



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

**Cogan Primary School
Pill Street
Cogan
Penarth
CF64 2JS**

Date of inspection: February 2012

by

**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

Cogan Primary School serves the Cogan area of the town of Penarth in the Vale of Glamorgan. There are 191 pupils on roll between 4 and 11 years of age, arranged into seven classes and a resource base for hearing impaired children.

English is the main language of the school. No pupils come from homes where Welsh is spoken and 6% come from homes where a language other than English is spoken. Eleven per cent of pupils come from a minority ethnic background. The area is neither privileged nor socially or economically disadvantaged and 17% of pupils receive free school meals. This is around local and national averages.

Between the hearing resource base and the mainstream classes, 27% of pupils are identified as having special educational needs. This is higher than the local and national averages. Ten pupils have statements of special educational needs.

The headteacher was appointed in 1994. The school had its last inspection in 2006.

The individual school budget per pupil for Cogan Primary School in 2011-2012 means that the budget is £3,581 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £4,940 and the minimum is £2,736. Cogan Primary School is 15th out of the 46 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- the achievement and progress in pupils' work are clearly evident over time;
- standards of pupils' wellbeing are secure and contribute effectively to their social and life skills;
- hearing-impaired pupils make very good progress as a result of excellent provision within the resource unit;
- the planning of lessons and other learning experiences is effective;
- there are many strengths in the teaching across the school;
- the use and impact of support staff are very good;
- the learning environment, both indoors and outdoors is very good; and
- there are very good partnerships with parents and the local community.

Prospects for improvement

The school's prospects for improvement are good because:

- the senior leadership team and staff provide a very clear direction for the work of the school;
- the school has a very good track record of managing improvements over time;
- the school's self-evaluation report is thorough and there are clear targets for improvement in the school development plan; and
- all the staff are positive and are actively involved in professional development and training.

Recommendations

In order to improve, the school needs to:

R1 improve the speaking skills of pupils in the Foundation Phase;

R2 improve pupils' reading in the Foundation Phase for the minority of pupils who do not use a sufficiently wide range of strategies to read unfamiliar words; and

R3 ensure that the more able pupils are challenged sufficiently.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

During their time at the school, nearly all pupils make good progress considering their starting points. The pupils in the hearing resource base make excellent progress in language development and make good progress in all areas of learning.

Throughout the school, most pupils listen attentively and respond appropriately to their teachers. In the Foundation Phase, many pupils initially lack confidence when speaking. Although most pupils improve their speaking skills as they move through the school, a minority do not often express their ideas at greater length.

In the Foundation Phase, most pupils enjoy listening to and reading well-known stories. Pupils of higher ability enjoy retelling stories and recall accurately a number of details. However, a minority of pupils do not use a sufficiently wide range of strategies to read unfamiliar words. In key stage 2, most pupils read confidently in their work across the curriculum. They use their skills well to research information in books and on the internet.

Across the school, all pupils write for an increasingly wide range of purposes and in a good variety of forms. Most pupils apply their knowledge of grammar, spelling and punctuation effectively when writing in areas of learning and in subjects across the curriculum. Their work is usually neat and well presented.

The mathematical skills of most pupils are good. They use their numeracy skills effectively across the curriculum. The computer and technology skills of nearly all pupils are established firmly and they save and find their work efficiently. Most pupils make good progress in learning Welsh, demonstrating effective use of the language in daily activities.

Most pupils develop useful wider skills. Their independence as learners and the way in which they evaluate their own work and that of their peers are effective and purposeful.

When looking at national benchmark comparisons, the performance of pupils at the end of key stage 1 generally places the school in the lower half of similar schools. However, the performance of pupils at the end of key stage 2 generally places the school in the upper half of schools. The results in comparison with those of the family of similar schools, the local authority and Wales follow a similar pattern with lower performance at the end of key stage 1 and better performance at the end of key stage 2.

The percentage of pupils attaining levels higher than expected is below average levels for other schools in the family, the local authority and Wales at the end of key stage 1. It has varied between the upper and lower halves over the last five years at the end of key stage 2.

