress in their reading. They read instructions and information they need for their tasks appropriately. They use their knowledge of sounds effectively to tackle unfamiliar words. In Year 2, the more able pupils read well and talk about the events and characters in their books. Many pupils write successfully for various purposes, such as letters and instructions or a description of their visit to the Gwalia Stores in St Fagans when studying Victorian times. They use basic punctuation to organise their work into sentences. By the end of the foundation phase, most pupils learn to shape their letters well in a style that helps them to join their letters effectively as they move forward into key stage 2.

By the end of key stage 2, most pupils speak confidently and clearly. Most in Year 5 and Year 6 classes listen attentively to their teachers and participate effectively in classroom discussions. Year 6 pupils explain ably to groups of visiting parents how they use the grid method to perform multiplication tasks or how they use computer applications. Many collaborate well. For example, Year 5 pupils listen effectively to each other when working in pairs to search for buried artefacts in the school grounds and to use co-ordinates to note the location of their findings. Most pupils in key stage 2 develop their reading skills appropriately. More able pupils read with good expression. Year 6 pupils demonstrate a good understanding of what they read in factual or fiction texts. They name their favourite authors and are enthusiastic about the books they have read.

As they move through key stage 2, most pupils apply their writing well in different areas of the curriculum. Most write effectively to record scientific experiments. Pupils in Year 4 develop their skills well in extended recounts of stories, such as the story of Daniel in the lion's den. Year 6 pupils write well when imagining themselves as one of Charles Darwin's children. Most pupils in key stage 2 build well on the handwriting skills introduced in the foundation phase and set out their written work neatly using a legible, joined style.

Most pupils enjoy learning Welsh in various subjects and develop their skills well. In the foundation phase, pupils respond appropriately to instructions and reply to simple greetings and instructions confidently. By the end of Year 2, most pupils read and write simple Welsh sentences correctly and have a reasonable understanding of what they have read. In key stage 2, most pupils develop a range of vocabulary using appropriate word banks and speak confidently. They read with increasing confidence and accuracy and discuss their books in Welsh. For example, they use their reading skills effectively to understand a Welsh script and to re-write and perform it to their classmates.

Most pupils develop their mathematical skills well. In the foundation phase, many develop a good understanding of basic number facts. They know how to use coins to make up different sums. Many understand the use of different units, such as centimetres for measuring and grams for weighing. Year 2 pupils work in pairs to use a weighing scale correctly to weigh different items by balancing weights in 10s and 100s. By the end of key stage 2, most pupils apply suitable calculation strategies to solve mathematical problems. Many Year 6 pupils calculate the area of simple and compound shapes effectively. They use their number skills well in science experiments and topic work to record figures in tables and to create graphs. Many use basic bar graphs well. However, pupils' use of line graphs is not always appropriate or effective.

Most pupils develop their information and communication technology (ICT) skills successfully. Pupils in the nursery and reception classes use tablet computers well in their planned activities. For example, they begin to use QR barcodes to view images and information. In Year 1 and Year 2 classes, many pupils compose writing on a desktop computer. For example, they make good progress when drafting a letter about how to look after a tiger. Most pupils throughout key stage 2 store and access their previous work competently on the school's systems. By the end of key stage 2, most pupils use ICT confidently to research and create presentations containing facts and images about topics they are studying. Nearly all pupils learn how to use basic graph and database applications appropriately and older pupils are beginning to use spreadsheets to plan projects requiring addition and multiplication of lists. Throughout the school, pupils have a good knowledge of how to use the internet safely and how to avoid dangers when using ICT.

Wellbeing and attitudes to learning: Good

Nearly all pupils behave well when moving around the school. At playtimes, they mix together well on the school yard. They share spaces fairly to allow pupils to play ball games and to use other play equipment safely. Most older pupils treat younger pupils with sensitivity. Nearly all pupils feel secure in school and are confident that adults will listen to their concerns and deal with any problems. Nearly all pupils treat visiting adults with respect and are keen to talk to them and to be helpful towards them.

In most lessons, most pupils are attentive to their teachers and are interested and engaged when presented with interesting activities. In the foundation phase, most remain on task. Many develop their independence well and make suitable choices as they move from one activity to another. In key stage 2, most pupils listen to instructions and participate well in teacher-led activities. Most collaborate well and

enjoy working in pairs or groups. However, in lower key stage 2, a minority of pupils do not concentrate enough and talk too readily at times when they should be listening. When this occurs, it impacts negatively on their own progress and sometimes disrupts the pace of learning for others.

Nearly all pupils have a good understanding of the importance of eating healthily and taking exercise. Many bring fruit to school for healthy snacks. They talk knowledgeably about foods that are good for you and the importance of not eating too many sweets and the consequences of eating too much. Most are aware of the importance of physical activity and many play vigorous games at break times.

