



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

A report on

Coed Glas Primary School

**Ty Glas Avenue
Llanishen
CF14 5DW**

Date of inspection: January 2023

by

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

This report is also available in Welsh.

About Coed Glas Primary School

Name of provider	Coed Glas Primary School
Local authority	Cardiff Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	529
Pupils of statutory school age	422
Number in nursery classes	54
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%)	28.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	11.4%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	23.7%
Date of headteacher appointment	September 2022
Date of previous Estyn inspection (if applicable)	14/10/2014
Start date of inspection	30/01/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Coed Glas is an exceptionally caring and inclusive primary school where all pupils are encouraged to succeed in all aspects of learning. Pupils who attend the Hearing Impairment Learning Resource (HIRB), have English as an additional language (EAL), and those in need of additional support in learning have positive attitudes to learning. They enjoy taking part and benefit from the worthwhile learning experiences provided by staff.

Pupils benefit from well-being sessions provided at the beginning of every day. These sessions support them to develop their social skills and engage in learning. The nurture support provided in the 'Nest' is a highly effective provision to best meet the well-being needs of pupils. In general, with the support of skilful and well-trained staff, many pupils make suitable progress in developing their skills during their time at the school.

A strength of the school is how the staff work together as a team to provide an attractive and calm learning environment for pupils. A particular strong feature of the provision are the authentic and purposeful experiences that are provided for nursery age children. The enhanced understanding of child development encourages staff to adapt provision consistently to best meet the children's stage of development. This supports children effectively to develop their language and independent learning skills within a short period of time.

Overall, teachers plan literacy, numeracy and digital activities through established routines and structured sessions to support pupils to make progress in these skills. However, teachers do not always deliver meaningful opportunities for pupils to use and apply these skills in child-initiated and engaging learning contexts across the curriculum. As a result, a minority of pupils do not make the progress of which they are capable, for example in speaking Welsh, developing their writing and applying digital skills.

Leaders have a clear vision and a strong understanding of the strengths and areas for development of the school. The effective and compassionate leadership of the acting headteacher is based on high aspirations and support for pupils and their families. As a result, the school is an integral and an important part of the diverse community.

Recommendations

- R1 Improve the effectiveness of teaching to challenge and consistently meet the needs of all pupils
- R2 Provide meaningful opportunities for pupils to use and apply their literacy, numeracy and digital skills across the curriculum
- R3 Improve pupils' Welsh oracy skills

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 for dissemination on Estyn's website on its work in relation to:

1. Providing authentic and engaging experiences in the nursery provision to inspire children's love of learning and develop their independent skills
2. Supporting the well-being of pupils through self-referral to the school's highly effective nurturing 'Nest' provision

Main evaluation

Learning

Around half of pupils enter Coed Glas Primary School with speech, language and social skills below that expected for pupils of their stage of development. However, in a very short time, many younger pupils, through immersion in an authentic, language rich environment, make swift progress. As pupils move through the school, many continue to make suitable progress in their learning. This includes those pupils who are eligible for free school meals and those who have EAL. The majority of pupils with additional learning needs (ALN) make good progress in their learning, including those pupils who access the HIRB. However, a minority of pupils identified as more able do not always make the progress of which they are capable.

Most younger pupils in the school make good progress with their oracy skills. They communicate effectively during their play and learning experiences, responding readily to questions and instructions. Many older pupils use a range of language skills and appropriate vocabulary, for example by using persuasive language to prepare for the writing of adverts for their inventions. Nearly all pupils across the school participate enthusiastically in the learning of British Sign Language (BSL) and use it effectively as a communication tool.

In general, pupils' Welsh language skills are underdeveloped. A minority of younger pupils respond appropriately to simple Welsh phrases and vocabulary. Many older pupils sing Welsh songs enthusiastically and develop oral introductions about themselves. However, as pupils move through the school, their speaking skills in Welsh do not improve well enough and do not build on their previous learning.

Most younger pupils show enthusiasm for books and reading activities. By Year 2, many pupils use their phonic skills effectively to decode words. Most older pupils read fluently and discuss most features of a book. These pupils use research skills appropriately and develop effective comprehension skills. For example, older pupils discuss their class reading text maturely, showing good levels of understanding and empathy for the characters in the story.

