

National Categorisation School Report

(Provisional pending National Verification)

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

School Context

- The school's three-year average of statutory school age pupils is 436. The school has a nursery with pupils attending part-time.
- The school has a local authority hearing resource base.
- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 25%, (local authority 22.3%, CSC 21.5%, Wales 21.5%).
- The school's three-year average for the percentage of pupils at stage A-C on the national language acquisition scale for English as an additional language (EAL) is 19.5% and stage D-E 0.7%.
- In 2016-2017 there were 76 pupils in Year 2 each worth 2.3%, there were 44 boys each worth 2.3% and 32 girls each worth 3.1%. In Year 6 there were 58 pupils each worth 1.7%, there were 35 boys each worth 2.9% and there were 23% girls each worth 4.3%.

Standards

Evaluation

- Overall standards of achievement are strong and outcomes and levels have remained good with most pupils attaining the foundation phase outcome indicator at outcome 5+ (93%) and the core subject indicator at level 4+ (91%) over the last three years. At the higher-than-expected outcome 6 and level 5+ the school has been in the highest 50% and top 25% for nearly all the statutorily assessed areas of learning and core subjects, for example the school has been placed in the top 25% in English for three years. Performance at both the foundation phase and key stage 2 compares well to the family and is above other comparators (local authority, consortium and Wales).
- The school performed well in the three national tests of reading, procedural and reasoning and were either close to or significantly above the local authority, consortium and Wales at 85-115 level in nearly all year groups.
- The performance of eFSM pupils is strong and make similar rates of progress that are at least in line to those who are nFSM pupils at the expected outcome and level. However, further work continues to be needed at the higher-than-expected outcome 6 and level 5+ where the gap is wider.
- Pupils with EAL perform well for example in foundation phase performance has improved over the last three years. In key stage 2 performance is strong at the expected level 4+.

- Pupils with additional learning needs, including those with statements perform well in line with their peers and attain at least their expected targets.
- Boys and girls perform well at the expected outcome 5+ level 4+ and level 5+ and there is no significant gender gap. However, at the higher-than-expected outcome 6 girls perform better than boys.
- More-able pupils achieve very high standards. In the foundation phase, they all attained outcome 6+ in the three statutorily assessed areas of learning. In key stage 2 all pupils identified as more-able achieved level 5 or level 6.

Step 2 – Improvement Capacity

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

Evaluation

- Leadership is very good and there is a strong focus on raising standards. Leaders and staff have a shared vision and a clear strategy that has improved outcomes for nearly all learners. The vision includes principles that the pupils created and strive to achieve each day. There are mottos in place such as 'every lesson, every day, good or better' and 'every child, in every class, to make at least the expected progress each year'.
- Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects, for example the improvement in pupils' writing and in science.
- Self-evaluation is accurate, robust, systematic and well-established with both senior and middle leaders involved in monitoring and evaluation processes throughout the academic year. Phase leaders have been more proactive in monitoring teaching and learning for their specific year groups. Self-evaluation is highly effective in contributing to improving standards, learning and teaching.
- Leaders and staff are highly effective in their analysis and use of the available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities.
- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over at least a three-year period, for example, the performance of pupils in the hearing resource base.
- 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 key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups.
- The school has a very strong track record in implementing successfully national and local priorities to improve standards and the quality of learning and teaching. The headteacher is a member of the Cardiff Headteachers Improvement group (CHIG) and the focus this academic year has been implementing the Digital Competence Framework into their schools.
- 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 as a mathematics and science specialist school providing training and support for schools across the consortium.

- Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is strong. In the academic year 2016-2017 they have changed the sub-committees so they are strategic and focused and they have undertaken Governors Wales self-evaluation framework.
- Teaching across the school is consistently good or better with a few elements of adequate Most of the teaching and its impact on most pupils' learning and progress is consistently good with many aspects being highlighted as excellent. Where there are elements of adequate these have been identified and support put in place.
- Teachers have a shared understanding of the characteristics of excellent and good teaching and in the main demonstrate these in classroom practice. Marking and feedback has significantly improved and had a positive impact on standards. Regular opportunities are provided for professional learning opportunities for staff. Middle leaders are increasing more involved in evaluating learning and teaching standards in their phases / year groups.
- Teacher assessment is consistent and accurate. The robust tracking system and termly class learning reviews ensure that pupils' progress is monitored and that teacher assessment is accurate. The school addresses any within school variation through tracking and reviews for pupils' targets and providing staff with an 'expectation range'.

Evidence Considered

- Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets.
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and pupils with EAL and value-added data.
- Pupil Tracking Information
- Data on attendance
- Target setting information
- National literacy and numeracy test data.
- The school's self-evaluation report 2016-2017.
- The school's improvement plan.
- The school's analysis of the outcomes of the monitoring and evaluation processes.
- The challenger adviser's previous school improvement report and notes of school visits.
- Staffing Structure for 2017-2018 / Quality of teaching profile

Recommendations

- To continue to improve the performance of different groups of learners and narrow the gap where appropriate.
- To further improve the standards of teaching and learning with a strong focus on embedding the digital competence framework.
- To secure excellent provision and outcomes in mathematics.
- Further improve the effectiveness of leadership at all levels to secure sustained improvements.
- Improve provision and outcomes for health and wellbeing.
- Improve provision for key skills and aspects of teaching to prepare for the new curriculum.

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.