

DIRECTORATE OF LEARNING AND SKILLS  
**Consultation Document**  
– **School Information**

**Consultation on the proposal to reconfigure nursery provision in Penarth from September 2022 by:**

- **Amalgamating Bute Cottage Nursery School and Evenlode Primary School; and**
- **Amalgamating Cogan Nursery School and Cogan Primary School.**



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# Introduction

## Background

The Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. In order to achieve this ambition it is essential that we ensure schools remain sustainable, reflect the needs of our local communities, and are equipped with the best possible learning environments.

The Council is committed to ensuring that consultations are meaningful, relevant and appropriate for the communities that are involved, and the Council has a duty of care to ensure that proposals are clear, transparent, and reflective of those affected. This is a vision that can only be realised by working in partnership with schools, governors, parents and the wider communities we all serve.

The proposals to reconfigure nursery provision in Penarth from September 2022:

### **Proposal 1: To amalgamate Bute Cottage Nursery School and Evenlode Primary School by;**

- Changing the lowest age range of pupils at Evenlode Primary School from 4 to 3, to include 96 part time nursery places;
- Increasing the capacity of Evenlode Primary School to accommodate the 96 part time nursery places; and
- Discontinuing Bute Cottage Nursery School and transferring all staff and pupils of the nursery phase under the governance of Evenlode Primary School from September 2022.

### **Proposal 2: To amalgamate Cogan Nursery School and Cogan Primary School by;**

- Changing the lowest age range of pupils at Cogan Primary School from 4 to 3, to include 96 part time nursery places;
- Increasing the capacity of Cogan Primary School to accommodate the 96 part time nursery places; and
- Discontinuing Cogan Nursery School and transferring all staff and pupils of the nursery phase under the governance of Cogan School from September 2022.

Nursery provision would continue to be provided from the existing buildings with both proposals.

These proposals are considered under section 2.1 and 2.3 of the School Organisation Code (2018). Section 2.1 refers to the closing of a maintained school. Section 2.3 refers to Regulated Alterations of a school, which includes changing the age range of a school by a year or more.

## Purpose of this document

To provide an overview of the schools affected by this proposal, including:

- background information about the school/s;
- the most recent assessments of the school/s' buildings and facilities; and
- the most recent assessments of the school/s' educational performance.

The information is divided by school and has been used to inform the "Implications of the proposal" section of the consultation document (from page 11).

## School buildings and facilities assessment

The Vale of Glamorgan Council has a vision to provide the best possible facilities for children and young people in the Vale to support their learning. One of the methods used to judge school buildings and facilities is a condition survey. A condition survey involves a visual assessment of all exposed parts of the buildings to identify significant defects and items of disrepair.

The Council surveys and categorises its school buildings on a 4-point scale from good to bad.

**Table 1 – Condition Grading System**

Grade	Description
Good	Performing as intended and operating efficiently.
Satisfactory	Performing as intended but exhibiting minor deterioration.
Poor	Exhibiting major defects and/ or not operating as intended.
Bad	Life expired and/or serious risk of imminent failure.

The Council also regularly monitors accrued backlog maintenance noting recommendations from the latest condition survey and accounting for building works which have subsequently been carried out.

## Educational performance assessment

The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality, and that leadership and governance is strong.

The Council works with two organisations in order to monitor the performance of schools and to support school improvement;

- Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding

from the Welsh Government under section 104 of the Government Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

- The Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority works with the Consortium to support and challenge all schools in the Vale of Glamorgan.

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils.

### **Estyn Report**

In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales. Cogan Nursery School and Cogan Primary School have both been inspected since September 2017. However, Bute Cottage Nursery School and Evenlode Primary School were last inspected prior to September 2017. The table below provides an overview of the judgment criteria for both frameworks.

<b>Table 2 – Estyn Inspection Criteria</b>		
<b>Judgement</b>	<b>What the judgement means prior to September 2017</b>	<b>What the judgement means post-September 2017</b>
Excellent	<ul style="list-style-type: none"> <li>• Very strong, sustained performance and practice</li> <li>• Many strengths, including significant examples of sector-leading practice</li> </ul>	<ul style="list-style-type: none"> <li>• Very strong, sustained performance and practice</li> </ul>
Good	<ul style="list-style-type: none"> <li>• Strong features, although minor aspects may require improvement</li> <li>• Many strengths and no important areas requiring significant improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Strong features, although minor aspects may require improvement</li> </ul>
Adequate	<ul style="list-style-type: none"> <li>• Strengths outweigh weaknesses, but important aspects require improvement</li> <li>• Strengths outweigh areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths outweigh weaknesses, but important aspects require improvement</li> </ul>
Unsatisfactory	<ul style="list-style-type: none"> <li>• Important weaknesses outweigh strengths</li> <li>• Important areas for improvement outweigh strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Important weaknesses outweigh strengths</li> </ul>



# **Bute Cottage Nursery School**

## Background information

Bute Cottage Nursery School was established in 1974 to provide for 40 full-time places. The school is situated near the centre of the town of Penarth and provides nursery provision for the Evenlode Primary School catchment area.

Numbers on roll were increased from January 2013 to 48 full-time (96 part-time) places. The nursery is a community school and has the capacity to accommodate 96 part time English medium nursery places for ages 3-4.

The nursery enjoys very strong links with local childminders and daycare providers, many of whom offer wrap-around care arrangements for families.

Most children transfer to Evenlode Primary School.

The nursery has achieved Eco-Schools platinum award.

The 2021/22 delegated school budget is £6,983 per pupil, which is the second highest across all primary and nursery schools within the Vale due to it being a standalone nursery.

## School buildings and facilities

Bute Cottage Nursery School is located on a site in Penarth. The site is adjacent to Bute Lane Park and has well developed grounds for outdoor education.





**Figure 1 – Aerial view of site**

The building was identified by the Council’s condition survey as “Satisfactory” in condition and “Good” in suitability. The nursery school building has backlog maintenance of £21,200, which is the 10<sup>th</sup> lowest within the Vale.

## Educational performance

**Estyn Report (October 2013)**

The inspection report for Bute Cottage Nursery School can be found at: <https://www.estyn.gov.wales/provider/6731013>

## Summary

<b>Inspection area</b>	<b>Judgement</b>
Standards	Good
Wellbeing	Good
Learning experiences	Good
Teaching	Good
Care, support and guidance	Good
Learning environment	Good
Leadership	Good
Improving quality	Good
Partnership working	Good
Resource management	Good

The school's current performance is **good** because:

- most children make good progress in line with their age and ability and achieve well in the seven areas of learning, although the most able do not always reach their full potential;
- all children develop Welsh oral skills very effectively;
- all children have a positive attitude to learning, behave very well and develop very good self-esteem; and
- teaching is consistently good.

The school's prospects for improvement are **good** because:

- the school's self-evaluation processes are thorough and robust;
- the new headteacher has successfully acquired a good oversight of the school's strengths and areas for development;
- governors are very supportive of the school and are kept well informed, although they are relatively uninvolved in determining its strategic direction and monitoring its progress; and
- the school has excellent, innovative and well-established partnerships with parents.

## Recommendations:

- R1 Ensure that the most able children are effectively challenged so that they meet their full potential
- R2 Develop the role of the governing body, so that governors are more involved in determining the strategic direction of the school and monitoring its progress

<b>Table 5 - Estyn areas of inspection results for Bute Cottage Nursery</b>		
<b>Estyn Area of Inspection</b>	<b>Grade</b>	<b>Key Points</b>
Standards	Good	<ul style="list-style-type: none"> <li>• Most children enter the school with average to above average basic skills and nearly all make good progress in line with their age and ability. By the time they leave, most children, including those with additional learning needs, are achieving well in the seven areas of learning and attaining standards expected of them, although the most able do not always reach their full potential.</li> <li>• Most children attain a good standard of oracy in their group activities and in the daily life of the school. They speak clearly and intelligently about their work in a range of situations. They have a very varied vocabulary, including words and idioms relevant to their areas of activity, for example in the construction area and in the sustainable classroom, 'y bwthyn bach pinc'.</li> <li>• The early reading skills of most children develop effectively through appropriate activities. Most can identify initial letters of words successfully with a minority recognising an increasing number of familiar words. A few can identify words in books and displays across the school. Their knowledge of the characteristics of books is strong.</li> <li>• Children develop good numeracy skills and most can count to ten and match the relevant word to the correct symbol. They apply their information and communication technology (ICT) abilities appropriately to enhance their fine motor skills and to record their work, for example in art.</li> <li>• Children develop Welsh oral skills very effectively. They fully participate in the school's well-established Welsh ethos and celebrate it enthusiastically. They achieve well in lessons, listening appropriately and responding independently in a variety of different situations, such as singing during circle time.</li> </ul>
Wellbeing	Good	<ul style="list-style-type: none"> <li>• Nearly all children have a secure understanding of how to keep healthy. They engage readily in physical activity and understand the changes exercise makes to their bodies. They feel safe in school</li> <li>• All children enjoy school and are well motivated. They work together successfully to achieve effective outcomes. They are eager to participate in tasks and display pride and confidence in their work. They have a positive attitude to learning and develop very good self-esteem.</li> <li>• Nearly all children relate very well to one another and adults. They are considerate and courteous. Their behaviour is exemplary.</li> </ul>