Many younger pupils develop early writing skills well. They participate enthusiastically in the class writing areas, mark making and developing their fine motor skills effectively. By Year 2, many pupils write appropriately using simple sentences and the majority use basic punctuation and spell simple words correctly. They use their phonic skills effectively to support their spelling. Many older pupils write confidently in a range of genre, including biographies and persuasive reports. By Year 6, more able pupils redraft their writing suitably using a range of interesting vocabulary, including rhetorical questions and repetition to emphasise points of view. However, pupils do not apply their writing skills to an appropriate level across the curriculum. There is sometimes an over reliance on the use of worksheets, which often stifles pupils' ability to write at length. In general, pupils do not always take pride in the presentation of their work and handwriting is not always fluent and legible.

Most younger pupils make good progress in their number skills. They use their reasoning skills effectively to solve practical problems. For example, pupils measure pasta and rice and compare their weights. In Year 3, pupils use their knowledge of number and measurement to calculate the perimeter of the outside play area. As pupils move through the school, many progress well in their use of their mathematical skills and apply them to a limited range of areas across the curriculum. Older pupils use their mathematical skills appropriately to solve a suitable range of problems. For example, Year 5 pupils use their skills to calculate the mode, median and range of a set of data based on their work on flight. On the whole, pupils do not have sufficient opportunity to use and apply the skills they have learned in mathematics in a wider variety of contexts.

In general, most pupils' digital skills are underdeveloped. In a very few examples, pupils use digital technologies creatively to support their literacy work. For example, pupils write cameos about families who have moved to Cardiff and use QR codes to display audio recordings of them being interviewed. However, opportunities to use and apply pupils' digital skills in a much broader range of contexts are limited.

Nearly all younger pupils develop their creative skills well and apply them to a range of independent learning experiences. For example, younger pupils play the piano in their classroom, and design and make nests from natural resources. Most pupils develop their creative skills effectively as they move through the school, for example while taking part in creative performing workshops with a national opera. Many pupils develop their physical skills consistently and use the school yards and outdoor space effectively for physical development, for example by using bikes and the school trim trails.

Well-being and attitudes to learning

Pupils' emotional well-being is strong as a result of the highly effective support provided by staff. Many pupils influence a range of aspects of school life and take a variety of responsibilities enthusiastically. The contribution by the pupils to the work of the school is effective. For example, pupils organise activities for their peers as part of a mental health week and promote sign language to support their peers with hearing needs. These worthwhile activities ensure that pupils' views and ideas have a positive difference to their school life and make a notable contribution to pupils' social and life skills.

Nearly all pupils have a clear understanding of the importance of eating and drinking healthily, for example when younger pupils cut up fruit and eat them with their peers in class. They learn about the advantages of healthy eating as part of the curriculum and use this knowledge to make informed choices about which foods will benefit their long-term health. Most pupils understand the benefits of vigorous exercise and take part enthusiastically to develop their physical skills such as in the football, dance, gardening and multi sports clubs. As a result, most show a good understanding of their own emotional well-being and establish supportive relationships with their friends.

Nearly all pupils enjoy school and are eager to learn. Pupils state that they are safe in school and feel free from the issues of bullying. Nearly all have warm and respectful relationships with staff in school, which creates a settled and happy

learning environment. In general, most pupils are co-operative and helpful, and they think of others' feelings sensitively. Many pupils show an interest in their learning and are enthusiastic to persevere and complete their work. However, at times, teaching is over-directed and, as a result, pupils lose interest and are passive in their learning.

In the younger classes, pupils readily engage in tasks and talk confidently about their learning. For example, pupils from other countries who are new to the school explain the difference in their learning experience in comparison to Wales. Most pupils develop very strong relationships with their peers and help to support each other in their learning. Across the school, younger pupils help each other beneficially, for example in using tools to make birdfeeders out of wood as part of the bird watching activities.

Nearly all pupils behave extremely well. Many refer knowledgably to the 'Coed Glas way' posters positively, which strive for a respectful learning environment that underpins the harmonious relationships of the school community. Most pupils are courteous and polite towards each other and to adults and have a positive attitude towards their learning. They enjoy learning and work effectively in pairs and small groups. For example, they work collaboratively on physical activities to keep an astronaut fit in space. In general, they show persistence and resilience when facing difficulties with their work.

