

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Coed Glas Primary School
Ty Glas Avenue
Llanishen
Cardiff
CF14 5DW**

School Number: 6812072

Date of Inspection: 23 September 2008

by

**Jean Laura Hannam
79196**

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Coed Glas Primary School was inspected as part of a national programme of school inspection. The purpose of 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. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Coed Glas Primary School took place between 23/09/08 and 25/09/08. An independent team of inspectors, led by Jean Laura Hannam undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Coed Glas Primary School was opened in 1960. It is situated five miles north of the city centre of Cardiff and serves the suburb of Llanishen. There is a specialist Hearing Impaired Resource Unit (HIRU) that provides full time education for up to twelve pupils who have profound hearing impairment. Pupils attend the school mainly from within a catchment that is partly advantaged as well as having disadvantaged areas. The school is situated between a large council estate and well established private housing where there is a considerable amount of new building taking place. The school has recently experienced an increase in roll due to the impending closure of a neighbouring school and HIRU. Seventeen per cent of pupils are entitled to free school meals, which is similar to the local and national average. Ninety seven per cent of the pupils speak English as their first language; the remaining three per cent speak Czech, Urdu or Arabic. There are none who speak Welsh as a first language at home. At the time of the inspection six per cent of pupils required help in learning English as an additional language (EAL). There are fifteen pupils who have a statement of (SEN) Special Educational Needs (four per cent). The national curriculum is modified for three pupils and three are disapplied. There are seven pupils (two per cent) on the "School Action Plus" register and 74 pupils are on the "School Action" register (20 per cent). The total of 22 per cent is slightly above the national average of 20 per cent. There has been one temporary exclusion in the past eight years.
2. The school caters for 384 pupils, aged between five and eleven years; 208 of whom are boys and 176 girls. They are organised into 14 classes. The school provides nursery facilities for 77 three and four year olds who attend school on a part-time basis. The admissions criteria for entry into the nursery class follows the national and Local Education Authority (LEA) guidance. Children are admitted in the term following their third birthday providing places are available. Initial assessment indicates that on entry nearly half the children have levels of attainment below those of similar schools within the Local Education Authority; particularly in their personal and social development and their speaking and listening skills. Two "looked after" pupils are registered with the school. At the present time there are a small number of pupils attending with physical disabilities one of whom attends the school on a part time basis.
3. The school was last inspected in September 2002. Since then improvements have been made to the playground and school grounds and structural work carried out inside the building, to facilitate the forthcoming Foundation Phase. The head teacher has been in post since September 1995.
4. The school has been awarded the Basic Skills Quality Mark Award and the Silver Eco Award.

The school's priorities and targets

5. The school aims to allow pupils to reach their potential in a safe environment where mutual respect is nurtured and all are motivated to learn in an exciting, learning environment.
6. Extracts from the school's prospectus state:

"Our vision is to provide a rich, varied, balanced and well resourced curriculum which will stimulate the natural curiosity and enquiring mind of every child, whatever their ability, race, culture or gender".
7. Targets and priorities identified in the school improvement plan for 2008-2009 include the following:
 - to implement the Foundation Phase and Curriculum 2008;
 - to improve the attendance of all pupils by 1 per cent;
 - to focus on the teaching and assessment of problem solving activities in Key Stage 1;
 - to audit and develop the school's curricular resources;
 - to provide activities through which pupils can develop an understanding of diversity and equal opportunities.

Summary

8. Coed Glas Primary School is a good school with many outstanding features. The school contributes effectively to the healthy eating and well-being of all and meets the needs of the full range of children and pupils on roll. The school's success is built around the outstanding leadership of the head teacher and senior managers and the commitment, dedication and enthusiasm of the various staff teams, including support staff. The school is totally inclusive and offers outstanding support and guidance to all in its care.

9. The inspection team judged the school's work as follows:

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 1

10. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. The children settle quickly into the routine of the early Foundation Phase and readily take part in a wide range of activities. They make very good progress and acquire new knowledge and skills in all seven areas of learning.

11. Regardless of their social, ethnic or linguistic backgrounds, overall pupils make good and sometimes very good individual progress in acquiring new knowledge and understanding and skills which they transfer successfully to all areas of the curriculum; this is an outstanding feature. The majority reach their set targets and goals.

12. Pupils including those with additional needs, those in the Hearing Impaired Resource Unit (HIRU) and those who are learning English as an additional language (EAL) achieve good standards relative to their age and ability; this includes pupils who have been identified as more able and talented.

