

## INSPECTION FEEDBACK – INSPECTIONS 2017/18

LA	<b>Vale of Glamorgan</b>		
School	<b>Cogan Primary School</b>	Head teacher	<b>Susan Sibert</b>
Date	<b>8 – 11 May 2018</b>	Reporting Inspector	<b>Sarah Morgan</b>

IA	Area	Aspects	Judgement
1	Standards	1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills	Good
2	Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitude to learning	Good
3	Teaching and learning experiences	3.1 Quality of teaching 3.2 The breadth, balance and appropriateness of the curriculum. 3.3 Provision of skills	Good
4	Care, support and guidance	4.1 Tracking, monitoring and the provision of learning support 4.2 Healthy choices and active citizenship 4.3 Spiritual, moral, social and cultural education 4.4 Safeguarding	Excellent
5	Leadership and management	5.1 Quality and effectiveness of leaders and managers, including the governing body 5.2 Self-evaluation processes and improvement planning 5.3 Professional development 5.4 Use of resources	Excellent

### PTO Summary Statement Recommendations,

### Summary Statement.

**IA1** –pupils’ oracy, reading and writing skills are strong. MAT pupils demonstrate very high standards in their reading and writing. Pupils use their literacy skills effectively across the curriculum. Standard in mathematics are high. Pupils demonstrate strong numeracy skills. KS2 pupils demonstrate good reasoning skills. Pupils make steady progress in their ICT skills. Welsh is developing satisfactorily, particularly in key stage 2.

**IA2** – nearly all pupils show care and concern for others. All pupils demonstrate a very good working relationship with staff. Behavior is good. A particularly strength is the high level of consideration for others. Most demonstrate an interest in their work and concentrate in a sustained manner. Many pupils in KS2 undertake additional responsibilities seriously; however, too few opportunities for pupils to influence their own learning.

**IA3** – Quality of teaching is good overall. Teachers make good use of the local community. Teachers and support staff understand the benefits of using the outdoors to enhance pupils’ learning – this is a particular strength in the foundation phase. Mutual respect between staff and pupils. Staff know families well. Very good challenge for MAT pupils in many classes. Good attention to developing pupils’ literacy, numeracy and ICT skills. Staff do not use Welsh enough in KS2. Helpful feedback linked to success criteria, with opportunities provided for pupils to reflect on their work during lessons. However, pupils do not routinely identify their own next steps.

**IA4** – school is an extremely caring community. Excellent links between school, families and the local community. Hearing resource base (HRB) integrated seamlessly into the life of the school; as a result, pupils make good and excellent progress over time. Excellent provision in the HRB. Another particularly strength is the provision and support provided for pupils to celebrate diversity. Extensive tracking of pupils and teachers use detailed information well. Highly effective interventions. Highly beneficial opportunities in place for pupils to develop their health and fitness. Exceptional work by the school to promote their values to support pupils. Safeguarding meets requirements.

**IA5** – HT is a well-respected role model. HT and DHT demonstrate an exemplary and inclusive vision that has maintained good standards over time. Governors have a rich mix of skills and experiences and make a notable and active contribution to self-evaluation. Governors are proactive in bringing about improvement. A clear and effective leadership structure provides opportunities for staff to be creative and innovative. Well established culture of strategic planning with a strong focus on improving teaching. SER is thorough and robust. Clear and effective performance management structure. Very effective use of the PDG. Bright and colourful building with stimulating classrooms and imaginative use of the outdoor.

### Recommendations

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

**Follow-Up Category:**

<b><u>No Follow-Up</u></b>	Estyn Review	Significant Improvement	Special Measures
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**Excellent Practice Case Study: Yes / No**

If Yes, please indicate the area(s) identified:

- 1 – Inclusive environment of the school – particularly in relation to the HRB
- 2 – Leadership support of innovation and its impact on school life.

## INSPECTION FEEDBACK – INSPECTIONS 2017/18

LA	<b>Vale of Glamorgan</b>		
School	<b>Ysgol Sant Baruc</b>	Head teacher	<b>Rhian Andrew</b>
Date	<b>8 – 11 May 2018</b>	Reporting Inspector	<b>Jonathan Cooper</b>

IA	Area	Aspects	Judgement
1	Standards	1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills	Good
2	Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitude to learning	Excellent
3	Teaching and learning experiences	3.1 Quality of teaching 3.2 The breadth, balance and appropriateness of the curriculum. 3.3 Provision of skills	Good
4	Care, support and guidance	4.1 Tracking, monitoring and the provision of learning support 4.2 Healthy choices and active citizenship 4.3 Spiritual, moral, social and cultural education 4.4 Safeguarding	Good
5	Leadership and management	5.1 Quality and effectiveness of leaders and managers, including the governing body 5.2 Self-evaluation processes and improvement planning 5.3 Professional development 5.4 Use of resources	Good

**PTO Summary Statement Recommendations,**

## Summary Statement.

**IA1** – Most pupils make strong progress across the school, with very strong progress by the end of Year 6. More able pupils make very strong progress in key stage 2. Pupils' oracy skills – excellent. Pupils' reading and writing - good. Numeracy work – strong. Pupils' use their literacy and numeracy skills skillfully and purposefully across the curriculum. Pupils' ICT skills are less developed.

**IA2** – Pupils' wellbeing is excellent. Pupils demonstrate a very positive and mature attitude to their learning – evident across the school but particularly strong in key stage 2. Pupils are able to work independently, remain on task and are resilient. Pupils are proud of their Welshness and local area.

**IA3** – Broad curriculum with a strong focus on current issues. Inspiring classroom activities. 'Bwrlwm Baruc' provides valuable opportunities for pupils to develop new skills. Innovative work with 'Heriau Hwylus' - this has a positive impact on pupils' attitudes towards their learning. Strong provision for literacy and numeracy. ICT provision is developing but is not yet embedded. Principles of the foundation phase is developing, but expectations are not always high enough. Overall, the quality of teaching is good and excellent in a few cases. Strengths – high expectations, teachers are good language models, caring working relationship between teachers and pupils, good pace, purposeful questioning. Good oral feedback but written feedback not always consistent.

**IA4** – Caring and happy ethos. SEN practices – good. Robust tracking. SMSC – promoted effectively. Safeguarding arrangements meet requirements.

**IA5** – clear strategic leadership. High expectations by leaders. Strong understanding of strengths and areas for development. Monitoring – appropriate but not always focused enough on areas that need addressing. Strong link between SER and SIP. Governors are very supportive of the school and challenge successfully.

Strong ethos of staff development. Very effective partnership with other schools. Very successful planning to promote the Welsh language – an excellent feature of the school. Despite limitations, effective use of the building and land. Good use of the PDG.

\*concerns raised by the inspection team regarding lunchtime provision. Pupils who have school meals have to go to High Street for their lunch. Both schools manage this as best as they can. However, the team notes that this impacts negatively on pupils' wellbeing as they sometimes have to wait for their lunch, resulting in less playtime. Unclear if this will be in the report but it will be raised with LA.

## Recommendations

- R1 Ensure an appropriate challenge for foundation phase pupils as they work independently in the learning areas.
- R2 Improve information and communication technology skills.

**Follow-Up Category:**

<b><u>No Follow-Up</u></b>	Estyn Review	Significant Improvement	Special Measures
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**Excellent Practice Case Study: Yes / No**

If Yes, please indicate the area(s) identified:

1. Welsh language – in line with the school’s case study published in ‘Welsh in key stage 2 and key stage 3 in Welsh-medium or bilingual schools’
2. Pupils’ attitudes towards their learning