Girls perform better than boys at the end of key stage 1, but the relative performance of boys and girls varies at the end of key stage 2. Pupils with additional learning needs make good progress. Pupils who are entitled to free school meals generally do not perform as well as or better than those pupils not entitled to free school meals in both key stages.

Wellbeing: Good

Nearly all pupils are aware of the importance of health and fitness and achieve well in their personal, social and cultural development. Nearly all pupils feel safe in school and know how they can keep healthy by eating sensibly and exercising their bodies in lessons and physical activities.

Nearly all pupils are willing learners who enjoy school life. Most pupils enjoy their lessons and give sensible opinions about what they are learning. Behaviour is good and nearly all pupils are polite and respond respectfully to adults and peers. In key stage 2, the pupils who are peer supporters show care and respect towards younger pupils and pupils with special needs. Nearly all pupils are good at discussing entrepreneurship, the need to care for the environment and the diverse world in which they live.

The attendance rate, at around 94%, is in line with local and national averages. Nearly all pupils are punctual.

Members of the school council and the eco committee take an active part in school life and they make sensible decisions. The views of pupils are valued and they have a positive input into the teaching and their own learning. Most pupils take part in extra-curricular activities and show a strong commitment to their local community.

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

The school provides a good range of interesting, relevant learning experiences that successfully meets the needs of most pupils. The curriculum fulfils the requirements of the National Curriculum and religious education. Pupils are given increasing opportunities to choose which aspects of a topic they would like to study in greater depth. The provision for pupils in the hearing resource base to develop their communication and literacy skills is excellent.

A wide variety of extra-curricular clubs and educational visits enrich pupils' learning experiences effectively. Regular homework builds well on what pupils have learned in lessons.

Extra support for pupils with additional learning needs in literacy and numeracy enables most to make good progress. However, tasks planned for a minority of more able pupils do not consistently offer them a sufficient degree of challenge. They find their work too easy at times.

Detailed planning ensures that staff organise purposeful opportunities for pupils to develop their literacy, numeracy and information and communication technology skills in their work across the curriculum. Teachers develop these skills well through the provision of progressively more demanding activities. However, a few teachers and a few support staff do not use all available opportunities to develop pupils' speaking skills effectively.

There is very effective provision to develop pupils' understanding of global citizenship and the importance of sustainability as part of their daily life in school.

The provision for Welsh language development is good. There are regular and effective opportunities for pupils to learn about their locality, the history and culture of Wales.

Teaching: Good

In nearly all lessons, teachers use a wide range of stimulating resources to support pupils' learning effectively. There is a very good relationship between adults and pupils in every class and a purposeful working atmosphere. The school uses the knowledge and skills of support staff very successfully.

The overall quality of teaching and support for pupils with hearing impairments is excellent.

Teachers and support staff have a secure knowledge of the curriculum. They use a good range of questions to extend pupils' understanding. Teachers speak sensitively to pupils and praise the quality of their work appropriately.

In most lessons, teachers introduce the work well and learning moves forward at a good pace. In a very few lessons, teachers spent too long introducing the work and did not challenge the pupils enough, particularly the more able.

Most teachers use information from assessments effectively to plan the next steps in pupils' learning. They share success criteria clearly with pupils so they know what to do to produce their best work. Marking is supportive and usually indicates what pupils need to do to improve. Pupils are effectively involved in identifying their individual targets for improvement.

Reports to parents give a clear picture of their child's achievements and areas to develop. Nearly all parents and carers feel that they receive suitable information about their child's progress at the end of the school year.

Care, support and guidance: Good

The school provides a safe, caring and respectful environment. The high quality of the support and guidance offered to pupils results in nearly all of them feeling safe in school and knowing whom to go to if they are worried or upset. Peer supporters play a valuable role in helping other pupils express their feelings. The benefits of healthy eating and regular exercise are promoted very well.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently in all classes. The school deals effectively with any incidents of bullying.

A very strong feature of the school's provision is its promotion of core values such as honesty, courage and respect. These are evident in every aspect of its daily life and work. The support given to pupils with hearing impairment to access all aspects of school life is excellent. Learning experiences and acts of collective worship cater effectively for pupils' social, moral, spiritual and cultural development.

