

## PEER ENQUIRY REPORT

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| <b>School Name:</b>                                                             | Coed Glas Primary School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Partner Schools:</b>                                                         | Treorchy Primary and Cilfynydd Primary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Date of Review:</b>                                                          | Wed. 14 <sup>th</sup> and Thurs 15 <sup>th</sup> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Headteacher:</b>                                                             | Kevin Hart                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Chair of Governors:</b>                                                      | James Jackson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Lead Enquirer:</b>                                                           | Louise Reynolds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Support Enquirers:</b>                                                       | Sam Oldfield (Head Cilfynydd Primary), Emma Anstee (Deputy Treorchy Primary), Chris Jones (Deputy Cilfynydd Primary)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Evidence base: activities undertaken to provide evidence for this report</b> | <ul style="list-style-type: none"> <li>• Analysis of data and documentation provided by the Headteacher took place, including All Wales Core Data.</li> <li>• The two main enquirers and the head teacher met and discussed any areas identified and agreed on a focus for the enquiry.</li> <li>• During the two days a variety of first-hand information was gathered including listening to learners, book scrutiny alongside school staff, learning walks and further scrutiny of in house systems.</li> <li>• SER</li> <li>• SIP</li> <li>• Interviews with SLT, SMT</li> <li>• Interview with Chair and Vice Chair of Governors</li> <li>• Interview with Headteacher</li> </ul> |

### Aspects of the school to celebrate:

There are many aspects of the school to celebrate which include:

- Staff know their pupils well, and support for groups of learners in nearly all classes is good.
- Throughout the school nearly all pupils were engaged in well planned activities, and pupils' attitudes to learning is very good.
- The school is clearly on a positive journey in light of embracing the Successful Futures agenda, and cooperative learning and DCF are becoming strong features throughout the school.
- Standards in English, Maths and Science are good at KS 2, particularly Year 6.
- Foundation Phase provision is very good and innovative practice was witnessed
- Numeracy across the curriculum is good
- Standards in reading throughout the school is good
- Consistency in teachers' planning across year groups was evident in all year groups
- Inclusion of pupils from the HIRB classes is to be celebrated
- Pupils and staff have obvious pride in their school and pupils are well behaved in and around school.
- The school environment is attractive, orderly and well resourced.
- Distributed leadership is a strength of the school and all senior leaders understand their roles and fulfil their responsibilities well.
- The Governing Body are very clear about their responsibilities and demonstrated enthusiasm and forward thinking
- The school has effective procedures for safeguarding
- The school provides a wide variety of learning opportunities for all staff and pupils to develop
- Well-being of both staff and pupils is a strength of the school

## Evidence to support this

Listening to Learners, Classroom observations, Book Scrutiny & Learning Walks

Discussions with SLT, SMT, Governors & scrutiny of tracking

Various whole school documentation e.g. SER/SIP

## What are your agreed and prioritised further lines of enquiry to effect school improvement?

### 1. Review the school's self-evaluation report in line with the new Estyn framework and closely link to school improvement plan, ensuring targets are SMART and prioritised.

Evidence to support this:

Self-evaluation processes are clear and the SER is a working document linked to the SIP, however it could be more effective if it were a more concise document in line with the new framework. Areas of celebration could be highlighted at the end of each section, impact of training could be evidenced and ways forward could better inform priorities for the SIP.

### 2. Further embed the marking policy and marking codes, to ensure consistency in its effective use across the school, thus ensuring time is given for pupils to reflect and respond to teaching marking.

Evidence to support this:

In a few classes where marking is most effective it is done very well, pupils respond well to teacher questions and the journey of improvement is clear. However, where marking is less effective, pupils have not been given the opportunity to correct work or respond to teacher marking.

### 3. Ensure that there is a more appropriate balance in the teaching of all National Curriculum subjects at KS 2.

Evidence to support this:

Although the school is very keen to embrace the Successful Futures ethos, book scrutiny at KS 2 highlighted inconsistencies in curriculum coverage throughout the phase.

**A few other areas for further development were agreed with the Headteacher:**

- Welsh oracy and reading at KS 2
- Pupil voice
- Differentiation

## Suggested action planning / next steps:

- Consider reviewing the Self Evaluation document and SIP, attend further training.
- Develop greater consistency in quality of written feedback through monitoring opportunities ie. Random book scrutiny and RAYG rating for identification of good practice and for areas for development.
- Deepen the range of monitoring experiences to ensure appropriate curriculum coverage

## Other comments:

We would like to thank the team at Coed Glas for their warm welcome, openness and cooperation during the review.

The peer review team felt that there are many very good processes in place, and SLT and SMT just need to refine certain aspects to ensure the biggest impact in taking the school forward.