



Rhagoriaeth i bawb – Excellence for all

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**

**Heol yr Ysgol
Coity
Bridgend
CF35 6BL**

Date of inspection: 8 February 2011

by

Mr Jeff Harries

Under Contract for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Coety Primary School is a local authority (LA) community school which serves the village of Coety on the outskirts of Bridgend. The catchment area includes the village of Coety and areas of Brackla and Pencoed; 68% of pupils attend as a result of parental choice. The school considers its catchment area to be neither prosperous nor economically disadvantaged. Just under 3% are entitled to free school meals; this is well below the local and national averages. No pupils come from homes where Welsh is the predominant language.

The school caters for pupils from 3-11years. Currently there are 149 pupils on roll including four part-time three year olds; this is similar to 2005 when the school was last inspected. Pupils are taught in five mixed age classes. Around 5% are from minority ethnic backgrounds. 10% of pupils are identified as having special educational needs (SEN); there are no pupils with a statement of SEN.

The headteacher has been in post since September 2010 and the deputy headteacher since September 2009.

The 2010 – 2011 individual school budget per pupil for Coety Primary School is £3,169 which is the 27th highest out of the 52 primary schools in Bridgend.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Main evaluation

The school is good because:

- most pupils make good progress in learning;
- teaching is of a good standard;
- the school provides good learning experiences for all pupils; and
- all pupils enjoy school and feel valued and well cared for within a very supportive ethos.

Prospects for improvement

- Significant progress has been made on the issues for attention identified in the previous inspection report.
- Standards of achievement are consistently good and have been maintained year on year in all the core subjects.
- The school is led effectively and has a clear and shared sense of purpose and direction. As a result, the inspection team is confident that the school will be able to make further improvements.

Recommendations

Inspectors have agreed with the school the following recommendations for improvement:

- R1 develop further pupils' bilingual skills;
- R2 ensure reports to parents include sufficient detail to inform them of their child's progress, and
- R3 fully remodel the workforce.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, most of the pupils display average skills in listening, speaking and numeracy. They make good progress towards the outcomes of the Foundation Phase and most continue to make good progress year on year.

At the upper end of key stage 1 in 2010, learners' attainment according to teacher assessment in the national curriculum (NC) core subject of English, mathematics and science was above local and national averages. This resulted in the school being in the top 50% of schools but below the top 25% of schools with a similar percentage of free school meals, which is similar to previous years. When compared with a group of schools with similar characteristics, it was above the average in English and mathematics and similar in science. Learners' attainment at level 3, the highest level available for seven year olds, was similar to the local, national and family of similar schools averages in English and science and well above in mathematics. Boys' performance was lower than that of girls.

At the upper end of key stage 2 in 2010, learners' attainment in English, mathematics and science was higher than the local and national averages. This resulted in the school being in the top 50% of schools but below the top 25% of schools with a similar percentage of free school meals, which is similar to previous years. Learners' attainment at level 5, the highest level available for 11 year-olds, was well above the local, national and group of schools with similar characteristics in each subject. Boys' performance was lower than that of girls.

In both key stages, most pupils with SEN make appropriate progress in relation to their targets.

A report on Coety Primary
8 February 2011

Overall, pupils progress well in their skills development and achieve good standards in speaking, listening, reading and writing. Their bilingual skills are less well developed in more informal situations and in various curriculum areas. They achieve good standards in numeracy and information and communications technology (ICT) and make good application of both in, for example, English, science and design and technology. Pupils' problem solving and thinking skills are very well developed by the end of KS2. Pupils' creative skills are very good, particularly evident in design and technology with Y5/6 pupils winning the best presentation of their Formula 1 project in a South Wales competition.

Wellbeing: Good

All pupils feel happy and safe in school, they are valued and well supported within a very strong family ethos. They show respect, care and concern for each other and relate very well to their teachers, staff and visitors. In general, most pupils work hard and contribute well in lessons. They work well both independently and in paired activities. Overall, pupils' behaviour is very good throughout the school. Many state they are able to get their work done without interference from others and minor instances of bullying are dealt with appropriately by the school. Pupil attendance for 2009-2010 was 93.4% which is slightly above LA and national percentages. It is closely monitored with whole-school targets set for improvement.

The school's links with the community are well developed and are a strong feature. Pupils benefit from these activities which make a notable contribution to their learning experiences, confidence and performing skills.