13. Overall pupils understand and know what and how well they are doing and what they need to do to improve. The majority readily take responsibility for improving their own learning at an appropriate level.

14. At the end of key stage 1 and 2, rolling averages over the past three years indicate that standards have fluctuated. This is because of the variations in the ability of individual cohorts. In addition, increased numbers of pupils requiring help with English as an additional language, those with special educational needs (SEN) linked to the HIRU in mainstream school, those who enter the school after the Reception class and the increase in the number of pupils communicating through signing, also affects overall results. Nevertheless school data clearly indicates that considerable value is added by the school to pupils' achievement from their varying start points.
15. The results of the end of key stage 1 teacher assessments in 2008 were slightly lower than 2007 and show pupils exceeded the local and national average in science, were equal to the average score in English and below in mathematics and the core subject indicator (the number of pupils reaching level two and over in all three subjects). When compared to similar schools in Wales based on the number of pupils receiving free school meals, the school is in the lower 50 per cent in mathematics and the core subject indicator and in the top 50 per cent in science. English is on the median.
16. The 2008 end of key stage 2 teacher assessments were much higher than those in 2007 and well above the national and local averages in English, mathematics, science and the core subject indicator (the number of pupils reaching level 4 in all three subjects). These results place the school in the top twenty five per cent of schools with similar free school meals, in English, mathematics, science and the core subject indicator.
17. At both key stages the difference in the performance of girls and boys varies between subjects. The school has analysed available data in exceptional detail and is fully aware of this. It has made the difference in the achievement of girls and boys in English and mathematics priorities in the school improvement plan. Strategies introduced to tackle this are already starting to have a positive impact on standards of attainment.
18. Overall, throughout the school pupil's speaking and listening skills across the curriculum are outstanding. There are also some outstanding features to be found in pupils writing skills by the end of key stage 2. Overall, pupils' progress in the key skills of reading, writing, information and communication technology and numeracy is good; as is their bilingual competence and creative, problem solving and decision making skills.
19. Attendance, at 94 per cent for the academic year 2007/8, is higher than the Welsh national average for primary schools as well as that for similar local schools.
20. Pupils' progress in their personal, social, moral and wider development is outstanding. They are willing to listen to the opinions of peers and to respect their views. They show care and concern for others and take responsibility for their own actions.

21. All pupils have an extremely good understanding of the cultural traditions of life within our multicultural society in Wales. As they progress through the school they develop an outstanding understanding of their place in the community.

The quality of education and training

22. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	53%	6%	0%	0%

23. This compares extremely favourably with the national picture reported by Her Majesty's Chief Inspector in the Annual Report for 2006-07.
24. Where outstanding teaching occurs staff have high expectation of behaviour, offer excellent differentiation to cater for individual needs and teach "learning strategies" to help pupils tackle new learning with confidence. In lessons that have mainly good features staff plan thoroughly, move the lesson on at a swift pace and offer suitable challenge to all pupils. In the very few instances when shortcomings occur there is a lack of challenge and opportunities are missed to promote pupils' bilingual skills and extend their use of incidental Welsh. Teaching assistants are deployed and used very well. This has an outstanding impact on pupils' learning.
25. The school meets statutory requirements for assessing, recording and reporting pupils' progress. Outstanding systems and procedures for assessing pupils' progress are in place and are fully understood by all stakeholders. Information from assessments is used very effectively to guide teachers' planning so that work is well matched to ability levels.
26. The quality of oral feedback to pupils is good and sometimes outstanding. Annual written reports for parents are of a very good quality.
27. The curriculum is extremely well matched to the needs and abilities of individual learners, providing a wide range of rich and relevant activities with equal access for all pupils. It is firmly centred on previous learning and is an outstanding feature.
28. Provision for personal and social development is outstanding and the stimulating variety of learning experiences provides excellent opportunities for the development of the "whole pupil". The structured personal and social framework promotes pupils' spiritual, moral, social and cultural development exceedingly well.
29. The school's partnerships with parents/carers, schools and the community are outstanding and the quality of the provision for health education is good. Health education includes aspects such as sex education for year 6 pupils, and substance misuse. The school encourages pupils to take care of their environment and has strong links with many support agencies.