		<ul style="list-style-type: none"> <li>• Attendance for 2012-2013 was around 93%, which is above average for a nursery school and considerably better than at the time of the previous inspection. Nearly all children arrive punctually.</li> <li>• All children readily make choices. They reflect on their learning successfully and make appropriate decisions about their activities. They take on relevant responsibilities with enthusiasm.</li> <li>• Through visits and projects, nearly all children acquire a good range of personal and social skills which prepare them well for life outside school.</li> </ul>
Learning experiences	Good	<ul style="list-style-type: none"> <li>• The school provides a curriculum that fully meets the needs of its young children. Teachers and learning support assistants group children appropriately, which ensures that most individuals make good progress.</li> <li>• Whole-school planning supports clear development and progression in key skills across the curriculum. Teachers offer varied activities for children to develop their early speaking, listening and reading skills.</li> <li>• The school provides good investigative experiences for children to follow their own lines of enquiry and to decide on the direction of their own learning under the guidance of key workers. It also offers lunch time clubs periodically, which extend children's knowledge and understanding.</li> <li>• Provision for the Welsh language and the Welsh dimension is good. Learning experiences are enriched considerably by regular visits away from the site to places of local and Welsh interest. This develops children's personal, social and community skills very effectively and enriches their understanding of life beyond the school and home.</li> <li>• The school makes good provision for sustainable development and global citizenship and has achieved the platinum eco flag. The principle of sustainability is an integral part of the curriculum, with the result that children begin to understand the importance of their environment and how to look after it. The wider world is celebrated through a programme of festivals and charity fundraising.</li> </ul>
Teaching	Good	<ul style="list-style-type: none"> <li>• Teachers and learning support assistants work very well together to lead children's learning. All are designated as key workers and have high expectations and good up-to-date knowledge of the Foundation Phase.</li> <li>• Key workers prepare and effectively organise stimulating and engaging tasks to match most children's experiences and abilities. They encourage most individuals to achieve their potential and use continual praise to motivate them to succeed. However, they do not provide sufficient focused opportunities for higher ability children to develop, in particular, early writing skills across the curriculum.</li> <li>• Key workers use skilful questioning techniques and intervene at appropriate times to promote children's understanding. They conduct sessions at a good pace and use incidental Welsh particularly well.</li> <li>• The school has very effective processes in place to observe, assess and track children's progress. Key workers set children relevant individual targets based on their skills development and learning potential.</li> </ul>

		<ul style="list-style-type: none"> <li>• The school is introducing basic assessment for learning strategies to help children understand how they might improve.</li> <li>• The school successfully keeps parents well informed of their child's progress through termly reports and consultations. It also produces detailed end of year reports containing samples of work and photographic evidence. These are of excellent quality.</li> </ul>
Care, support and guidance	Good	<ul style="list-style-type: none"> <li>• All staff know the children very well and have a very caring approach to their learning and wellbeing. They establish excellent relationships with them.</li> <li>• The school makes appropriate arrangements for promoting healthy eating and drinking through its curriculum, specific projects and daily routines. It takes good account of Welsh Government directives.</li> <li>• The school successfully fosters children's spiritual, moral, social and cultural development through the learning experiences it offers. The environment is supportive and well ordered.</li> <li>• The school's arrangements for safeguarding meet requirements and give no cause for concern. The level of security is good and all necessary health and safety procedures are in place. There are arrangements to follow-up unexplained absences, but not always on the first day.</li> <li>• The early identification and monitoring of children's additional learning needs, and in particular their social and emotional needs, are undertaken thoroughly. Staff monitor progress against targets for nearly all groups of children carefully.</li> <li>• Individual education plans for children on school action plus are reviewed and updated regularly to ensure learning needs are met. However, children recorded as being on school action do not have individual plans and parents are not formally involved in reviewing their progress.</li> <li>• There is effective liaison with a range of agencies to provide additional personal and specialist support as required.</li> </ul>
Learning environment	Good	<ul style="list-style-type: none"> <li>• The school has an inclusive family ethos, in which every child has equal access to the curriculum and all aspects of school life. Children feel valued and respected regardless of their gender, ethnicity or background. Diversity is celebrated and instances of discrimination or oppressive behaviour are very rare. The school is wheelchair accessible.</li> <li>• Classrooms contain attractive displays and are bright and tidy, creating a friendly and welcoming learning environment. The internal accommodation is well maintained and has recently been beneficially extended. However, the outside cladding on the original building is in a poor state of repair and requires urgent attention.</li> <li>• The school has successfully developed its extensive grounds to create a stimulating and rich outdoor learning environment, including a recently constructed sustainable classroom. This provision is a strength of the school.</li> </ul>

		<ul style="list-style-type: none"> <li>• There is a good range of resources, which are well used to support children's learning, especially for those with additional learning needs. The provision for ICT is particularly well developed.</li> </ul>
Leadership	Good	<ul style="list-style-type: none"> <li>• The governing body and staff have a shared vision for the school, based on appropriate aims and values</li> <li>• The new headteacher has successfully acquired a good oversight of the school's strengths and areas for development in the short time she has been in post. She is keen to move the school forward, while maintaining the existing good practice. All parents agree that the school is well run.</li> <li>• The senior leadership team comprises the new headteacher and the long-serving assistant headteacher, who has a range of responsibilities. They work closely together and now meet formally on a regular basis. This is helping to build staff relationships and to create greater consensus on the school's future direction.</li> <li>• Staff form a cohesive team. They share their expertise and work together well. All have designated roles and each teacher has responsibility for one or more areas of learning, which they monitor and evaluate effectively. This leads to relevant improvement plans.</li> <li>• Governors are very supportive of the school and are kept well informed. All have a curriculum area of interest and visit the school when they can. However, they are relatively uninvolved in determining the strategic direction of the school and monitoring its progress.</li> <li>• The school meets all legal requirements and responds well to national and local priorities. For example, it is beginning to take account of the national literacy and numeracy strategy and has implemented the Foundation Phase very successfully. There is a rolling programme of policy review.</li> </ul>
Improving quality	Good	<ul style="list-style-type: none"> <li>• The school has thorough and robust self-evaluation processes, based on a planned schedule of activities. It effectively gathers appropriate first-hand evidence from a range of sources.</li> <li>• The headteacher and curriculum leaders monitor standards regularly and the involvement of children, parents and the community enables them to make an accurate assessment of the school's strengths and areas for improvement.</li> <li>• Curriculum leaders have started to produce end-of-year action plans for their area of learning, based on classroom observations, children's achievements and planning evaluations. These make a beneficial contribution to the school improvement plan. Good use is made of key worker assessment data to decide on children's performance and progress and to set development targets.</li> <li>• The school improvement plan and self-evaluation report are comprehensive and effective documents, containing relevant targets to take the school forward. Staff contribute to their compilation and staff meeting agendas have an appropriate focus on improvement planning. Governors, however, have little input until the final draft documents are produced.</li> </ul>

		<ul style="list-style-type: none"> <li>The school ensures appropriate resources are allocated to priority areas. It has addressed all the recommendations from the previous inspection report.</li> </ul>
Partnership working	Good	<ul style="list-style-type: none"> <li>The school has an excellent, innovative and well-established partnership with parents, which has a positive effect on the standards children achieve. The highly effective communication channels between the school and parents considerably enhance children's wellbeing. All parents express extremely positive views about the school and they value the approachability of staff.</li> <li>Effective liaison with pre-school settings and the receiving primary schools ensures that parents are well informed about induction and transfer arrangements. The school's range of partnerships with other schools, further education institutions and the local authority make an effective contribution to children's learning and wellbeing.</li> <li>The school is an integral part of the local community. Links with local businesses and organisations are varied and impact on the development of children's social understanding and key skills. They help to foster a sense of belonging and respect for the local environment.</li> <li>The school is developing procedures to share good practice within the school and between schools. It is beginning to take a lead role in establishing effective joint working practices with other local nursery schools.</li> </ul>
Resource management	Good	<ul style="list-style-type: none"> <li>The school is generously staffed with well-qualified and experienced teachers and learning support assistants, all of whom play an important role in children's learning. Good use is made of their expertise to deliver the Foundation Phase successfully.</li> <li>Staff attend relevant courses regularly to keep abreast of developments in nursery education in line with the school improvement plan and their performance management objectives. Beneficial in-house training also occurs regularly, often in association with the other two local nursery schools, leading to the sharing and implementation of best practice.</li> <li>All staff are involved in performance management procedures, including the caretaker and clerk. They have relevant targets linked to the school improvement plan and their professional development needs.</li> <li>The school makes appropriate arrangements to meet the requirements of the national workload agreement. All key workers have the same planning, preparation and assessment time whether they are full or part-time. This is a generous allocation.</li> <li>The school manages its resources and accommodation very well. It also oversees its finances appropriately and good controls are in place. It carried over a small budget surplus last year, although the amount spent on children's resources reduced due to unexpected building costs related to the new extension. Money is also currently having to be saved to replace the external cladding.</li> </ul>

		<ul style="list-style-type: none"><li>• Due to its good outcomes and the quality of its provision, the school provides good value for money.</li></ul>
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# Evenlode Primary School

## Background information

Evenlode Primary School was established in 1969 as the first open-plan Primary School in South East Wales. The population of the school has risen dramatically in the last 30 years, from 240 in 1986 to the current 420.

The community school is situated near the centre of the town of Penarth and has capacity for 420 English medium primary school places for ages 4 – 11.

The school has an established eco-committee and forest school.

The 2021/22 delegated school budget is £3,252 per pupil, which is the second lowest for any school within the Vale of Glamorgan.

## School buildings and facilities

Evenlode Primary School is located on a site in Penarth. The site is adjacent to Windsor Lawn Tennis Club and has well developed grounds for outdoor education.



**Figure 2 – Aerial view of site**

The building was identified by the Council's condition survey as "Satisfactory" in both condition and suitability. The school building

has backlog maintenance of £529,500, which is the 14<sup>th</sup> highest within the Vale (10<sup>th</sup> highest of primary schools).