The school and eco councils are actively involved in making decisions and ensure that pupils' views are heard and where appropriate put into action. The school council has been proactive in formulating the school's aims and selecting the new school uniform. The eco council has implemented a more sustainable way of producing the school's newsletter. Pupils show a good awareness of health issues and healthy living. They eat healthily in school and most take part in a good range of physical exercise activities during in and out of school activities.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Learning experiences are carefully planned by teachers and support staff and generally engage all pupils well. Most of the learning is developed around clear aims and objectives which are consistently shared with pupils. The needs of individual pupils are met by the provision of extra support and more able pupils work at a higher level. Well considered classroom organisation allows for the focussed teaching of smaller groups within mixed age classes. Pupils have some input into selecting themes to study taking into account the interests of their class.

Teachers' planning ensures pupils acquire literacy, numeracy and ICT skills well and use them very effectively across the curriculum. Planning for the development of pupils' problem solving and thinking skills are particularly effective in enabling pupils to apply their knowledge in a range of contexts. In lessons, skills progression is

revisited regularly to reinforce learning. Opportunities for extra-curricular learning are varied and complement the curriculum well.

Provision to promote pupils' awareness of the Welsh cultural dimension features well in some subject areas and is an increasing feature of the general life and work of the school. Positive attitudes are fostered towards the Welsh language and good examples of using the language were observed, particularly in the lower end of the school. Overall, however, strategies and procedures to promote the progressive use of bilingualism in various curricular areas and in more informal situations are insufficiently developed and recognised by the school as an area for improvement.

The school partnership with the local community and the wider area is strong and it participates in a range of community activities as well as effectively utilising people and places in the community to support learning. There are also beneficial and effective links with community sports organisations and local business.

The school is taking measures to promote sustainable development through various recycling activities. Pupils are beginning to develop a good understanding of global citizenship aspects through the fair trade initiative, learning a foreign language and participating in an annual European day.

Teaching: Good

The overall quality of teaching is good. Teachers demonstrate good up to date subject knowledge and have high expectations of their pupils. They plan very effectively and share their learning objectives with pupils clearly so that pupils understand what they need to do to achieve well. A very good range of teaching methods are used to challenge and motivate learners. Teachers are very good role models for their pupils and establish very positive relationships with them, promoting a high standard of behaviour. Learning support staff are used effectively to enhance the quality of pupils' learning.

Overall the quality of assessment is good. Marking of work is good and in best practise positive feedback to pupils both orally and through written comments informs them of what they are doing well and how they need to improve. A wide variety of strategies to develop pupils' ability to assess their own progress against targets are used very effectively from an early age. Teacher assessments ensure planning meets the needs of their learners appropriately. Pupil records are used effectively to track their progress and to highlight where extra intervention is needed however, reports to parents lack sufficient detail to inform them of their child's progress in all curriculum area.

Care, support and guidance: Good

The school functions as a very well-ordered and caring community with clearly understood expectations, rules and procedures. It successfully promotes pupils' health and wellbeing through assemblies and personal and social programmes. These enable pupils to demonstrate care, respect and responsibility. There are clear procedures to deal with any incidence of misbehaviour, bullying or harassment.

A report on Coety Primary
8 February 2011

Pupils at times take the initiative in raising money for charities and learn to empathise with people less fortunate than themselves and who are in need of support.

The school also makes effective use of the support and advice of a wide range of external agencies. Effective partnership working provides good support to individual pupils and families with the valuable help of specialist support services.

Matters relating to health and safety are well addressed.

The school fully meets safeguarding regulations. Clear and appropriate policies and procedures are in place and a conscientious approach to the safe recruitment of staff and volunteers has been undertaken.

The school promotes a range of approaches to assess, identify and support pupils with additional learning needs. Small groups are withdrawn for extra literacy support and a group of more able boys has been identified to raise standards in literacy. Individual education plans are child friendly and encourage involvement from the child and parents in setting and regularly reviewing targets for progress. Pupils with behavioural and emotional needs are appropriately supported.

Learning environment: Good

The care and respect shown to all pupils are marked features of the school community and a welcoming and inclusive ethos underpin its life and work. Well focused policies and procedures contribute effectively to the promotion of equality of opportunity and awareness and celebration of diversity. Good behaviour and good relationships between pupils are effectively promoted. Staff work hard to ensure a very positive learning environment where there are high expectations of pupils whose efforts are acknowledged and celebrated.