30. An outstanding feature is the way in which the school addresses any social disadvantage experienced by its pupils and ensures their equality of access and opportunity to all provision. The school encourages pupils to take responsibility for their own actions from a very early age. The provision for work related education is an outstanding feature.
31. The extent to which the school plans and manages the care, support and guidance of its pupils is outstanding. Pupils with SEN and those in the HIRU are particularly well supported, along side those with any potential emotional or behavioural difficulties. The provision for these pupils is good with outstanding features.
32. There is a well established school council, but as yet, plans are in the early stages to extend its role in influencing the wider work of the school.
33. Racial harmony is promoted well through appropriate policies and practice. Child protection arrangements are well known and understood by all who have contact with the pupils throughout the day.

Leadership and management

34. An outstanding feature of Coed Glas Primary School is the quality of the leadership, management and strategic vision provided by the head teacher, the Senior Leadership Team (SLT) and the middle managers. They have very high expectations and shared aims and values that promote and sustain improvement and equality of access for all. These are understood and implemented consistently by all staff and governors.
35. Governors are dedicated, enthusiastic, critical yet supportive and work very well with the head teacher and staff; their critical over-view is a strength of the school management. The governing body fulfils its regulatory and legal requirements.
36. The quality of the school's self evaluation report is outstanding. Self evaluation and planning for improvement are extremely well embedded in strategic planning with a clear focus on raising standards.
37. The school has very well established procedures in place to gather information from a wide range of first hand sources and involves stakeholders at all levels in assessing outcomes. They monitor standards regularly and link these findings to priorities in the school improvement plan.
38. Staff work very effectively in year group and curricular teams to ensure that planned initiatives are translated into meaningful actions with a strong focus on improving standards and ensuring equality of access for all learners.
39. The inspection team agreed with the judgements made by the school in its self-evaluation report in all of the seven key questions and concluded that overall it has made very good progress since the last inspection.

40. The adequacy, suitability and use made of staffing, learning resources and accommodation is outstanding. Overall, pupils have ready access to a range of good quality resources appropriate to their age and needs.
41. There are sufficient numbers of teaching and support staff who are well qualified, experienced and appropriately deployed. Staff development is a strength of the school and has an outstanding impact on raising the standard of pupils' achievement.
42. All spending decisions relate directly to the school priorities as set out in the school improvement plan. The school successfully balances the effectiveness of its provision against costs, including staffing cost. Expenditure is monitored closely by the head teacher, Senior Leadership Team and the governing body. The school gives very good value for money.

Recommendations

43. In order to develop and progress, the school should:
- R1 continue to address the difference in the performance of boys and girls at both key stages;*
 - R2 continue to ensure pupils bilingual skills are developed consistently well in all classes;*
 - R3 further implement existing plans to expand the role of the school council.

Note: * The school has already identified R1 and R2 in its own self evaluation report and associated documentation and already has strategies in place to address the issues.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

44. The findings of the inspection team match the judgements made by the school in its self-evaluation report. However, the grade for this Key Question does not agree with those given for Key Questions 5 and 7 as children's below average level of attainment on entry affects their overall standard of attainment and achievement particularly in key stage 1. However, the school is continually introducing new initiatives to improve pupils' performance but the full impact of some of these is yet to be fully realised in the outcomes for all pupils.
45. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
46. School assessment information indicates that the attainment of nearly half the children on entry into the Foundation Phase is below the LEA average. In particular, they display delayed personal and social development and speaking and listening skills. The children settle quickly into the routine of the early Foundation Phase and readily take part in a wide range of activities. They make very good progress and acquire new knowledge and skills in all seven areas of learning and develop a broad and balanced foundation to start their academic career at Coed Glas Primary School. Overall there is no significant difference between the performance of the girls and boys in the baseline assessment, administered at the end of the first year as the children perform at a level roughly equal to the local average.
47. Pupils including those with additional needs, those in the Hearing Impaired Resource Unit (HIRU) and those who are learning English as an additional language make very good progress towards the targets set for them in their individual education plans and achieve good standards relative to their age, need and ability. This includes pupils who have been identified as more able and talented.
48. Regardless of their social, ethnic or linguistic backgrounds, pupils make good and sometimes very good individual progress in acquiring new knowledge and understanding and skills, which they transfer successfully to all areas of the curriculum. Pupils for whom the national Curriculum has been adapted to their needs also make a similar level of personal progress throughout their time at Coed Glas. These are outstanding features.
49. At the end of key stage 1 and 2, rolling averages over the past three years indicate that standards have fluctuated. This is because of the variations in the ability of individual cohorts. In addition, increased numbers of pupils requiring help with English as an additional language, those with SEN linked to the HIRU in mainstream school, those who enter the school after the Reception class and the increase in the number of pupils communicating through signing, also affects overall results. The school thoroughly analyses

all available data on an individual level and identifies under-achievement and exceptional achievement at the earliest opportunity. This school data clearly indicates that considerable value is added by the school to pupils' achievement from their varying start points. For example, in 2008 at key stage 2, 95 percent of the pupils who spent their primary years at Coed Glas achieved the core subject indicator compared to 88 per cent who spent less time at the school.