## Educational performance

### Estyn Report (March 2015)

The inspection report for Evenlode Primary School can be found at: <https://www.estyn.gov.wales/provider/6732148>

### Summary

Inspection area	Judgement
Standards	Good
Wellbeing	Good
Learning experiences	Good
Teaching	Good
Care, support and guidance	Good
Learning environment	Good
Leadership	Good
Improving quality	Excellent
Partnership working	Excellent
Resource management	Good

The school's current performance is **good** because:

- Nearly all pupils make secure progress during their time at school
- Pupils' performance in English at the higher-than-expected levels has been consistently above the average for similar schools for four years
- A significant number of pupils achieved standards two levels above that expected of them in English in 2014
- The behaviour of nearly all pupils is exemplary
- Attendance is very good and has compared favourably with that in similar schools for the last four years
- A valuable range of interesting and challenging learning experiences in all classes meet the needs of pupils well

- There is good range of purposeful intervention programmes, which match the needs of the more able pupils and those with additional learning needs and enable them to meet their potential
- Teaching and assessment are effective and the school shares its good practice effectively with other schools through the Outstanding Teacher Programme

The school's prospects for improvement are **excellent** because:

- The headteacher provides strong and effective leadership to a very dedicated team and this ensures that all staff are committed to achieving current priorities for improvement
- Leaders link high quality professional development and training closely to priorities in the school improvement plan
- The school has a good track record of improvement, for example in improving the use of ICT by staff and pupils to raise standards successfully and in ensuring improved consistency of practice in teaching across the school
- Procedures for self-evaluation are very robust and highly effective in providing leaders with a secure understanding of the school's strengths and areas for improvement
- The self-evaluation report is accurate and mirrors closely the findings of the inspection team
- Leaders use information from self-evaluation very effectively to set challenging targets for the future, for example to improve pupils' application of their numeracy skills in other areas of the curriculum and to raise standards of Welsh in key stage 2 A report on Evenlode C.P. School March 2015 3
- Governors contribute effectively to the self-evaluation process and they challenge the school well on its performance, for example to improve provision for current Year 3 pupils through additional support
- The school has an extensive range of effective partnerships that impact positively on pupils' outcomes and wellbeing; for example, the link with a past parent who is an ex-specialist language teacher is developing more able and talented pupils' writing skills very effectively through sector leading practice, which the school shares with the high school
- The partnership with parents is particularly strong and parental support has added, for example, significant weight to the decision by the local authority to build a new school hall

**Recommendations:**

- R1 Develop pupils' oracy and reading skills in Welsh in key stage 2
- R2 Provide systematic opportunities to develop numeracy across the curriculum

**Table 8 - Estyn areas of inspection results for Evenlode Primary School**

Estyn Area of Inspection	Grade	Key Points
Standards	Good	<p>The school's assessment of pupils when they start in the reception class indicates that many have skills above those expected for their age. Nearly all pupils make secure progress during their time at the school.</p> <p>Pupils of all ages have good listening and concentration skills. Most pupils in the Foundation Phase and key stage 2 also have very good speaking skills for their age and ability. They speak eloquently about various topics and engage confidently in interesting conversation with their peers and adults alike. They use a wide range of expressive vocabulary to articulate their views and ask pertinent questions.</p> <p>Nearly all pupils at the end of the Foundation Phase read competently and with expression. They distinguish between fact and fiction and understand the purpose of speech and question marks. By the end of key stage 2, nearly all pupils read with fluency and accuracy. They use inference and deduction skills successfully when locating specific information.</p> <p>Most pupils in the Foundation Phase develop good writing skills for a range of purposes. Most write good quality short pieces of text independently in a variety of genres, for example letters, recounts, diaries and instructions. Most make plausible phonic attempts at spelling words correctly, while the more able pupils produce thoughtful, extended pieces of text to relate a story using correct punctuation.</p> <p>Most pupils in key stage 2 are developing very effective writing skills and write confidently in a wide range of genres. Most are spell more complex words correctly and punctuate their work appropriately. They use a wide range of vocabulary to write in different contexts in many other areas of the curriculum, for example when writing a fact file about Adolf Hitler and Winston Churchill in history. The writing skills of the more able pupils at the end of key stage 2 are developing exceptionally well. Many of these pupils work in groups to write short books that engage the reader, for example when writing a story containing a number of interesting chapters about a family going to Greece on holiday, and the children having an exciting adventure.</p> <p>The majority of pupils across the school present their work neatly and use legible handwriting.</p> <p>By the end of the Foundation Phase, most pupils have a clear understanding of number facts. Most calculate simple multiplication and division problems correctly at an appropriate level, and use this information effectively to solve problems, for example when working out how many boats they need for a set number of people to escape from a desert island. Most use standard and non-standard units appropriately to measure, and they use charts and graphs to represent data correctly. Most pupils articulate their mathematical findings</p>

	<p>confidently using appropriate mathematical language.</p> <p>The numeracy skills of most pupils in key stage 2 are developing well. Most have a secure understanding of number and apply their knowledge confidently to calculate complex problems. For example, many Year 3 pupils understand that to add 59 to a number, they can add 60 and subtract 1. Most measure length, angles and mass accurately and use these skills in limited contexts across the curriculum. Most analyse simple data appropriately and represent their findings in tables and graphs, for example to show the correlation between the length of a candle and the time it takes to burn. However, few are able to select independently the appropriate type of graph to represent their findings.</p> <p>Pupils' use of numeracy across other areas of the curriculum is limited in both the Foundation Phase and key stage 2.</p> <p>Most Foundation Phase pupils use simple Welsh phrases confidently when responding to basic questions, for example 'Pwy wyt ti?' Most name simple shapes and colours correctly. They read simple text in Welsh with increasing accuracy for their age. Their pronunciation is generally secure and they explain what the text is about. Most pupils at the end of the Foundation Phase write simple dialogues in Welsh independently.</p> <p>The majority of pupils make limited progress in their ability to read and speak in Welsh as they move through key stage 2. In reading, around a half have a limited understanding of more complex words and phrases and have difficulty in explaining what the text means. Many pupils in key stage 2 write short pieces of text independently using a limited range of sentences, for example when writing a self-description. Many older pupils translate simple phrases from Welsh to English effectively.</p> <p>Pupils with additional learning needs and those with English as an additional language make good progress against the targets set for them.</p> <p>The school's performance in literacy and mathematical development at the end of the Foundation Phase has demonstrated a general downward trend at the expected outcomes and the higher-than-expected outcomes over three years. The school's performance has varied, moving it between the top 25% and lower 50% of similar schools at the expected outcomes in both these areas of learning. At the higher-than-expected outcomes, the school has ranged between the upper 50% and bottom 25% of similar schools for performance in literacy and between the top 25% and lower 50% for performance in in mathematical development.</p> <p>At the end of key stage 2, the school's performance has demonstrated more of an upward trend in English,</p>
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		<p>mathematics and science at the expected level over four years. The school's performance has varied, moving it between the upper 50% and lower 50% of similar schools in English and mathematics, and between the top 25% and lower 50% in science.</p> <p>At the higher-than-expected levels the school's performance in English has consistently been above the average for four years, and has placed it in the top 25% of similar schools for two of them. Eighteen per cent of more able pupils achieved level 6 in English in 2014. This is two levels above the expected level. The school has demonstrated an upward trend in mathematics but has consistently been in lower 50% of similar schools for three years, rising to the upper 25% in 2014. In science, the school's performance has consistently placed it in the upper 50% when compared with similar schools over four years.</p> <p>There are too few pupils eligible for free school meals within each of the cohorts in recent years to make a reliable comparison of their performance and that of other pupils. There is no general pattern in the difference in performance between boys and girls over time.</p>
Wellbeing	Good	<p>The behaviour of nearly all pupils is exemplary. Nearly all pupils feel happy and safe in school and know that they can turn to their teachers or other adults if they have any concerns. Pupils have a secure understanding of issues that affect their health and wellbeing. They understand the importance of eating and drinking healthily and the need to take regular exercise. Many pupils attend extra-curricular sports activities that promote their fitness effectively, for example the school lunchtime running club and after-school football club.</p> <p>Nearly all pupils develop good social and life skills through a wide range of interesting activities. Most have positive attitudes to their work. They work conscientiously in lessons, concentrate well and engage positively in their tasks. The pupils write their own action plans for improvement in the core subjects and information and communication technology (ICT). These include suggestions about what they want to learn and are beginning to impact on provision, for example learning more about drama. Almost all pupils know the literacy targets set for them and understand what they need to do to meet them.</p> <p>The school council and eco committees have a positive effect on a number of improvements to the school and its environment. Examples include not allowing pupils to wear stud earrings to school and composting waste foods to improve the quality of the soil in their allotment area. However, these committees are under-developed, as they rely too heavily on adults to guide their work.</p> <p>Nearly all pupils are punctual and attend school regularly. Attendance rates show an upward trend over the</p>