There are sufficient resources which are well matched to pupils' needs. Overall, the accommodation is sufficient for the number of pupils and provides a stimulating and well-maintained learning environment to support teaching and learning. This is enhanced by high quality displays of pupils' work. Full use is made of relevant and available resources in the community to supplement and enrich the curriculum. The school grounds are well maintained and are fully utilised for outdoor learning.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The leadership and management of the school is good. The newly appointed head teacher has a very clear vision for school development and improvement which is shared by the deputy, staff and governors. An effective corporate management structure is in place although resources for workforce remodelling have not been fully allocated. There are very clear lines of communication and a strong family ethos throughout the school. Monitoring procedures are well focused and are impacting effectively on school development. The school is very well run on a day to day basis and administrative procedures run smoothly.

Members of the governing body are well informed about the school's provision and performance. They carry out their statutory responsibilities effectively and make a good contribution to the running and strategic direction of the school through comprehensive governor/school links and a good range of appropriate committees that oversee the school's work effectively.

The school takes good account of national and local initiatives. It has made good progress in implementing the foundation phase and the implementation of the skills framework is progressing effectively. The school is very involved in local initiatives and contributes effectively to developments in a range of fields.

Improving quality: Good

A culture of self-evaluation and developmental planning has been well established at the school. Effectively led by the headteacher, the senior management team (SMT), staff and governors have a clear picture of the school's performance. There is a good range of monitoring activities. The self-evaluation report produced by the school is a comprehensive document clearly noting strengths and areas for development. Good use is made of assessment information to set targets for improvement and to identify the needs of specific groups of pupils. The school seeks the views of all staff, governors, parents/carers and pupils. Effective use is also made of LA support in this context. There are strong links between the self-evaluation process and school improvement planning and information gathered is used well to produce a detailed and clear school development plan (SDP).

Recent initiatives, resulting from self-evaluation which have had a marked impact on standards include the focus on increasing reading standards. The school has also dealt successfully with the recommendations of the last inspection.

Staff are well supported by a system of continuous professional development. There are strong links with the local cluster of schools. This network of professional practice makes a good contribution to the school's overall provision.

Partnership working: Good

The school creates a close working relationship with many partners to enhance the provision and outcomes for its pupils. Partnership links with parents, governors, the local authority, relevant services, the wider community and other schools feature prominently in its life and work. Weekly newsletters inform parents of school activities and close links with parents are enhanced through consultation processes and the school's open door policy. Collaborative work with other schools contributes significantly to the development of many aspects of provision including the monitoring and standardisation procedures. The school has good links with its secondary and partner schools. Good transition arrangements with its main feeder school are in place. There are effective links and increasing channels of communication with the local community including the village association and places of worship. Good links have been established with local businesses to promote learning.

Resource management: Good

The school manages its resources well to support the learning environment. Good use is made of all staff to cover the curriculum and good use is made of staff expertise and experience. Teaching assistants are well deployed and make a good contribution to pupils learning and well-being. Effective use is made of planning, preparation and assessment time to provide pupils with specific learning experiences. Good procedures help ensure that resources are allocated to meet priorities and that they are used successfully to ensure effective learning experiences for pupils. Working closely with the headteacher, and the local authority finance officer, the finance committee of the governing body meets regularly to ensure that spending is planned and monitored effectively. The outcomes for pupils and provision are good, good use is made of a very tight budget and the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Response to learner questionnaires

Responses were received from 37 parents. Overall, they expressed very positive views about the school.

All parents state they are satisfied with the school with strong links fostered. Most believe their child is treated fairly and making good progress and that members of staff have high expectations of pupils. Most state that the quality of teaching is good, their child is safe in school and is encouraged to be healthy and to take regular exercise.

Most parents believe pupils behave well and are given additional support in relation to any particular individual needs. They state that the school helps their child become more mature and take on responsibility. A few parents do not think that there is sufficient homework and do not understand the school's procedures for dealing with complaints.

Response to learner questionnaires

Estyn received responses from 73 pupils. All pupils state that they feel safe in school and know who to talk to if they are upset. Most believe that the school teaches them how to keep healthy with lots of chances to get regular exercise. Most pupils state that they are doing well in school, however a minority did not feel that homework helps them to improve their school work.

Most pupils feel they have sufficient resources and equipment to do their work. A minority feel that children do not behave well in class thus impeding them to get their work done. Most pupils state that teachers and other adults in the school help them to learn and make good progress and can turn to them when the work becomes hard.

Appendix 2

The inspection team

Mr Jeff Harries	Reporting Inspector
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Mr Gwynoro Jones	Lay Inspector
Clare Lloyd	Peer Inspector
Heather Morgan	School Nominee

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11