Many pupils throughout the school take on roles of responsibility readily. Pupils from Year 2 to Year 6 vote for various groups and committees. They speak enthusiastically about the range of leadership roles available to them, including 'Criw Cymraeg', digital leaders and the eco-council. These groups influence school life well. For example, digital leaders have led special assemblies and organised a poster competition to raise awareness of e-safety issues. As a result, pupils throughout the school have increased their understanding of how to stay safe online.

The school's levels of attendance were in the top 25% when compared with those of similar schools in the most recent validated figures and levels of persistent absence have decreased significantly in recent years. However, too many pupils arrive late for school and do not benefit from an orderly start to their day.

Teaching and learning experiences: Good

Overall, the quality of teaching in the school is good.

Teachers take full account of the principles of the foundation phase in their planning of lessons and their use of the outdoors. They have a good understanding of how best to develop learning for young children. They create stimulating learning environments of high quality where pupils have many opportunities to choose learning activities. As a result, many develop strong independent learning skills at an early age. Teachers in the foundation phase deploy learning support assistants purposefully to support indoor and outdoor learning. All staff work effectively in teams to ensure a suitable balance between adult-directed and child-led activities.

Overall, teachers in key stage 2 plan exciting lessons for their classes, and ensure that learning moves forward at a suitable pace. These succeed in enthusing the pupils and engaging them in their learning. Teachers use their own language skilfully to provide effective models of communication, especially when questioning pupils and probing their understanding. Learning support assistants in key stage 2 enhance provision effectively when working with groups and individuals. Teachers create suitable opportunities for pupils to work in pairs and groups, for example when working in teams to decipher hieroglyphics and to crack codes when learning about ancient Egypt.

Most staff manage pupils' behaviour well and follow agreed procedures consistently for addressing problem behaviour. However, in a few instances, teachers do not address low-level noise and inattentiveness by pupils effectively and this adversely impacts on the pace and progress of learning.

Teachers explain learning objectives carefully and ensure that pupils know what they need to do to succeed. This is particularly effective in language lessons and in work related to writing when teachers make the steps to success very clear. However, in mathematics, the feedback to pupils is less effective in showing pupils how to succeed than in other subjects.

Teachers plan effectively and provide a suitably balanced and varied curriculum that motivates most pupils. Teachers give pupils good opportunities to help to decide the direction of their learning by identifying aspects of topics that interest them that they wish to consider in more detail. Staff engage in regular planning reviews. They use these effectively to deliver a curriculum to meet the needs of all pupils and to respond to national changes in the curriculum. For example, in response to the digital competency framework, teachers have developed purposeful opportunities for the use of spreadsheets in lessons and have begun to introduce elements of coding.

The school makes effective use of a range of visits and visitors. 'Wow days' start topics in a stimulating way. For example, a visit to the Natural History Museum in London provided an exciting introduction to the study of Charles Darwin for Year 6 pupils. In the foundation phase, a 'dinosaur day', including the visit of a life-sized young tyrannosaurus rex and other large puppets, provided a stirring introduction to a topic that has strongly engaged many pupils.

The school provides effective provision for the development of Welsh language skills in formal lessons and less formally throughout the school day. The promotion by the Cricw Cymraeg of the 'tocyn iaith' reward scheme has raised the profile of the Welsh language successfully. The school makes good use of local resources, such as Welsh castles and the work of Welsh artists, to develop pupils' understanding of their Welsh heritage.

Care, support and guidance: Adequate and needs improvement

The school provides a welcoming and caring learning environment where staff treat all pupils equally and fairly.

Teachers collect and review a wide range of assessment information. The school has suitable procedures in place to standardise teachers' judgements to ensure that their assessment of pupils' learning is accurate. Teachers use this information to monitor the progress of all pupils effectively and to identify pupils who require additional support. All pupils with additional needs have individual education plans, which focus successfully on improving their numeracy and literacy skills or their emotional wellbeing. The additional needs co-ordinators plan effective interventions. Learning support staff provide suitable support in class and for groups and individuals. For example, they enable pupils to discuss their emotions in nurture sessions successfully. This has a positive impact on pupils' personal development and enhances their ability to regulate their own behaviour. Pupils and teachers, together with parents, regularly review pupils' progress in meeting their individual targets. Most pupils with additional needs make good progress.

The school has effective arrangements for promoting healthy eating and drinking. There are regular opportunities for physical education (PE) within the curriculum. Pupils learn through their PE lessons about the effects of exercise on their bodies. There is a range of after-school clubs offering physical activity, such as dance, football and badminton, for which there is a regular, although limited, take-up.

The school works with a number of specialist services that provide beneficial support to staff and pupils. The Health Authority speech and language therapist regularly visits to provide specialist support for pupils. An outreach teacher from a local special school provides useful advice to staff on meeting pupils' additional learning needs.