		last four years and place the school consistently in the top 25% when compared with similar schools.
Learning experiences	Good	<p>The school provides a valuable range of learning experiences to meet the needs of pupils well. The curriculum meets all statutory requirements. Teachers plan the provision effectively and collaborate well with one another to ensure consistency and progression in most subjects. The school provides a very good range of purposeful intervention programmes for more able pupils and for those with additional learning needs.</p> <p>The school takes appropriate account of aspects of the National Literacy and Numeracy Framework to enhance pupils' learning in these areas. Planning for literacy is effective. Teachers plan suitable cross curricular opportunities for the development of literacy skills, for example persuasive writing to prevent flooding abroad and in the local area. However, planned opportunities for pupils to develop numeracy skills are at an early stage of development.</p> <p>The school provides a wide range of extra-curricular activities for pupils. These include clubs and visits, and these extend and support pupils' learning effectively, for example Code Club to enhance the ICT provision and Philosophy Club to extend pupils' thinking skills. Regular homework builds purposefully on what pupils learn in class.</p> <p>Provision for Welsh is satisfactory but it does not build on pupils' skills sufficiently as they move through key stage 2. Regular visits to the locality, visits to local castles, studies of the works of Welsh artists and participation in the school Eisteddfod on Saint David's Day all help pupils to develop an appropriate understanding of the heritage and culture of Wales.</p> <p>The school promotes sustainable development and global citizenship positively across the curriculum. There are effective links with schools in other countries, which raise pupils' awareness of different cultures and religions. There are good opportunities for pupils to develop a clear understanding of the need to help others and the role they play in society and in the world, for example through selling knitted items to raise funds for a local hospital. The school's allotment area provides effective opportunities for pupils to learn about sustainable development, such as composting waste to improve the growing conditions.</p>
Teaching	Good	All teachers have very good subject knowledge, plan lessons that stimulate and engage pupils well and build on pupils' previous learning effectively. They have a clear understanding of what they want pupils to achieve and share learning objectives consistently at the beginning of each lesson. Nearly all teachers make regular and effective use of ICT. This enhances pupils' learning experiences and improves and widens their skills.

		<p>Where teaching is highly effective in nearly all classes, teachers have high expectations of all pupils. They use effective questioning that encourages pupils to express their opinions and to share ideas with others. This has a direct impact on improving pupils' thinking and oracy skills. In the few lessons where teaching is less effective, activities lack pace and teachers do not allow pupils to decide for themselves how they want to work. Learning support assistants work closely with all teachers and make valuable contributions to pupils' learning.</p> <p>Teachers mark pupils' work regularly. Many of their comments help pupils to improve their work. Pupils have appropriate individual targets that help to improve their reading and writing skills. However, target setting is less effective in mathematics. The school has a comprehensive tracking system, which it uses appropriately to inform future planning. Most teachers provide good opportunities for pupils to assess their own work as well as that of their peers. Teachers assess pupils' work regularly and use a wide range of standardised tests and their own assessments to good effect to check how well pupils perform and to identify those who require additional support.</p> <p>Parents receive good information about their child's progress through regular parents' meetings and informative annual reports.</p>
Care, support and guidance	Good	<p>There are very good arrangements in place to support pupils' health and wellbeing. The school provides highly effective emotional support programmes for pupils. This enables them to increase in confidence and self-esteem and is a strength of the school. There are appropriate arrangements to promote healthy eating and drinking. Pupils are encouraged to eat healthy snacks and water is available throughout the day.</p> <p>The school holds daily acts of collective worship in an atmosphere of respect and reflection. All staff provide good opportunities for pupils to know right from wrong through the study of their own behaviour and the values of a variety of cultures and backgrounds. This enhances pupils' spiritual and moral development well.</p> <p>The school provides effective opportunities for pupils to develop their social skills through circle time and class discussions related to a range of appropriate topics. Learning about people in different countries, through the many international links the school has with schools around the world, enhances pupils' cultural development well.</p> <p>The school is proactive in identifying the needs of individual pupils and families and liaises exceptionally well with many external support agencies. These include the National Society for the Prevention of Cruelty to Children, school liaison officer, family information service, behaviour support services and other health</p>

		<p>specialists, as well as many others. These arrangements are successful in supporting pupils' learning and wellbeing.</p> <p>The school has a clear, well-managed system for identifying and meeting the needs of pupils with additional learning needs. Teachers and support staff use a wide range of appropriate intervention programmes successfully to help pupils to progress in their learning. Targets in pupils' individual educational plans help them to improve their learning and the school reviews the plans regularly in partnership with parents.</p> <p>The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.</p>
Learning environment	Good	<p>The school is an inclusive community that provides a happy, caring and structured experience to prepare pupils well for their next stage of learning. The ethos is purposeful and encourages pupils to recognise, respect and celebrate diversity. Pupils have equal access to all areas of school life.</p> <p>The accommodation is small for the number on roll. However, staff make very good use of all areas. A new school hall is currently being built, which will increase the internal space considerably. Displays are of good quality and contain a suitable balance of pupils' work and information which is useful to them.</p> <p>The school has appropriate resources, which are of good quality and support teaching and learning well. Pupils benefit greatly from the large site, which includes grassed and hard surfaces. The playgrounds and outdoor learning areas are well equipped and support pupils' physical and social development well. The building and grounds are clean and in good condition.</p>
Leadership	Good	<p>The headteacher provides strong and effective leadership to a dedicated team. He shares his vision purposefully with the senior management team, staff and governors. As a result, the school has a clear vision based around a strong commitment to raise pupil outcomes and develop provision.</p> <p>The senior management team have a very good understanding of the school's strengths and areas for development. They communicate high expectations to the rest of the team very successfully. All staff have clear job descriptions and carry out their responsibilities diligently. They collectively take decisive action to implement initiatives that will lead to improvements in teaching and learning, such as being a lead school for the Outstanding Teacher Programme.</p> <p>Leaders link high quality professional development and training closely to priorities in the school improvement plan. This is having a positive effect on pupils' achievement, particularly in the development of pupils' writing</p>

		<p>skills.</p> <p>The school receives valuable support from the governing body. Governors have a good understanding of data and use this knowledge well to challenge the school about its performance. For example, governors understand why the performance of the cohort at the end of the Foundation Phase in 2014 was lower than usual, and supported the school in providing more resources to support these pupils in Year 3. They contribute effectively to the schools' self-evaluation procedures and its improvement plans, particularly in relation to the current building project for the new school hall.</p> <p>The school is successful in meeting local and national priorities. It is receptive to new ideas and seeks regularly new and innovative ways to improve its provision. This has a beneficial impact on pupil standards and wellbeing. For example, the school drives forward the work of its school improvement group and hosts meetings and development days for other schools within the group, which is improving teaching strategies in those schools.</p>
Improving quality	Excellent	<p>The school's procedures for self-evaluation are robust and highly effective in providing leaders with a secure understanding of the school's strengths and areas for improvement.</p> <p>School leaders analyse comprehensively a wide range of first-hand evidence gained from lesson observations, work scrutiny and a rigorous interrogation of performance data. As a result, leaders have an excellent understanding of the specific needs of individual pupils within each year group and provide targeted support to meet those needs to enable them to achieve to the best of their ability. The annual report of standards and provision undertaken by subject co-ordinators also makes a very valuable contribution to the self-evaluation process. As well as identifying the needs of pupils, it highlights the specific training needs of staff. As a result, leaders provide staff with specific training to improve their understanding and confidence in these areas, for example in using assessment for learning strategies to assess what pupils understand before challenging them further.</p> <p>This extensive practice of gathering evidence provides leaders with a very accurate picture of the school's performance, and the self-evaluation report mirrors inspection findings closely. The school uses the information very effectively to set priorities for improvement. This has a positive effect on the quality of provision and has led to measurable improvements in the standards that pupils achieve, particularly in writing, where a significant number of pupils achieved two levels above that expected in English in 2014.</p> <p>The school improvement plan builds systematically on evidence from self-evaluation and sets strategic and</p>

		<p>well-focused targets for improvement. It includes clear timescales for completion, responsibilities and accurate costings, and it recognises appropriate training needs. The school monitors progress against the school improvement plan rigorously and the end of year evaluations provide a valuable platform to set challenging targets for the future. For example, improving the use of ICT was a priority in the previous school improvement plan. Following intensive training, the skills of nearly all teachers have improved and most make effective use of ICT as a regular teaching tool in lessons. This is also beginning to have a positive impact on the standards that pupils achieve in ICT.</p>
Partnership working	Excellent	<p>The school has a wide range of highly effective strategic partnerships that enrich and support pupils' learning and wellbeing very well.</p> <p>The partnership with parents is very strong. Regular newsletters and the highly informative school web site ensure that communication with parents is very clear. The school has a pro-active parents' voice forum. This is an effective group, which provides valuable opportunities for parents to express their views and opinions about issues related to school improvement. Examples include supporting the building of the new school hall and highlighting the need to raise parents' awareness of school policies. The parent teacher association plays an active role in raising funds for the school. Parents support a wide range of effective fund raising events, such as quiz nights and a summer fair, which raise a substantial amount of money that leaders use very effectively to support pupils' learning. For example, resourcing the school library has improved pupils' attitudes towards reading. The school invites parents to take part in completing learning logs and attend specialist information evenings to raise their awareness of curricular activities and projects. This enables them to support their children well in specific areas. The school utilises the link with a past parent who is an ex-specialist language teacher to develop more able and talented pupils' writing skills very effectively. This teacher leads weekly sessions, which provide highly stimulating opportunities for more able pupils to develop as inspiring authors. In these sessions, pupils write extensive texts that demonstrate outstanding writing skills. This is sector leading practice and is having a direct impact on the high proportion of pupils achieving level 6 in English. This practice has been shared with the local secondary school and ensures that pupils who have transferred there have appropriate opportunities to develop their extended writing further. The school has also shared this practice with other primary schools, which are planning to provide similar opportunities to their pupils.</p> <p>Schools in the local cluster collaborate effectively on a range of current initiatives including sharing good practice, moderating assessments and standardising pupils' work. The school works with one other local primary school in trialling a cognitive enhancement programme with specific year groups in order to improve pupils' memory spans. However, it is too early to see the impact of this programme.</p>

