

A report on
Cogan Primary School

**Pill Street
Cogan
Penarth
Vale of Glamorgan
CF64 2JS**

Date of inspection: May 2026

by

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

About Cogan Primary School

Name of provider	Cogan Primary School
Local authority	Vale of Glamorgan Council
Language of the provider	English
School category according to Welsh-medium provision	None
Type of school	Primary
Religious character	None
Number of pupils on roll	221
Pupils of statutory school age	171
Number in nursery classes	30
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 21.7%)	20.6%
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 9.2%)	8.8%
Percentage of pupils who speak Welsh at home	0%
Percentage of pupils with English as an additional language	8.2%
Lead partner in Initial teacher education	No
Date of headteacher appointment	02/09/2013

A report on Cogan Primary School
May 2026

Date of previous Estyn inspection (if applicable)	22/05/2018
Start date of inspection	18/05/2026

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.

Summary

Cogan Primary School is a highly inclusive school. Leaders provide purposeful and considerate leadership that promotes strong working relationships among staff, pupils, and families. They place a valuable emphasis on supporting pupils' well-being, which creates a positive climate for learning.

Nearly all pupils enjoy school. They feel safe and happy and approach their learning activities with enthusiasm and focus. During their time in school, most pupils, including those who have additional learning needs (ALN), those in the hearing resource base (HRB) and those from low-income households, make good progress.

Overall, teaching is effective. Clear learning intentions and appropriate assessment supports most pupils to make good progress in many areas of learning. In the best practice, questioning probes understanding and informs responsive teaching, though at times overly directed approaches can limit pupils' independence.

Classroom environments are engaging throughout the school. They are well-resourced and stimulating and staff use displays effectively to support learning and celebrate pupils' work. However, opportunities for pupils to learn purposefully in the extensive and engaging outdoor areas are underdeveloped.

Leaders provide a clear strategic direction aligned with national priorities. Leaders share responsibilities among staff thoughtfully and work well to develop their leadership skills. Leaders use a broad range of evidence to monitor the school's effectiveness. Monitoring and evaluation processes provide leaders with a sound understanding of most strengths and areas for improvement. Staff benefit from professional learning opportunities that align well with school's development priorities and impact positively on pupil progress. Governors contribute robustly to the running of the school and work with leaders to ensure that financial management is prudent. Spending is aligned clearly to improvement priorities and to support pupils' learning and experiences.

Strong leadership of ALN ensures the early identification of pupils' additional needs through discussions with staff, parents, and external agencies. This leads to the provision of timely support. Support for pupils with additional learning needs in the HRB is a strength of the school. Staff track progress carefully, provide tailored support and integrate them very well. This enables most pupils to engage positively in their learning and contributes to the school's supportive environment

Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Increase opportunities for pupils to direct their own learning and develop their independence across the indoor and outdoor environments

What happens next

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

Main evaluation

Cogan Primary School is a warm, happy and nurturing learning environment with a welcoming ethos. Staff offer high levels of care, support and guidance. Behaviour and relationships are strong, and this creates a positive climate for learning.

Nearly all pupils feel safe and happy coming to school, and they take part in their learning with enthusiasm and confidence. Most pupils, including those with additional learning needs (ALN), those in the hearing resource base (HRB) and those from low-income households, make good progress in developing their skills, knowledge and understanding over time.

Spotlight: Inspiring inclusion everyday

The school is a highly inclusive and respectful environment. All pupils in the Hearing Resource Base participate fully in the daily life of the school. There is effective integration of the pupils with a hearing impairment into mainstream classes, but also successful reverse integration with mainstream pupils accessing the HRB class. Staff and pupils use a range of non-verbal techniques to support verbal communication effectively throughout the school day, for example, signing, lip reading and radio microphones within mainstream classes. The hearing-impaired pupils benefit from strong staff and peer support in lessons and at break times and as a result, they make at least expected progress, and a few exceed their targets.

The school is a language rich environment where staff model both the English and, increasingly, the Welsh, languages positively. A strong focus on oracy helps most pupils to

develop their English spoken language well as they move through the school. They develop a purposeful range of vocabulary that they use confidently and accurately. Similarly in Welsh, most pupils develop their oracy skills well, showing enthusiasm for learning and using the language.

The school places a high priority on the development of reading skills. Most of the younger pupils have a sound understanding of a range of letters and corresponding sounds, ensuring a secure phonic awareness. Most of the older pupils read with fluency and expression, using a range of well-established reading skills to help them to understand different texts and access the curriculum successfully. Pupils are confident, competent readers who show positive attitudes towards reading and read for pleasure.

Most pupils demonstrate increasing confidence in their mathematical skills. They use a wide range of concrete apparatus appropriately when exploring number, shape and measure. Teachers are beginning to plan purposeful opportunities for pupils to apply their numeracy and digital skills across the curriculum and to use these skills appropriately when solving problems.

Teachers create engaging and attractive learning environments, and classrooms are well resourced stimulating working spaces. Staff use displays effectively to support learning and celebrate pupils' work. However, opportunities for pupils to learn purposefully and independently in the extensive outdoor areas are underdeveloped.

The school offers an authentic and engaging curriculum that reflects its values and local context. Curriculum experiences are further enriched by meaningful visits and authentic learning opportunities that enhance pupils' engagement and understanding well. The school's focus on values provides many opportunities for pupils to consider wider issues, such as anti-racism, and these aspects contribute effectively to pupils' spiritual, moral, social and cultural development. The 'Llais Curriculum' provides opportunities for pupils to share their ideas about what they would like to learn, for example, 'Diversity Delegates' have helped develop ways in which the curriculum considers diversity and inclusion.

Many staff ask relevant questions to check for understanding, promote deep thinking and extend learning. Teachers have a clear purpose for lessons and activities and provide suitable feedback to pupils on their learning. When given the opportunity, pupils work well in collaboration with one another and enjoy opportunities to influence the life of their school. However, at times, staff provide too much direction and guidance, and this limits pupils' ability to develop their independent learning skills and lead their own learning.

There is a strong team ethos among staff, which helps to support positive relationships with pupils and parents. This makes a significant contribution to the positive ethos of the school. The school communicates well with parents and carers and offers regular opportunities for them to be involved in the life of the school and to support their children's learning at home.

Leaders provide suitable professional learning opportunities for staff that link to the school's current improvement priorities purposefully. They promote a cooperative approach to all they do within the school and with other schools in the cluster and beyond. This has helped to improve aspects of the curriculum.

Leaders use information from monitoring activities and the views of staff, pupils and governors appropriately to give them a broadly accurate understanding of strengths and areas for improvement. They use a wide range of information to inform their evaluations, including data from pupil assessments, carrying out learning walks and looking at pupils' work. They have used this information effectively to improve certain aspects of the school's provision successfully.

School leaders and governors allocate resources efficiently to support the school's improvement priorities. They use grant funding, including the pupil development grant, appropriately to improve targeted pupils' progress and well-being. This includes providing useful interventions that help pupils to address gaps in their learning and to offer beneficial nurture and well-being support.

The governing body brings together people with a broad range of backgrounds and skills. They use these effectively to work with staff and leaders to support the work of the school and achieve the best possible outcomes for pupils. They engage in the first-hand gathering of evidence, know the school and its community well and use this knowledge to challenge leaders appropriately, focusing clearly on the impact of provision on outcomes for pupils.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers 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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 21/07/2026