Most pupils understand the importance of fairness and equality. For example, a group of older pupils discuss the important role of the United Nations. Most are actively involved in knowing their rights and clearly explain that they understand that they have the right to be protected from being hurt and mistreated in body and mind. As a result, they speak and listen confidently to staff and are happy to approach any member of staff should they have concerns, for example as part of the highly effective nurturing and well-being support provided in the Nest provision.

Teaching and learning experiences

Across the school, staff forge a caring and purposeful working relationship with all pupils to support their learning. They understand and appreciate the needs of pupils, including pupils who attend the HIRB, and tailor the provision to encourage many pupils to make suitable progress in an inclusive and productive learning environment. The provision for pupils with EAL and those identified as needing support with their well-being is beneficial to their learning. There are valuable opportunities for a majority of pupils to make good progress in individual and small groups sessions, which in turn supports them to consolidate their skills with their peers in class.

Staff work diligently as a team to provide an attractive and calming learning environment, which helps most pupils to engage in learning activities in all areas of the school, such as the Secret Garden. Most teachers, with the support of the well-trained support staff, follow schemes of work and established routines to provide pupils with appropriate learning activities to develop their literacy, numeracy and digital skills. However, teachers do not always provide meaningful opportunities for pupils to use and apply their skills in child-initiated and rich activities in all areas of the curriculum.

Leaders and staff promote the vision and values for delivering the Curriculum for Wales and strive to align effective practice to support pupils to develop their skills. Teachers work collaboratively in year groups and phases to plan and deliver activities which, overall, best meet the needs of many pupils. In general, different aspects of teaching methods evolve from individual inquiry-based research, which provides beneficial foundation for effective teaching and learning. For example, teachers adapt their teaching methods through skilful questioning to deepen pupils' understanding of mathematical concepts. However, in general, a minority of teachers have expectations that are too low. In these circumstances, they do not adapt provision and their teaching methods to best meet the needs of all pupils, for example their ability to speak Welsh, to develop their writing skills or to apply their digital skills.

In the best practice, such as in the nursery provision, teachers have a deep and sophisticated understanding of child development. For example, highly skilled staff provide valuable opportunities for pupils to develop their independent learning skills by providing real life resources while they prepare and serve vegetable soup. This approach to nurture and develop pupils' curiosity supports the teaching and learning effectively. However, in general, teachers across the school tend to over-direct the learning, which inhibits a minority of pupils to develop their independent learning skills.

Many staff support pupils to make progress by referring to previous learning and recapping different ideas, such as when collating information as a basis to discuss the negative impact of climate change. They use effective teaching methods such as subtle probing, and encourage pupils to elaborate on their responses and deepen their understanding in different learning contexts. Teachers provide clear aims for learning activities and refer to them consistently during lessons, such as the effective use of rhetorical questions when writing a persuasive text. In general, the pace of lessons is appropriate to pupils' stage of development, and staff encourage and help them to persevere in their learning. Many teachers provide appropriate written feedback to guide pupils to understand what and how they can make further progress in their learning.

Staff enhance pupils' understanding of personal and social relationship beneficially using the newly developed scheme of work. Following beneficial professional learning and effective partnership working with local schools, teachers provide learning activities to support pupils' well-being in the school's caring community.

On the whole, staff share relevant information with parents about the learning experiences of their children in school and provide beneficial information about the well-being and progress they make in developing their skills across the curriculum.

Care, support and guidance

The care and support that the school provides for pupils and their families is an outstanding feature. Leaders and staff invest heavily in getting to know the pupils and meet their well-being needs well. For example, in the well-being sessions at the beginning of every day, pupils choose their own activities to help them settle and prepare for learning. These sessions enable staff to observe pupils and help those who are identified as needing emotional, mental and physical support. In addition, the

Nest nurturing provision supports the social and emotional needs of pupils highly effectively. Pupils are referred to this provision following identification by staff, or pupils can refer themselves if they feel they need further care and support.

All staff provide strong support for pupils with ALN. There are clear systems for the identification for pupils needing additional support in learning, and provision is planned effectively to support them to make good progress in their skills. Staff encourage parents to play a full role in the support around their child, and the school works well with other supportive partners, such as health professionals. The school provides a specialist resource provision for pupils with hearing impaired needs who are fully included in the life of the school. These pupils work with their peers in nearly all classes across the school, while pupils in all classes learn BSL to communicate with their friends.