		<p>There are very strong links with the local secondary school. For example, a youth worker affiliated with the secondary school and feeder primaries attends the school on a fortnightly basis to work informally with pupils who have concerns about moving to Year 7. These arrangements develop these pupils' emotional and social skills particularly effectively and ensure that all pupils feel that they are well prepared for their move to secondary education.</p> <p>The school provides valuable opportunities for pupils to visit other schools to work with their peers. As a result, pupils have developed pupil action plans to highlight areas they would like to develop within the school. For example, a 'writer's shed' has been developed as a target in the English Pupil Action Plan, although this process is at an early stage of development.</p> <p>The school has effective links with schools in Spain, Italy Germany, China and Brazil. As a result, pupils have opportunities to learn other languages and gain a better understanding of different life styles and cultures.</p>
Resource management	Good	<p>The school has sufficient teaching and learning support staff with good quality skills, knowledge and expertise to deliver the curriculum and to support pupils' wellbeing successfully. It makes effective use of staff expertise to deliver subjects such as physical education and music. There is a strong culture of collaborative working within the school and with external providers to share good practice. The school uses its teaching staff purposefully to help develop others, for example in a mentoring capacity, and in supporting each other in planning and teaching. This is having a positive impact on the quality of teaching and raising standards, particularly in literacy.</p> <p>The arrangements for teachers' planning, preparation and assessment time are very effective. Senior managers receive appropriate non-contact time for leadership and management duties. Members of the senior leadership team share responsibility for managing teachers' performance well. Through effective performance management procedures, the school identifies and meets the professional needs of all staff successfully. For example, training on developing pupils' writing skills has improved standards in extended writing.</p> <p>The school uses its pupil deprivation grant effectively to ensure appropriate support for the very few pupils eligible for free school meals. For example, a senior leader works regularly with groups of vulnerable pupils to improve their confidence and develop their ability to manage their behaviour. This has had a positive impact on pupils' wellbeing.</p>

		<p>The business manager, headteacher and governors monitor expenditure carefully. Decisions on the school's expenditure link appropriately with priorities in the school improvement plan.</p> <p>Considering pupils' achievement over time and the quality of provision and leadership, the school provides good value for money.</p>
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# Cogan Nursery School



## Background information

Cogan Nursery School was established in the 1970s to provide for nursery education in the Penarth area.

The nursery is a community school and has the capacity to accommodate 100 part time English medium nursery places for ages 3-4.

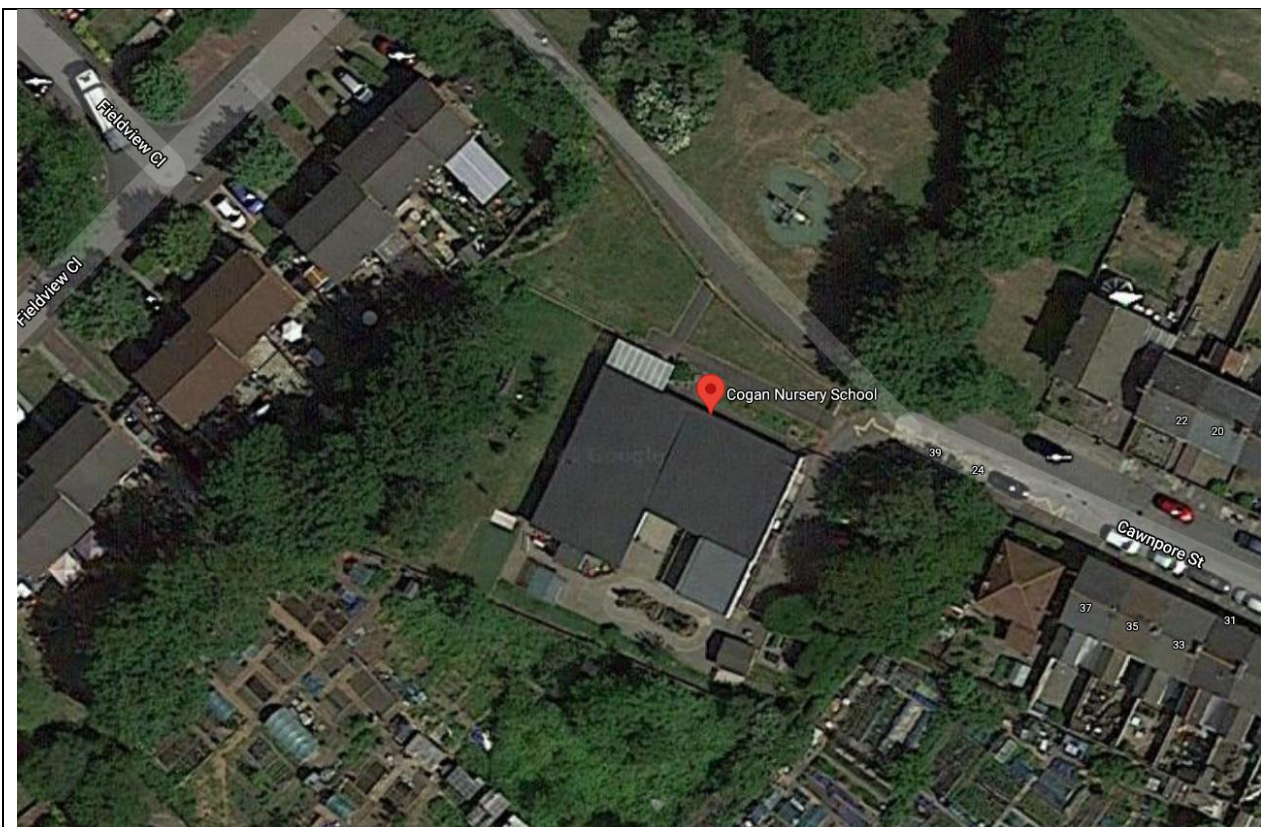
Children tend to transfer to Cogan Primary School or other local schools within the Penarth area.

The nursery provides forest school activities and has developed grounds for outdoor education.

The 2021/22 delegated school budget is £7,590 per pupil, which is the highest of nursery and primary schools within the Vale due to it being a standalone nursery.

## School buildings and facilities

Cogan Nursery is located on a site in Penarth. The site is adjacent to Penarth Leisure Centre and has well developed grounds for outdoor education.



**Figure 3 – Aerial view of site**

The building was identified by the Council's condition survey as "Satisfactory" in condition and "Good" in suitability. The nursery school building has backlog maintenance of £122,000, which is the 13<sup>th</sup> lowest within the Vale.

## Educational performance

**Estyn Report (November 2019)**

The inspection report for Cogan Nursery can be found at: <https://www.estyn.gov.wales/provider/6731011>

## Summary

Table 10 – Summary Estyn Inspection Results for Cogan Nursery	
Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

## Recommendations:

- The school should continue on its improvement journey. There are no specific recommendations following this inspection.

Table 11 - Estyn areas of inspection results for Cogan Nursery		
Estyn Area of Inspection	Grade	Key Points
Standards	Excellent	<p>Most children join the nursery with literacy, numeracy, personal and social skills below those expected for their age. Many children begin school with speech and language difficulties or English as an additional language. Despite this, nearly all make good progress in the development of their skills during their time at the nursery. In many cases, children make very good progress.</p> <p>Most children make particularly good progress in improving the quality of their spoken language. They join in with songs and rhymes enthusiastically as part of daily routines and express their views and needs with increasing clarity. Many speak to adult visitors with confidence, for example encouraging them to join in with their 'bear hunt'. Nearly all listen to staff and other children carefully. They follow a series of simple instructions well when, for instance, working with practitioners to thread fruit onto a straw to make fruit kebabs.</p> <p>Nearly all children develop an enthusiasm for books and stories. They enjoy accessing the reading corner independently and sharing books with an adult. They hold a book correctly and turn the pages carefully.</p>