The school has procedures and has an appropriate policy for safeguarding.

There are effective systems for identifying pupils who need extra support with their work. The provision is very well planned and co-ordinated and there are good links with specialist external agencies. Parents and carers are fully involved and individual education plans are evaluated and updated regularly. Procedures for reporting on additional learning needs meet statutory requirements.

Learning environment: Excellent

The school fulfils very successfully its vision of being a safe, secure and welcoming community, where all are respected and valued. It ensures equal opportunities for all pupils and is a wholly inclusive community.

The inclusion of pupils with hearing impairment is an outstanding feature of the school's ethos and is sector leading practice. All pupils are encouraged to consider and appreciate their various backgrounds, whatever their gender, race or religion. The school meets its statutory duties effectively.

The school's use of the building and the grounds is very good. All areas, both indoors and outdoors, are used very effectively and they are very well maintained. The outdoor areas and equipment are very stimulating and enrich pupils' learning effectively. Indoors, displays are of a consistently high standard.

A wide range of resources of high quality, including information and communication technology, is used purposefully to support pupils' learning.

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

The headteacher and all the staff work closely to create a whole-school ethos that encourages and places value on teamwork. The very effective senior management team has implemented a number of strategies to raise pupils' standards and to provide a consistent curriculum across the school. These developments are firmly in place and have a positive impact on the standards of achievement and the quality of the curriculum.

Regular meetings and whole-day training support the staff's professional development well and move the school forward strategically. The staff have specific responsibilities to develop the school as a learning environment and they share ideas

purposefully in order to try to improve their professional practices and pupils' standards.

The performance management system is thorough. It implements efficiently the legal requirement to monitor and evaluate formally the quality of teaching in every class as part of this process.

The school responds well to national and local priorities, for example Healthy Schools and the Eco Schools scheme. The Foundation Phase is implemented effectively for every pupil up to the age of seven.

The governors undertake their roles rigorously and they have a keen interest in the day-to-day life of the school. They have a very good understanding of the way in which the school performs by listening to staff and visiting classes. They attend training regularly and challenge the school consistently as critical friends. They are very aware of the school's performance data and understand in full their role of working with the school to create improvements.

Improving quality: Good

The self-evaluation process is well established and its procedures lead directly to the raising of pupils' standards and to improving the quality of provision. The self-evaluation process is systematic and leads effectively to areas for improvement in the school's improvement plan. All of the staff are aware of the purpose and impact of effective self-evaluation. The leaders have a very good understanding of the school's strengths and weaknesses. They focus appropriately on raising pupils' standards and developing provision in classes further.

The school improvement plan targets specific areas well and uses detailed data very thoroughly to track pupils' progress in order to raise standards.

The staff have been included in a series of good training and development opportunities. These include working in partnership with other schools, the wider community and the local authority.

Partnership working: Good

Partnerships with parents, the community and others are effective and all of the parents appreciate the school's 'open door' policy. The partnerships with local businesses are effective and some of them receive pupils on visits. This has a positive effect on the pupils' awareness of the world of work.

The link with the nursery, which is situated near the school, is very effective. The transition plans between the school and the partner secondary schools enable older pupils to prepare appropriately for the next stage in their education.

There are highly effective working arrangements between specialist staff in the hearing resource base, the speech and language therapy service and mainstream class teachers.

Visits to the community and visitors from the local area make positive contributions to enriching pupils' experiences. Pupils' understanding of other cultures is developed well through studies and links with other countries. The school supports appropriate charities and this raises pupils' awareness of other people's needs effectively.

Resource management: Good

Staffing, resources and funding are managed well. Teachers have up-to-date subject knowledge and introduce an enriched curriculum to all pupils effectively. Support staff work very effectively alongside teachers to improve pupils' achievement in the classroom and when undertaking other duties throughout the day.

Expenditure is linked clearly with priorities in the school improvement plan and leaders monitor and manage expenditure well. The use and impact of the hearing resource base are excellent and the school has developed its outdoor areas very effectively for the benefit of the pupils.