50. The results of the end of key stage 1 teacher assessments in 2008 are slightly lower than those in 2007 and show pupils exceeded the local and national average in science, were equal to the average score in English and below in mathematics and the core subject indicator (the number of pupils reaching level two and over in all three subjects). When compared to similar schools in Wales based on the number of pupils receiving free school meals, the school is in the lower 50 per cent in mathematics and the core subject indicator and in the top 50 per cent in science. English is on the median. Girls outperform the boys in English but boys are more successful in mathematics and science. Due to the school's thorough analysis and tracking systems it was prepared for this dip in the 2008 results and had taken appropriate prior action to support groups of pupils.
51. In 2008 the percentage of key stage 1 pupils gaining a higher level three is above the local and national averages in science and mathematics and boys do better than girls. The school is below the national average in English, but the girls perform better than the boys in this area.
52. The 2008 end of key stage 2 teacher assessments were much higher than those in 2007. They were well above the national and local averages in English, mathematics, science and the core subject indicator (the number of pupils reaching level 4 in all three subjects). These results place the school in the top twenty five per cent of schools with similar free school meals, in English, mathematics and science. Girls out-perform the boys in English but the boys achieve higher results in mathematics. They perform equally in science.
53. Rolling averages over the past three years indicate the percentage of key stage 2 pupils gaining the higher level 5 is above the national and local average in English, mathematics and science. Boys outperform the girls in mathematics and science at this level.
54. The school has analysed available data in exceptional detail and has made the difference in the achievement of girls and boys in English and mathematics priorities in the school improvement plan. For example, a more suitable reading scheme for boys has recently been introduced; as a result standards are improving. The introduction of streaming in mathematics in year 6 last year was geared to improving girl's performance at the end of key stage 2 and has already had a positive impact.
55. The children in their first year of the Foundation Phase make good progress and achieve good standards in using the key skills of early reading and writing, numeracy, creativity and problem solving during their activities in the seven areas of learning. Their bilingual skills, personal and social, creative,

speaking and listening skills and those linked to information and communication technology (ICT) are also good taking account of the short length of time they had been in the school at the time of the inspection. By the time they are in the second year of the Foundation Phase they display outstanding speaking and listening skills when taking part in oral activities with staff and peers or discussing their work and play. They are also beginning to demonstrate a high level of independent working.

56. Throughout key stage 1 and 2 pupils maintain their excellent speaking and listening skills. Key stage 1 pupils listen for long periods of time and take part in lively class discussions, whilst pupils in key stage 2 perform in an outstanding manner in school concerts and assemblies. In key stage 1 and 2 pupils make good progress and achieve good standards in the key skills of reading, writing, numeracy, problem solving, creativity and those linked to information and communication technology. They use reading and writing skills with increasing confidence and enjoyment across a range of contexts. By the end of key stage 2 they demonstrate some outstanding elements of writing in various cross curricular projects; for example as they empathise with the evacuee children in history or argue the case for funding to supply medical supplies to underdeveloped countries in their study of global issues. There are examples of very good applications of number skills in geography and science where pupils use maps, graphs and data to record and interpret information. Pupils readily develop their skills in using the library and the internet for independent research across the curriculum, to a good standard.
57. Pupils' bilingual skills are good overall throughout the school. They are also developing a good awareness of the traditions and culture of Wales through *Y Cwricwlwm Cymreig*. Pupils use the Welsh language confidently and effectively to converse on a daily basis, and use a variety of language patterns correctly in a number of situations. Their reading skills are good as is their ability to retrieve information from books and through effective use of ICT. They write effectively and use punctuation purposefully to clarify meaning.
58. Many pupils are developing a very wide range of strategies, which enable them to approach new learning with confidence. This has considerably increased their level of knowledge and understanding across all curriculum areas.
59. Nearly all pupils quickly develop their independent learning skills. They are able to work well with each other and most reinforce their problem-solving and decision-making skills throughout their daily activities. For example, as year 3 pupils enthusiastically and independently plan the strategic layout of an owl farm.
60. Most pupils can discuss their work sensibly with adults and over half are able to review their strengths and weaknesses honestly; this helps them make good progress towards fulfilling their potential. The majority have a good understanding of how they are progressing and what they need to do to improve. All enjoy a challenge and most are able to reflect before attempting to solve new problems. Most ask for help when required and remain on task

throughout the learning sessions. They readily apply thinking skills and strategies and persevere and concentrate for considerable periods of time. Overall pupils are well prepared and ready to move on to the next stage of their learning.