	<p>Many describe what is happening in the story and, with prompting, make simple predictions about what happens next.</p> <p>The early writing skills of most children are developing well. Most understand that writing carries meaning. They create different types of writing, such as shopping lists, notes and letters, as part of their play. They frequently write for a real purpose, for example, writing to their local Assembly Member to request his help in reducing the use of plastic milk bottles.</p> <p>Nearly all children make good progress in the development of their mathematical skills and knowledge. As part of their play, they regularly count to five and many count to ten or more. They begin to understand how to measure length and develop a wide mathematical vocabulary to support their work. For example, many identify which piece of wool is longer or shorter when measuring the distance around tree trunks. They start to understand how to measure time when using sand timers to decide how long they can engage in an activity before allowing another child to take a turn.</p> <p>Nearly all children make good progress in developing effective physical skills to support their play and learning. For example, they demonstrate increasing levels of control and good hand-to-eye co-ordination when carefully pouring water from one container to another in the water tray. When preparing soup they develop their fine motor skills as they cut vegetables in to small pieces. They improve their strength, co-ordination and balance during 'Monkey Mondays', as they climb the gym equipment to collect bean bags placed on the top.</p> <p>The creative skills of nearly all children develop effectively as they play. For example, they improve their observation and drawing skills as they look closely at Bentley, the school guinea pig, and create pictures of him. Over time, most children's drawing skills improve very well. Nearly all children demonstrate imagination and creativity as they perform on the school's outdoor stage.</p> <p>As they explore the indoor and outdoor provision, nearly all children develop a wide range of age appropriate information and communication technology (ICT) skills. For example, they use basic coding to control the movement of a toy caterpillar and use hand held devices effectively to read QR codes to access online songs and stories.</p> <p>Nearly all children begin to apply their thinking and problem solving skills effectively. They do this as part of planned activities and in response to questioning from practitioners. For example, when a child gets their welly stuck in the mud, the children discuss the best solution to help release her.</p>
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		<p>The Welsh language skills of nearly all children are strong relative to their age. They join in with songs and rhymes with confidence and respond well to questions and instructions from practitioners showing good levels of understanding. For example, they answer questions about the weather that day, saying whether it is bright, cloudy or raining. In many cases, children use Welsh without prompting when asking for water or milk at snack time, or when saying thank you or good bye.</p>
<p>Wellbeing and attitudes to learning</p>	<p>Excellent</p>	<p>Nearly all children feel safe, secure and enjoy coming to nursery school. They engage very confidently with staff and visitors. Their behaviour in group sessions and around the school is exemplary. They show consideration towards one another and adults during independent and group activities.</p> <p>Nearly all children have an age appropriate understanding of healthy and unhealthy foods. They enjoy using the café where they prepare healthy snacks and make soup. They develop a sound understanding of the importance of exercise and are physically active for a considerable time during their play and learning. They engage well with planned physical activities, such as the daily run and morning exercises. They recognise that exercise makes their heart beat faster and that this is good for them.</p> <p>Children have a very strong voice in what and how they learn. Most children confidently offer ideas and pose questions to extend their learning. For example, children asked if they could have a new pet penguin. In order to investigate this possibility, they researched where penguins live, measured the size of the school pond and considered whether the weather in Penarth was cold enough to keep ice frozen.</p> <p>The school council is open to all pupils and their decisions impact strongly on school life. For example, they decided to change the way milk is delivered and dispensed in school to minimise the use of plastic. They also designed questions and took part in the interview process for a new member of staff. Most children are eager to take on leadership roles, such as acting as 'helpwr heddiw' and taking responsibility for caring for the school guinea pig.</p> <p>Nearly all children take on new learning opportunities confidently. Most sustain concentration and persevere well with a range of tasks and activities. For instance, they practise their pedalling skills and develop their steering until able to ride a trike without assistance. They work independently, accessing appropriate tools and resources as they need them. Nearly all children are willing to take risks, particularly in outdoor activities. For example, they enjoy using the climbing wall to access the bird hide and reflection area.</p> <p>Most collaborate well and work happily in pairs and small groups. They support each other to resolve</p>

		<p>conflicts by reminding their friends about how to behave towards each other. Most children are developing resilience well. For instance, they attempt different approaches to solve a problem, such as when trying various ways to retrieve a ball from a tree.</p>
Teaching and learning experiences	Excellent	<p>Practitioners are highly skilled professionals with a thorough understanding of effective foundation phase practice. They know the children exceptionally well and use this knowledge effectively to challenge children consistently to achieve at a high level. During activities and when supporting children in their play, practitioners skilfully identify the learning needs and interests of the children ‘in the moment’ and modify their teaching accordingly. For example, when a child shows interest in a ‘talking button’, the practitioner uses this as an opportunity for the child to improve the clarity of his speech through recording and listening to his voice. Overall, practitioners’ ability to identify and respond to the learning needs of children, is exceptional.</p> <p>Practitioners are very effective in developing the learning skills of the children. In particular, they are highly skilled in improving children’s independence. They ensure an excellent balance of challenge and support, consistently encouraging children to attempt tasks before intervening. For example, a practitioner observes closely as a child attempts to tick off a list of animals she is collecting in the small world area, before intervening at a suitable point to help improve her pencil grip. Practitioners ensure that children lead their own learning at all times. There is a strong focus on children moving around the indoor and outdoor provision independently with practitioners acting to monitor and support the children as needed, rather than over directing learning through too many adult led activities.</p> <p>Through thoughtful and effective questioning, practitioners challenge children to improve their skills and extend their understanding. For example, as children engage in their play, practitioners frequently ask them to count items, describe shapes and think of imaginative adjectives. This helps to ensure that nearly all children make good progress in the development of their literacy and numeracy skills during activities and over time. Practitioners use questioning particularly well to improve children’s problem solving and thinking skills. For instance, on a cold morning they encourage the children to think about where the ‘white stuff’ on the grass has come from and what will happen to the ice in the outdoor area if they bring it inside.</p> <p>All practitioners maintain positive working relationships with the children. They have a consistently gentle and supportive tone that encourages children to try their best and to behave well. Practitioners work successfully to encourage children to consider how well they are doing and what they need to try to improve. They use imaginative age appropriate techniques to set targets with the children that encourage them to develop an understanding of how they can help themselves to improve their skills.</p>

		<p>Practitioners plan well to develop children's literacy and numeracy skills. This often involves imaginative activities that engage children's interest very successfully and develop a wide range of different skills. For example, a practitioner leads children on a bear hunt through the outdoor area. As they progress, children expand their vocabulary as they describe the 'squelchy' mud they tramp through, develop their mark making skills as they use the mud to make squiggly patterns and improve their number skills as they count the bears at the end of the trail. All practitioners are excellent language role models in both English and Welsh. Frequent use of the Welsh language by staff develops children's understanding very well and encourages them to respond and use the language independently.</p> <p>Opportunities for children to practise and improve their physical skills are frequent and of good quality. For example, children enjoy developing their balance and coordination as they slide down an artificial grass bank on their way back from activities in the forest area. They improve their hand-eye coordination and fine motor skills when making patterns on a magnetic pin board. Practitioners ensure frequent quality opportunities for children to work imaginatively and improve their creativity. For instance, they develop dance and drama skills in a group session as the children move and wave scarves in time to the music. Practitioners integrate skilfully the development of ICT skills into children's play. For example, children improve their ability to think logically when programming a toy caterpillar to follow a set of simple instructions. Overall, the quality of children's learning experiences is outstanding.</p>
Care, support and guidance	Excellent	<p>The school is a welcoming, inclusive and calm environment. Practitioners create a purposeful and fun atmosphere with high expectations of each other and children. Practitioners know the children and their families exceptionally well, as a result of the strong links they establish with them before and during their time at the school.</p> <p>There are effective arrangements to promote healthy eating and drinking. Practitioners provide healthy snacks each day and encourage children to make their own healthy snacks in the café. They plan meaningful opportunities for children to develop their understanding of the importance of healthy eating. For example, they make fruit kebabs and vegetable soup as part of their play.</p> <p>Practitioners provide very good opportunities for parents to engage with their children's learning. For example, they invite parents to various 'stay and play' activities and use innovative ideas, such as running adult education courses in first aid and jewellery making to encourage parents into the school. The school keeps parents very well informed about learning activities and events through regular newsletters, social media, and a mobile phone app.</p>

		<p>Practitioners undertake on entry baseline assessments to gain a clear understanding of children's stage of learning and the next steps they need to take. Practitioners use comprehensive systems for tracking children's progress very effectively. All practitioners participate in monitoring progress, updating tracking and identifying the small, but important, steps children need to make to progress in their learning.</p> <p>All practitioners have an exemplary understanding of child development and ways to support progress in all aspects of learning. As a result, the provision for children with special educational needs and those with English as an additional language is very effective. The special needs co-ordinator supports staff effectively to identify children's needs at a very early stage. She works closely with other staff, external agencies and parents, to produce detailed individual play plans that include measurable and challenging targets for children. When appropriate, staff use well established and effective links with support agencies, such as speech and language and translation services, to ensure that they meet children's specific needs.</p> <p>The school keeps parents very well informed about their child's progress. Practitioners share children's targets with parents as part of termly meetings. They provide well-planned learning activities at the child's level for children to practise at home.</p> <p>Practitioners develop children's spiritual and cultural awareness well throughout the setting. For example, in the outdoors children access a peaceful area, with links to different religions to allow time for reflection. This also gives the children very good opportunities to revisit and explore artefacts related to other faiths. Practitioners create very good opportunities for children to experience awe and wonder in the natural environment. For example, they use a hide to observe birds and other wildlife quietly without disturbing them.</p> <p>The school celebrates its multi-cultural community very well. It displays flags and examples of writing of families' countries of origin prominently around the school to support children to recognise the importance of their heritage. Practitioners provide books in home languages for children to take home and encourage parents to visit to talk about their religious festivals.</p> <p>Arrangements for safeguarding children meet requirements and give no cause for concern.</p>
Leadership and management	Excellent	The headteacher provides strong leadership and has a clear vision for the school. She shares this vision very effectively with practitioners, governors and the school community. The school has a highly caring and welcoming ethos and the headteacher and practitioners place children's wellbeing at the heart of their work.