The school challenges itself consistently to improve through well-focused leadership, good provision and effective use of resources. Pupils achieve good standards by the time they reach the end of key stage 2. The quality of provision within the resource base for hearing-impaired pupils is excellent. The school provides good value for money.

Appendix 1

Commentary on performance data

Cogan Primary is the least challenged school in its family of schools. The family of schools is those schools with similar characteristics in terms of free school meals, socio-economic factors and the percentage of pupils with additional learning needs.

At key stage 1, when compared to the performance of schools with similar percentages of free school meals, pupils' performance at level 2, the expected level of attainment for seven years of age, has usually been in the lower 50% for the core subject indicator over the past five years. The core subject indicator is the expected performance in English, mathematics and science in combination. This is also the same for the individual core subjects, which have tended to be in the lower 50%, apart from science, which was in the top 25% in 2011.

In key stage 1, pupils' performance at the expected level, when compared to performance levels in the family of schools, tends to be below the family average in the core subject indicator, English and mathematics. It is usually above in science.

In key stage 1, pupils' performance at the higher than expected level (level 3) varies from the upper 50% to the lower 50% when compared to the performance of pupils in schools with similar percentages of free school meals. Pupils' performance at level 3 has been below the local authority, family and all-Wales averages at key stage 1 since 2007. The percentage of pupils achieving the expected level in writing has tended to be better than in oracy and reading and is above the family average.

In key stage 2, when compared to the relative performance of schools with similar percentages of free school meals, pupils' performance at the expected level (level 4) in the core subject indicator has been consistently in the upper 50% for the past five years. In English and mathematics, pupils' performance has remained in the upper 50%. Performance in science has usually been in the upper 50%; however, it was in the lower 50% in 2010.

The performance of more able pupils at the higher than expected level (level 5) has varied between the lower 50% and higher 50% in the last five years, when compared to the relative performance levels of schools with similar percentages of free school meals. Pupils' performance at the higher level in English, mathematics and science has usually been below the family average. The percentage of pupils achieving the expected level in writing has tended to be better than in oracy and reading and above the family average.

At key stage 1, boys usually perform less well than girls in all the core subjects and the core subject indicator. The gender gap is greater than the all-Wales averages. At key stage 2, the relative performance of girls and boys has varied over the last five years. The girls have performed better than the boys in the last two years.

Pupils who are entitled to free school meals generally do not perform as well as those pupils who are not entitled to free school meals in key stage 1 and in key stage 2.

Pupils identified with additional learning needs, or who are accessing additional support, achieve well. The results indicate that the pupils in the hearing resource base make excellent progress in language development.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Thirty-three parents responded to the questionnaire.

All parents who responded think the help given to their children to settle when starting school is good and that their children are encouraged to be healthy. All parents understand the school's procedure for dealing with complaints.

They all say that their children like school, that teaching is good, that the expectations of staff emphasise working hard, and that homework builds on the class work. In addition, all are satisfied with the school in general and that their children are safe at school. They all state that the school promotes maturity and the shouldering of responsibilities.

All responses feel that children behave well, that appropriate additional support is available for their children, that their children are ready to move on to their next school, and that there is a good variety of activities, trips and visits available. In addition, they all feel comfortable when contacting the school, that consistent information on their child's progress is available, that the staff treat every child fairly and with respect and that the school is well run.

Nearly all think that their child is making good progress.

Responses to learner questionnaires

One hundred and four pupils responded to the questionnaire.

All pupils believe that they have plenty of resources, the school teaches them how to be healthy, there are plenty of opportunities for physical exercise, the teachers and other adults help them to learn and make progress, and they know with whom to speak if they find the work difficult.

Nearly all feel safe in school. They consider that behaviour is good at playtime and at lunchtime, that they are doing well, that they know with whom to speak if they are worried, that homework helps their schoolwork and that the school deals well with any bullying.

Nearly all are of the opinion that other pupils behave well and that this enables them to continue with their work.

Appendix 3

The inspection team

Nicholas Jones	Reporting Inspector
Stephanie James	Team Inspector
Sue Willan	Team Inspector
Edward Tipper	Lay Inspector
Bryn Jones	Peer Inspector
Anne Bowsher	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.