61. Pupils' attitudes to learning are outstanding throughout the school as they work diligently and enthusiastically through their tasks. Most pupils are highly motivated, and are fully engaged in their learning. They make outstanding use of their time in lessons, and are extremely enthusiastic about all aspects of school life. Pupils demonstrate high levels of initiative and show great respect for peers and adults. During the inspection the pupils' behaviour was exemplary. There has been only one exclusion in the past eight years.
62. Attendance, at 94 per cent for the academic year 2007/8, is higher than the Welsh national average for primary schools as well as that for similar local schools. Most pupils arrive punctually at the beginning of the day and there is little disruption to the start of lessons.
63. Pupils see themselves very much as part of a community and support each other very effectively in their work and behaviour. They make outstanding progress in developing the skills necessary to maintain life long learning, participate in the community and in the working world. Various work and community based programmes such as those linked with the Rotary Club and the local History Society develop their excellent understanding of their immediate surroundings and the commitment required to work as active members in the locality. These activities enable most pupils to steadily reinforce their problem solving and decision-making skills as well as increase their social and community awareness effectively as they progress through the school. They also reinforce their thinking skills as they take part in schemes such as "Crucial Crew" which gives pupils an understanding of life beyond the home and school environment and prepares them for future citizenship. The feedback from the well-attended meeting of community partners during the inspection confirmed the outstanding way pupils are prepared for participation in the workplace and the community.
64. Pupils' progress in personal, social, moral and wider development is outstanding. They are willing to listen to the opinions of peers and to respect their views. They show care and concern for others, and take responsibility for their own actions. They are fair and honest in their peer assessment sessions and are not afraid to ask for explanations from adults. Over half are able to organise their own activities and are developing strategies to improve their own work without supervision.
65. Pupils demonstrate, by their actions and in their words, their outstanding understanding of the equality between individuals irrespective of background or any disability. This is very noticeable when observing the total integration of the HIRU pupils within the whole school community. Pupils clearly show compassion for those less fortunate than themselves. They are also very aware of the diverse nature of society and respect the views of those from other cultures. As a result of the many opportunities to take part in cross-cultural activities, pupils have developed a very good appreciation of life in multi-cultural Wales.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

66. The findings of the inspection team match the judgement of the school in its self-evaluation report.

67. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	53%	6%	0%	0%

68. This compares extremely favourably with the national picture reported by Her Majesty's Chief Inspector in the Annual Report for 2006-07 which states that nationally, the quality of teaching is good or better (grade 1 or 2) in 80 per cent of lessons and that the quality of teaching is outstanding (grade 1) in 14 per cent of lessons.

69. This high percentage of good or better teaching throughout the school stimulates and challenges pupils and children in the Foundation Phase to aspire towards excellence.

70. The outstanding features in teaching include:

- exceptionally well planned, organised lessons which stimulate pupils' interest and systematically develop their skills, knowledge and understanding in an interesting way;
- very clear expectations of behaviour, exemplary relationships and respect between members of staff and pupils;
- excellent differentiation in the tasks set to ensure that all pupils, including more and less able pupils are able to access the curriculum and maximise their potential;
- excellent subject knowledge and a clear understanding of how children learn;
- the teaching of "learning strategies" to empower pupils to approach new learning with an inner confidence;
- the wide use of extended questioning and intervention techniques.

71. Good features within teaching include:

- clear, well planned introductions and explanations which motivate pupils to want to learn;
- a good pace of teaching with the purpose of the lesson clearly communicated to pupils;
- a good level of challenge which extends more able pupils;
- a good range of resources, including interactive whiteboards which are well used to make lessons interesting and stimulating;
- well established classroom routines which are understood by all.

