

National Categorisation School Report

(Provisional pending National Verification)

School:	Coed Glas Primary
Region:	Central South Consortium (CSC)

School Context

- The school's number of statutory school age pupils is 427. The school has a nursery with pupils attending part-time. The school has a learning resource base for pupils with hearing impairments with 14 pupils at present.
- The school's figure for the percentage of pupils eligible for free school meals (eFSM) is 16.6% for 2018/19. This is a declining trend.
- The school's percentage of pupils at stage A-C on the national language acquisition scale for English as an additional language (EAL) is 17.3% and stage D-E 4.4%.
- In 2018-2019 there were 80 pupils in Year 2 each worth 1.2%, there were 41 boys each worth 2.4% and 39 girls each worth 2.6%. In Year 6 there were 82 pupils each worth 1.2%, there were 38 boys each worth 2.6% and there were 44 girls each worth 2.3%.

Standards

Evaluation

- Performance in the foundation phase has improved in two out of the three nationally recorded areas at the expected outcomes but showed a slight dip in mathematical development (MD). Both language, literacy and communication (LLC) and personal and social development, wellbeing and cultural diversity (PSD) are above the Welsh averages with MD in line with Wales' data. The foundation phase indicator also showed improvement and was significantly above the target set. At the higher outcomes, the results are significantly improved upon the 2018 school data and are commencing a trend of improvement. LLC and MD are both in line with Wales' average outcomes, with PSD significantly above. Progress data indicates that the majority of pupils make higher than expected progress in both LLC, MD and PSD.
- In key stage 2, performance has risen against the 2018 outcomes in English at both the expected and higher than expected levels but fallen in mathematics at both levels and science at level 4. The data is all above the Wales' averages and significantly above in science at level 5. Targets are nearly all in line or just above indicating that target setting is accurate for this phase. Progress data indicates that the majority of pupils make expected progress, with approximately 30% making higher than expected progress in both English and mathematics.
- In 2019, the seven free school meal pupils (eFSM) made similar progress to their peers in foundation phase at both levels in MD and LLC but were around

10 percentage points lower in PSD at outcome 5. At outcome 6, eFSM pupils performed significantly less well than their peers throughout. At key stage 2 (KS2), performance for the thirteen eFSM pupils generally outperforms non eFSM at the expected level and all gain the CSI. This is also accurate in English at the higher level but shows a gap in mathematics and science where non eFSM pupils perform better.

- The 18 pupils with English as an additional language (EAL) made good progress in the foundation phase with 83% gaining the Foundation Phase Indicator (FPOI) and 4 pupils gaining outcome 6 in LLC and MD. At key stage 2, all 13 EAL pupils made at least expected progress in all areas gaining the CSI. The majority of these pupils also gained level 5 in all three areas. Pupils with additional learning needs (ALN) make strong progress, with 50% gaining the Foundation Phase Indicator with 31% gaining outcome 5 in PSD. 100% of the 18 ALN pupils attained the core subject indicator in year 6. Two pupils gained level 5 in English, one in mathematics and four in science.
- Literacy skill trends over three years show an improving picture with all three areas showing a significant rise in outcomes at both level 4+ and level 5+ since 2018. All figures are above Wales' averages apart from oracy and writing at level 5 which are significantly above Wales' figures. In all three areas at level 4+ there is minimal difference between girls and boys performance but at level 5+, girls significantly outperform boys. There is no trend.
- Standards of Welsh as a second language are very good from year 2 through to year 6 with 79% gaining level 4 and 15% reaching the higher level. Two pupils were educated in the hearing-impaired resource base and were disapplied as part of their statement. Two further pupils gained less than level 3 as one was a NEWBE and one has a statement.
- Attendance is 95.2% in 2019 and is up by 0.9 percentage points compared to the the 2018 figure. There have been 5 incidences of fixed term exclusion in the year 2018/19 and 14 over the past three years. Behaviour and attitudes to learning are good.

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is A

Evaluation

The headteacher provides and distributes very strong leadership across the school.

Leaders and staff have a shared vision and clear strategy that has improved outcomes for nearly all learners. They demonstrate a very strong capacity to plan and implement change successfully and to sustain improvement successfully as a result. The school is in its final year of the five-year improvement plan.

Self-evaluation is robust, systematic and well established. For example, all leaders provide the headteacher with comprehensive school improvement activity impact reports that includes next steps. All leaders and staff are highly effective in their use of all available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvements.

There is a clear emphasis on raising standards. Through its targets the school has

high expectations for the achievement of its pupils. The school has a very good track record in raising the achievement of all groups of pupils. Nearly all pupils make expected or above expected progress.

Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups. The school has a very strong record in implementing successfully national and local priorities.

Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement; for example the school provides specialist support for schools to improve their science. The school works exceptionally well with other partners in improving provision and progress for children with hearing impairment.

Governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance. The headteacher's termly report to governors is of a very high quality. Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. They make good provision for developing the workforce. Performance management and professional learning are largely successful in improving pupils' progress, classroom practice and in dealing with underperformance.

The quality of teaching across the school, and the impact on nearly all pupils' learning and progress is consistently good and often excellent. Lesson observation records show that nearly all teaching is good or excellent. The school is implementing a programme to improve practice utilising the IRIS system to facilitate the sharing of excellent practice. All staff have a shared understanding of the characteristics of excellent and good teaching. Strategies to identify and share effective practice are generally successful in improving learning and teaching across the school as a whole. There are robust and effective processes to track pupils' progress. Teacher assessment is consistent and accurate in the main; these assessments were validated in the recent moderation meetings.

Evidence Considered

- Whole-school performance data over the last three years
- HT report to GB
- SIP priority impact/next step reports
- PDG impact/next step report
- Training reviews and impact
- Data at individual pupil level including the performance of specific groups
- Pupil Tracking Information
- The school's self-evaluation report 2018-2019.
- The school's improvement plan.

- The challenger adviser's notes of school visits.
- Staffing Structure for 2019-2020 / quality of teaching profile

Recommendations

- Improve standards of teaching linked to specific pedagogical principles and the professional teaching standards;
- Preparations for the new curriculum;
- Implementation of the new ALN Act;
- Improve standards in mathematics and numeracy; and
- Improve standards of wellbeing.

Step 3 – Support Category

The overall support category for the school is: Green

Step 1	Step 2	Step 3
N/A	A	Green

The Judgement at Step 2 and the decision taken at Step 3 are provisional until National Verification has been completed.