Staff provide a wide range of pupil voice groups, all of which are open to any pupil for election, to play an active role in improving their school. For example, during the recent review of the school's behaviour policy, members of the school Senedd attended a governing body meeting to discuss important points when creating the new friendship policy. However, pupils within some groups are not confident to identify issues and take action for improvement.

Staff provide many after-school clubs, focusing on a range of interests that include art, digital and languages. This provision helps pupils to broaden their interests and improve skills. Pupils have valuable opportunities to take part in competitions and performances, for example with a local theatre and national opera, as well as a national professional women's football team.

Staff are keen to support pupils in developing as rounded individuals. For example, pupils visit shops in their local community to enhance the Welsh language in their community. In general, pupils learn about Cardiff as a capital city, its heritage and culture, and explore why people have chosen to make it their home. As well as visiting local landmarks, pupils attend outdoor residential centres to develop different skills. Visitors attend the school to encourage pupils to be aspirational and to encourage them to overcome any challenges. For example, a local performing artist inspired pupils by attending the school and sharing his positive experience at Coed Glas Primary School.

The family engagement officer supports many parents highly beneficially to help pupils and their parents, for example in ensuring regular attendance. Parents are extremely appreciative of the support and guidance provided, for example with admission of their children on entry to school and their transition into secondary schools.

The school has a strong culture of safeguarding and staff provide a caring and safe environment for pupils. Arrangements for monitoring pupils' punctuality and regular attendance are robust.

Leadership and management

Within a short period of time, the acting headteacher has established a clear vision and priorities for improvement at the school. The vision sets out high aspirations for

pupils, their families and the local community and places inclusion and well-being at the heart of the school's work. The acting headteacher provides effective, supportive and compassionate leadership, which has a positive impact on the lives of pupils, staff and their families.

Together with the support of the acting deputy headteacher and members of the new leadership team, leaders provide a culture of strong teamwork, continued improvement and inclusion across the school. Leaders and staff are committed to building and maintaining strong working relationships with pupils and parents from the outset. As a result, pupils are proud of their school and many make suitable progress in their learning, particularly those identified with ALN or EAL.

Leaders set high expectations and encourage staff to undertake continual self-improvement and professional development opportunities to improve their knowledge and skills. They link the professional needs of staff with school priorities well, including the need to increase the interim leadership capacity and to lead on aspects of the school improvement plan. The new performance management procedures support this work well. As a result, staff have a good understanding of their roles and responsibilities and contribute effectively to the continued improvement across the school. For example, teachers nurture pupils' curiosity and engagement to learning by adapting the learning environment.

In general, leaders, staff and governors have a good understanding of the school's strengths and areas for development. They use an appropriate range of monitoring and evaluation tools to help identify what they are doing well and what needs improving. Although leaders use first-hand evidence like book scrutiny and classroom observations suitably, they do not always identify the impact of the provision on pupils' learning well enough.

Leaders engage well with stakeholders to measure the effectiveness of key elements in the school's work, often working collaboratively with them to plan and implement changes to the provision. A good example of this is the Relationships Policy, which has been co-constructed by pupils, staff, governors, and parents to better reflect their views and the requirements of the whole school community. In general, the school's improvement priorities link appropriately to the key messages from the self-evaluation process and include the local, national and international context. For example, they recognise the need to improve pupils' Welsh language skills and the provision for developing pupils' writing skills.

The governing body is well informed and effective in its role in supporting the school. Members use their wide range of skills and expertise to provide valuable support, guidance and challenge to school leaders and staff. They value the work of the whole staff and are particularly proud of the inclusive nature of the school and the role it plays in supporting the needs of the local community. Governors make appropriate arrangements for healthy eating and drinking and support leaders to manage finances effectively in line with the school's priorities.

Leaders are fully aware of the impact of poverty on attainment and have robust and very effective processes in place to create an inclusive provision for all pupils. The school's work in partnership with parents and external agencies is effective, which supports the well-being of pupils and their families extremely well. This ensures that

parents trust that the school is doing the right thing for their children and that staff will always act in their best interests and work with them sensitively. In addition, leaders recognise the importance of maintaining good levels of staff well-being, for example by providing specialist support to meet their needs.

The school has a strong partnership with Cardiff Metropolitan University to ensure that initial teacher education students receive well-structured support from school-based mentors. The school considers the effectiveness of its approach and adapts to make improvements wherever appropriate.

Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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