The school maintains strong partnerships with parents and carers. Parents find the school's texts particularly useful as an individual point of contact and an accessible source of information. The school's twitter feed is a valuable source of information about the activity of pupils in their school work. The school also provides regular newsletters. These include useful information, such as the values the school is seeking to develop or the Welsh 'phrase of the month'. The school has developed very successful family engagement sessions for each year group. These enable pupils to share their learning with their parents and carers. For example, Year 6 pupils explain effectively to adult visitors how to program a robot car to move it in different directions.

Overall, the school's safeguarding procedures are appropriate. However, a very few risks relating to safeguarding give some cause for concern. The inspection team discussed these with the headteacher and chair of governors during the inspection.

The school's arrangements for promoting, recording and analysing pupils' attendance are successful. However, record-keeping systems in relation to the monitoring of late arrivals at the start of the school day are not effective. There are too many pupils who are persistently late.

The school develops pupils' personal and social skills well. Pupils in the foundation phase understand the school rules and make choices about their learning activities. There is a range of active pupil groups, such as the school and eco councils, digital leaders and the healthy council. These provide good opportunities for pupils to make decisions and act on them. For example, the eco council implements 'switch off fortnight' to conserve energy and to promote understanding of sustainability. Pupils in Year 5 are given the opportunity to choose the colour and style of the school sweatshirt they will wear for their final year. Pupils are very proud of this responsibility.

The school promotes equality, respect and tolerance well through classroom activities. For example, younger pupils plan rules for behaviour and older pupils work with the police liaison officer to develop their understanding of the negative impact of anti-social behaviour. Whole-school assemblies have focused on the 'value of the month'. These are prominently displayed around the school's indoor and outdoor environments. Many pupils have developed a good awareness of them and explain their meaning. Pupils learn about aspects of spirituality appropriately, for example in their religious education lessons when they learn about and compare different world religions.

The school develops pupils' creativity and awareness of their own and other cultures effectively. Pupils take part in an annual eisteddfod and visit local places of interest. They participate in workshops with the Welsh National Opera and this motivates and engages pupils effectively. They produce their own artwork of good quality after studying the style of the artist Helen Elliott.

Leadership and management: Good

The headteacher and deputy headteacher have a clear vision for school improvement based on high expectations of all staff and pupils. They communicate this effectively to all, and school governors support these aspirations. Senior leaders have a strong commitment to achieving the best possible outcomes for pupils. They promote professional values and behaviours well. This contributes positively to school improvement and promotes effective staff collaboration.

There is an appropriate cycle of management meetings, which focuses appropriately on standards, teaching and learning. All members of staff have a clear understanding of their specific roles and carry out their responsibilities effectively. Senior leaders establish useful systems to maintain and improve standards. For example, there are well-established, termly, monitoring meetings that are effective in assessing the standards achieved by pupils. These help to ensure that classroom provision meets the needs of individual pupils appropriately. Leaders structure the review processes carefully to ensure that many members of staff have the opportunity to participate. As a result, most staff feel involved positively in the monitoring and self-evaluation process.

The governing body has a clear understanding of the school's strengths and areas for improvement. Governors provide the school leadership with appropriate challenge. They also support the school strongly. For example, the school benefits from the governing body's work with the family engagement learning programme. This provides opportunities for governors to take part in the programme alongside parents and pupils. As a result, governors observe directly how the school builds effective relationships with its parents.

The school's self-evaluation report is informative and gives an honest and accurate picture of the school's strengths and areas for improvement. It draws on valid evidence efficiently, including the scrutiny of pupils' work and analysis of information on pupils' progress. Priorities in the school improvement plan are appropriate and derive directly from the evidence gathered during the self-evaluation process. There are detailed targets for all actions, and responsibilities for monitoring and evaluating their effective implementation are clear. The school leadership has demonstrated that it is able to bring about improvements. For example, over recent years, the school has raised the standard in Welsh and it has effectively targeted and improved independent learning by pupils in the foundation phase.

Performance management arrangements set strategic targets to improve pupils' achievements and encourage development of all staff effectively. Leaders also encourage the professional learning of staff by sharing professional reading materials and the outcomes of research. The school provides purposeful opportunities for staff to share ideas during the weekly recap and 'helpdesk' sessions. These allow staff to share understanding about new strategies, for example the Welsh Government's curriculum initiatives.

The school manages its resources effectively. The governing body and headteacher monitor the school's budget carefully and ensure that spending decisions link closely to development priorities. Leaders evaluate key expenditure thoroughly.

Classrooms and teaching areas are large enough to accommodate pupils. There is a good range of smaller rooms that staff use well to deliver intervention programmes and to support vulnerable pupils. There are ample outdoor spaces that staff use to good effect to support pupils' learning. The school has also developed rooms for nurturing sessions and a 'cyber café' area to encourage pupils to enhance their ICT skills.

The school uses the pupil development grant purposefully. For example, teachers assess pupils' emotional wellbeing and run nurture classes to promote pupils' self-esteem effectively. The school operates targeted online training to develop the mathematics skills of more able pupils to provide an effective challenge for them. This provision supports good outcomes for pupils eligible for free school meals.

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

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