	<p>The headteacher has very high expectations of all practitioners and supports them well to work as an effective team. She is an excellent role model in her interaction with pupils and parents and leads by example. The headteacher makes very good use of their individual skills to lead initiatives. For example, one member of staff who is a trained gymnastics coach supports other staff members to deliver physical activity sessions. All practitioners have a thorough understanding of child development and the headteacher empowers them to take responsibility for their own practice. As a result, the quality of teaching and learning across the setting is consistently of very high quality.</p> <p>Leaders monitor and evaluate the work of the school very effectively. They gather relevant, first-hand information to assess its strengths and areas for development. All practitioners have a strong voice in self-evaluation and leaders include governors and parents well in reviewing the school's practice. They find age-appropriate ways to consider the views of the children, and adapt and improve activities and areas on children's recommendations. There is an exceptionally strong culture of continuous improvement in the school.</p> <p>Governors support the school very well. They visit the school regularly to gain firsthand information about provision and standards, and contribute to setting school improvement priorities. They understand their role in providing a suitable level of challenge to the school's leaders and keep well informed about national priorities and new developments in education. They are eager to support the children in having a strong voice in the school. An example of this is how they involved children in appointing a new member of staff. The children thought of questions that were important to them, such as asking about their favourite children's television programme and their super power. The children recorded applicants' responses on clipboards and fed back their thoughts to other governors.</p> <p>Leaders and governors monitor the school's finances carefully to ensure that they allocate funds beneficially and address school improvement priorities appropriately. They ensure that the school uses its early years grant funding purposefully to meet the needs of vulnerable children, for example in improving their oracy skills.</p> <p>The school addresses national priorities well. For example, leaders promote the Welsh language very effectively and have already begun to consider their provision in light of the new Curriculum for Wales.</p> <p>There are robust procedures to manage the performance of all practitioners, and leaders ensure that all have suitable opportunities for effective professional development. Leaders use internal training very effectively to improve provision and to react to the needs of different cohorts of children. For example, two</p>
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		<p>practitioners have trained others in the use of sign language to support children with communication difficulties. Leaders make very good use of strong links with other schools to improve children's standards and aspects of provision. For example, the school has worked with a cluster of other schools to improve children's awareness and understanding of their thought processes. The school shares its strong practice effectively with visitors and other schools. For example, the school has recently established a link with a school in Greenwich to look at provision and standards outside Wales and to learn from their provision. Practitioners are reflective of their own practice and continually look for ways to improve.</p> <p>The school makes extremely good use of all available resources. Practitioners create and maintain exceptionally stimulating and engaging indoor and outdoor learning environments. They use these very effectively to develop children's independent skills. Leaders update and improve resources regularly to stimulate and respond to children's interests.</p>
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# Cogan Primary School

## Background information

Cogan Primary School was established in 1884 and is situated in Cogan.

The community school has capacity for 210 English medium primary school places for ages 4 – 11.

Cogan Primary School has a very successful Hearing Resource Base. The team is made up of a specialist teacher and support staff who help children with moderate to profound deafness. The children have specialist support and are fully integrated into the daily routines of the school.

The school enjoys strong links with Cogan Nursery School and St Cyres Comprehensive.

The 2021/22 delegated school budget is £4,071 per pupil, which is around the median of school funding per pupil within the Vale.

## School buildings and facilities

Cogan Primary is located on a site in Penarth. The site is adjacent to Penarth Leisure Centre and has access to grounds for outdoor education.



**Figure 4 – Aerial view of site**

The building was identified by the Council’s condition survey as “Satisfactory” in both condition and suitability. The primary school building has backlog maintenance of £191,000, which is the 17<sup>th</sup> lowest within the Vale.

## Educational performance

### Estyn Report (May 2018)

The inspection report for Cogan Primary School can be found at: <https://www.estyn.gov.wales/provider/6732114>

### Summary

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

Cogan Primary School is at the heart of its community. It provides a safe, welcoming and stimulating learning environment for its pupils. The well-respected and highly-skilled headteacher leads the school confidently. She encourages her experienced and established staff to research and to try out new approaches, while at the same time maintaining learning experiences of high quality for pupils. This enables nearly all pupils to make at least good progress during their time at the school, and supports more able pupils to achieve high standards, particularly in writing. Most pupils become confident young citizens, who respect others, understand and celebrate diversity, and enjoy learning.

### Recommendations:

- R1 Raise standards of Welsh oracy in key stage 2
- R2 Improve pupils' ability to influence and to lead their own learning

Estyn Area of Inspection	Grade	Key Points
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Standards	Good	<p>Nearly all pupils, including those with additional learning needs, make at least expected progress during their time at the school and a minority exceed their targets. Most pupils in the hearing resource base achieve well in relation to their starting points and a few make particularly good progress. Many pupils, particularly the more able and most confident, recall previous learning well and apply their skills, knowledge and understanding effectively to new experiences and situations.</p> <p>Most pupils listen attentively and express themselves clearly, using an extensive vocabulary for their age. Most reception pupils speak enthusiastically about their activities. By Year 2, many offer convincing explanations and the more able refer to evidence when constructing an argument, for example, by using sentence starters, such as ‘experts believe...’ These strong communication skills continue to build in key stage 2, where most speak maturely about their work. For example, in Year 6, pupils explain Lady Macbeth’s influence over Macbeth after reading an excerpt from the play. A majority of pupils greet others in Welsh and understand basic instructions. Foundation phase pupils respond enthusiastically to Welsh ‘hot seating’ activities and singing. They ask and answer simple questions about themselves and familiar topics. Many key stage 2 pupils express their likes and dislikes, but most cannot sustain a basic conversation in Welsh, and do not extend their answers by giving a reason or adding further detail.</p> <p>The reading skills of most pupils enable them to access all aspects of the curriculum successfully. Most use phonic and other strategies well to decode unfamiliar words and read at or above the expected level for their age. Reception pupils love listening to stories. They answer questions about a story’s content or characters enthusiastically and make plausible predictions about what might happen next. Year 2 pupils read and follow instructions competently, for example when working out how to approach a mathematical investigation. Most key stage 2 pupils read fluently and many read at above expected levels. They develop useful research skills through their topic work and formulate intelligent questions to ask one another about the fiction they are reading. The most able have particularly strong skills, using techniques such as skimming and scanning intuitively to deduce answers from texts. Pupils’ Welsh reading skills are developing satisfactorily. A majority read simple, well-known texts with mainly correct pronunciation, and can explain the content competently.</p> <p>Most pupils write well for a variety of purposes in language lessons and across the curriculum. In the reception class, nearly all pupils understand that writing conveys meaning, and more able pupils write short, imaginative pieces inspired by a favourite book. By Year 2, many recognise the features of particular genres and use them in their own work. For example, they write suitable emails and letters to the manager of the local branch of a multi-national restaurant persuading the company to reduce the use of plastic straws. Standards in writing by the end of key stage 2 are particularly high, with more able pupils producing skilfully</p>
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		<p>planned and structured pieces containing a wealth of adventurous vocabulary to engage the reader, create descriptions and convey emotions. In most classes, pupils' handwriting and presentation are neat and they show pride in their work. Most Year 2 pupils record simple sentences in Welsh. However, pupils do not write in Welsh independently enough at key stage 2, and rely too heavily on writing frames.</p> <p>Most pupils achieve high standards in mathematics lessons. Their strong numeracy skills enable pupils to carry out purposeful activities in relevant contexts across the curriculum. By the end of the foundation phase, many handle number bonds to ten well, and apply this skill confidently to add money and calculate change. They measure accurately in metres and centimetres when carrying out an investigation in science and look for patterns when comparing the length of pupils' legs and the distance they can jump. In key stage 2, pupils solve problems using very large numbers competently. For example, they use their understanding of fractions to compare the numbers of fans who watch football matches. Many pupils apply their numeracy skills particularly well in science lessons, creating scatter graphs to look for correlations and drawing accurate line graphs to present information about climate in geography.</p> <p>Pupils make steady progress in ICT. Foundation phase pupils use an appropriate range of hardware confidently, including tablet devices, voice recorders and digital flip cameras. Reception pupils develop a secure understanding of direction to control a programmable toy, while Year 1 pupils create digital pictures to illustrate their stories. Year 2 pupils appreciate the benefit of using technology to send and receive information quickly by email. Key stage 2 pupils use ICT across the curriculum well. They use suitable internet sites sensibly and extensively to select relevant information and use various presentation packages skilfully to communicate their findings. Many use technology to control models that they have made from plastic bricks, and pupils are developing their ability to create and use simple databases and spreadsheets.</p>
Wellbeing and attitudes to learning	Good	<p>Nearly all pupils enjoy coming to school and are comfortable and happy in their surroundings. They have a secure understanding of how to keep themselves safe within and around school, and online when using the internet. Most show kindness and consideration to one other, with many older pupils acting as mentors for younger pupils. This 'guardian angel' initiative helps younger and vulnerable pupils settle into school and develop confidence, particularly during playtimes and lunchtime.</p> <p>All pupils develop very good working relationships with staff and with one another in an atmosphere of inclusion and mutual respect. Behaviour is good in nearly all lessons, during assemblies and at playtimes. Nearly all pupils are eager to meet new visitors and keen to talk about their learning and achievements. For example, Year 3 pupils do not hesitate to volunteer to take part in role play activities alongside a visiting actor playing Boudicca, as part of their studies of the Celts.</p>



		<p>Pupils' understanding of right and wrong is secure and most speak maturely and sensitively about issues relating to tolerance and equality. A particular strength of the school is the way in which all pupils work productively with others, whatever their background or additional learning need, and take the opportunity to learn from one another. For example, pupils from the hearing resource base participate fully in mainstream lessons alongside other pupils. Mainstream pupils use radio amplifiers sensibly and many use some words and phrases of sign language naturally to support their friends' understanding of lessons.</p> <p>Nearly all pupils understand the importance of living healthily, including the need to drink water regularly, to make healthy food choices at lunchtime and to use the fruit tuck shop at playtimes. They take advantage of regular opportunities to join in physical activities during the school day, and many enjoy the wide range of sports clubs and sporting events that take place after school and during the year.</p> <p>Most pupils are interested in their work and many concentrate for sustained periods when completing tasks. Many are motivated to learn and take pride in tackling work that challenges them and makes them think deeply. For example, foundation phase pupils discuss excitedly the fact that the blue whale's heart is the same size as a car, while pupils in upper key stage 2 challenge the accuracy of bargains and discounts that supermarkets use to target shoppers.</p> <p>Many key stage 2 pupils take on additional responsibilities willingly. They appreciate the opportunities they have to contribute to the smooth running and improvement of the school environment, for example by designing and building a sensory garden as part of a creative schools project. They take particular pride in their work to raise money for local causes, including sponsoring the training of a police dog, and to support projects around the world. However, currently, pupils do not have enough influence over their own learning and the school's curriculum.</p>
Teaching and learning experiences	Good	<p>The quality of teaching is good overall and most teachers set high standards for behaviour and the quality of work. Teachers plan a wide range of learning experiences that stimulate pupils and challenge their thinking. They make particularly good use of the school's close community to provide pupils with a relevant curriculum that draws effectively on local history and geography and reflects the school's cultural, linguistic and ethnic diversity. This develops pupils' understanding of their place in the immediate locality and their influence over it. It also leads effectively into studies of the environment that extend their global awareness, such as when Year 2 undertake research and take forward action on the use of plastic straws, and Year 6 study the global impact of a volcanic eruption and dust cloud in Iceland.</p>

	<p>Teachers and leaders use their growing understanding of the developing Curriculum for Wales well to shape the experiences they provide. For example, when planning, they think carefully about how well the learning opportunities they offer contribute to pupils making progress towards achieving the four purposes of the curriculum.</p> <p>Teachers and support staff understand the benefits of taking learning outside the classroom and into other parts of the school building and grounds. Staff use the rich and varied outdoor environment creatively and purposefully to enhance pupils' experiences and to provide variety and challenge in the curriculum that work in a classroom may not offer. This is a particular strength in the foundation phase, for example, when pupils develop their understanding of the properties of 3D shapes by building large structures in the playground, and when they learn to give precise directions to move their friends around a hundred square in preparation for programming an electronic toy.</p> <p>Mutual respect among staff and between pupils and adults is an important feature of nearly all classrooms. This helps to create a calm, hard-working atmosphere in which pupils focus on their tasks well and do their best. The very established and experienced staff know the pupils and their families very well and they use this knowledge sensitively to provide a curriculum that meets their needs and provides a good level of challenge, particularly for more able pupils in many classes. The questioning skills of most teachers encourage pupils to think and reason carefully. However, on a very few occasions, teachers' expectations of what pupils can accomplish are not high enough and this detracts from the quality of pupils' work and presentation, and leads to a loss of focus in activities that do not stretch them sufficiently.</p> <p>The school pays good attention to developing pupils' literacy, numeracy and ICT skills. Teachers use the literacy and numeracy framework and, increasingly, the digital competence framework to support their weekly planning and to ensure that pupils have plenty of opportunities to apply and consolidate their skills across the curriculum. A very few teachers use Welsh well in their classrooms and this encourages pupils to use the language themselves. However, overall, staff do not use enough Welsh themselves or ensure that pupils receive sufficient rich opportunities to hear and speak Welsh. This means that pupils do not use the language well enough, particularly in key stage 2.</p> <p>Teachers share learning outcomes and realistic success criteria with pupils in most lessons. As lessons progress, teachers provide pupils with helpful feedback that usually links closely to appropriate success criteria. This helps pupils to focus well on the skills they are practising. It enables them to understand how well they are doing and reminds them to think about their work and to improve it as they go along. Teachers expect pupils to reflect on their achievements at the end of a learning activity and, increasingly, these link to</p>
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		pupils' individual targets in their target and learning logs. However, pupils do not routinely contribute to setting success criteria for their learning or identifying their own next steps. This limits their opportunities to become truly independent learners.
Care, support and guidance	Excellent	<p>The school is an extremely caring community, which fosters excellent working relationships between staff, pupils, parents and the wider community. This helps to create an inclusive environment in which everyone shows mutual care and respect. A particular strength is the way in which pupils from the hearing resource base integrate seamlessly into the full life of the school. These pupils learn in mainstream classes, where adults and pupils consistently use signing and other visual communication techniques sensitively and confidently to support verbal communication. As a result, pupils from the resource base flourish alongside other pupils. They make good and often excellent progress from their individual starting points. Specialist staff work highly effectively with their mainstream colleagues and with a range of specialist services to ensure exceptional provision for these pupils.</p> <p>The provision to integrate all pupils, including those with additional learning needs and pupils with English as an additional language, strengthens the school's values of tolerance and respect. The school cultivates pupils' appreciation of all aspects of diversity, and this means that nearly all pupils work alongside one another exceptionally well. There is a culture of mutual understanding, and pupils and adults actively support each other. The school reinforces this message effectively by placing a specific emphasis on children's rights. A worthwhile range of pupil voice groups helps to make playtimes a happy experience for everyone, and this helps to provide opportunities for all pupils to use the extensive outside provision at break and lunchtimes.</p> <p>The school has highly effective procedures to track and monitor pupils' progress and wellbeing. Teachers and leaders use this detailed information particularly well to identify pupils' educational, emotional and social needs at an early stage. Skilled learning support assistants provide valuable support, including well-tailored intervention programmes. All pupils identified with additional learning needs have individual education plans that are concise and clear. They contain specific and measurable targets that provide good levels of challenge. Pupils and their parents review progress in meeting the targets regularly. As a result, this group of pupils makes good and often excellent progress from their individual starting points, and pupils at risk of falling behind often catch up with other pupils and move out of intervention support quickly.</p> <p>Staff know their pupils and families exceptionally well. Highly supportive relationships exist between parents and the school. Parents, governors and the wider community take part regularly in many aspects of school life, and volunteers commit significant time to supporting a wealth of valuable activities, including cookery,</p>

		<p>gardening, reading and outdoor learning. In addition, the school provides beneficial workshops to enable parents to support their children's reading, writing and numeracy. Teachers keep parents particularly well informed about their children's progress. There is an active parents' association that raises funds to support activities such as theatre trips, visits and work that enriches pupils' curriculum experiences.</p> <p>The school works particularly effectively with the local community. Pupils develop a very clear understanding of local history and an appreciation of the culture and heritage of Wales through, for example, their studies of the nearby Cogan Pill house. In addition, the school provides excellent opportunities for pupils to develop their role as enterprising global citizens, for instance, by raising funds to provide toilet facilities for families in parts of Asia and Africa as part of the 'toilet twinning' scheme.</p> <p>There are strong opportunities for all pupils to take part in the creative arts, for example working with local artists to create colourful mosaic murals that enrich the learning environment. All pupils participate in performances, including regular, well attended parents' assemblies that celebrate pupils' work and provide a stage for all pupils to perform. A wide variety of extra-curricular activities and clubs make a very positive contribution to pupils' wellbeing and fitness. There are many opportunities for pupils to participate in a range of sports clubs, for example working with a local rugby club or learning to play lacrosse. An effective partnership with a sustainable transport charity has been successful in promoting pupils' enjoyment of cycling, scooting and walking. The school has strong arrangements to promote healthy eating and drinking. For instance, pupils grow their own vegetables in the school garden and have regular opportunities to prepare and cook healthy meals.</p> <p>The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.</p>
Leadership and management	Excellent	<p>The headteacher is an accomplished, professional role model who has high expectations of everyone in the school community. Together with the deputy headteacher, she has established an exemplary, inclusive vision that all staff share. There are clear expectations from leaders that pupils, teachers and learning support assistants work hard and do their best. As a result, the school has maintained high standards in nearly all areas over an extended period of time.</p> <p>Members of the governing body have a rich mix of skills and experience that they use highly effectively to hold leaders to account and to fulfil their role as critical friends of the school. The governors' committee structure is cohesive and efficient. Governors make a notable and active contribution to the school's self-evaluation processes, for example by completing their own analyses of the school's performance data and monitoring the school's provision at first hand in order to inform their policies and procedures and their</p>

	<p>questions for leaders of the school. They are active in bringing about improvements to the fabric of the school, for instance in overseeing the conversion of the former caretaker's house to create much-needed office space and meeting rooms.</p> <p>The school has a clear and effective leadership structure, which is proportionate to the size of the school and provides the capacity for staff to be creative and innovative. For example, teachers identified that the progress of Year 3 pupils slowed as they transferred from the foundation phase curriculum into key stage 2. With effective support from school leaders, the Year 3 teacher re-invigorated the provision in her classroom, established learning areas for enhanced provision and focused group teaching and embraced foundation phase principles. Early evaluations show that the re-energised learning environment has improved pupils' wellbeing and confidence, and provided a smoother and more extended transition into key stage 2.</p> <p>The school has a well-established and highly effective culture of strategic planning for improvement. Priorities for improvement are manageable, proportionate and sustainable. They focus sharply and appropriately on supporting teachers to improve their classroom practice. For example, a new approach to lesson observations enables teachers to focus more precisely on the learning and progress of specific pupils, rather than just on teaching. This transformed focus to peer observations of lessons gives teachers more productive opportunities to reflect on their own practice in accelerating pupils' learning.</p> <p>Self-evaluation procedures are thorough. They take robust account of a wide range of monitoring evidence and stakeholders' views to inform priorities for improvement accurately. The school improvement plan, together with the clear three-year overview, is practical, realistic and carefully costed. There are clear time allocations for staff to implement the improvements, and for leaders and governors to monitor and evaluate the successful delivery of the plan.</p> <p>There are clear and effective performance management systems. Leaders address any identified underperformance robustly and supportively. They plan training opportunities strategically and link them closely to whole-school priorities. Staff make highly effective use of action research and work together constructively to try out different ways of doing things. For example, teachers identified that pupils are well placed to share their work with other pupils in adjacent cohorts and that adults could learn from pupils' discussions. As a result, they now provide regular opportunities for pupils to share their books with other pupils in other classes, talk about their work, and discuss their enjoyment of the learning. Leaders, teachers and teaching assistants join in pupils' discussions and this provides an efficient source of informal monitoring of the school's provision and its impact on pupils' standards.</p>
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