72. In the extremely small number of lessons judged to have shortcomings, these include:
- lack of challenge in meeting the needs of the whole ability range;
 - insufficient planned opportunities for pupils to use incidental Welsh.
73. Pupils in the Hearing Impaired Resource Unit receive good and often outstanding teaching and are very well integrated into the life of the school.
74. Teaching in the Foundation Phase is good with some outstanding features. The facilitators encourage the children to make informed choices as they take part in their daily activities and take every opportunity to foster independent learning.
75. Throughout the school, teachers demonstrate great enthusiasm in their teaching and have an outstanding up-to-date subject knowledge gained through regular in-service training. The majority of staff also provide effective in-house training for their colleagues and many work as members of LEA training teams, as examples of good practitioners.
76. Overall teachers plan their lessons in well structured sequences to meet the needs of all learners. They offer a good balance between staff led and child initiated activities and ensure all learners are aware of the learning outcome for each lesson and how their success can be measured. This has an outstanding impact on individual learning.
77. Most staff use a variety of strategies such as whole class, group and peer teaching to keep pupils on task. Support staff are deployed very well and are very effective in carrying out their various roles and responsibilities. They liaise conscientiously with teaching staff and show a good level of initiative and sensitivity in carrying out their roles. This has an outstanding impact on pupils' individual progress. Teachers and support staff use a variety of appropriate resources and modify these according to individual needs.
78. Throughout the school, staff consistently use praise and encouragement to raise pupils' confidence and self esteem. All pupils, irrespective of race, gender or ability are treated fairly and equally. Issues of equality are promoted very well and discussed regularly with all pupils. The staff make very good provision for pupils with special educational needs, pupils with English as an additional language and those who are more able and talented. The arrangements made for HIRU pupils who are disapplied from Welsh are appropriate.
79. Although very good in parts, the use of incidental Welsh and planned opportunities for the development of pupils' bilingual skills is inconsistent across the school. When appropriate opportunities are provided, pupils respond well and interact positively with each other and with staff and this has a positive impact on their progress. Pupils with English as an additional language receive good support and make very good progress relative to their needs and start points.

80. The school meets statutory requirements for assessing, recording and reporting pupils' progress. Outstanding systems and procedures for assessing pupils' progress are in place and are well understood by all. The electronic database of test results and teacher assessments enables teaching staff to track pupil progress and ensures that records are manageable and systematic. This is a further outstanding feature. Thorough moderation procedures are in place ensuring that teacher assessments are valid, standardised and consistent while portfolios of levelled pieces of work help to exemplify standards. These are used constantly by all staff.
81. The way in which staff analyse data to ensure that no groups within the school are disadvantaged is outstanding and is a notable feature of the school's assessment practice. Information gained is used well to guide teachers' planning so that work is well matched to ability levels.
82. Assessment in the Foundation Phase is very good, shared by all facilitators and used on a daily basis to move the children forward according to their individual needs.
83. The quality of oral feedback to pupils is good and sometimes outstanding. Marking is carried out diligently and where there is best practice, it clearly enables pupils to improve their work and move forward.
84. Pupils are generally aware of their targets and understand how they can improve but there is some inconsistency in the way in which targets are set and shared with pupils across the school. Pupils, especially in key stage 2, are encouraged to assess their own work and that of their peers as they strive for constant improvement.
85. Transfer records are well balanced, extensive and widely used as pupils move through the school. An outstanding feature is the way all staff use "field note files" to pass pupil information to each other on a daily basis and hence no time is lost in moving each pupil forward.
86. Annual written reports are of a very good quality, fulfil statutory requirements and contain targets for improvement, these targets are then followed up by the class teacher for the following year. Parents have an opportunity to comment on reports and have regular formal meetings to discuss their children's progress. Parents value the open door policy and know that they can contact teachers informally whenever they wish.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

87. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.

88. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
89. The aims and vision statement of the school stress the importance of providing a caring and stimulating environment in which pupils can achieve their full potential. This statement underpins all aspects of school life, including the formulation of clear curriculum policies and useful schemes of work. The curriculum is well matched to the needs of individual learners, providing a wide range of rich and relevant activities, with equal access for all pupils. The curriculum is suitably accessed by pupils with SEN, those with hearing difficulties, and pupils with English as an additional language. More able pupils are presented with suitably challenging work overall.
90. The curriculum is broad, balanced and progressive and becoming predominantly skill based. Learning experiences are carefully planned, structured and build effectively on previous learning. The detailed schemes of work enable pupils to revisit and apply skills and concepts as well as knowledge and understanding. This is an outstanding feature, particularly in the Foundation Phase curriculum. Teachers' planning is thorough, displaying clearly continuity and progression in learning across the school. This is a further outstanding feature. A wide range of organisational strategies, such as ability grouping and withdrawal groups, are used effectively to improve pupils' standards of achievement.
91. A number of outside agencies are involved on a daily basis to meet the needs of individual pupils. Flexibility in both organisation and content enables staff to deliver the curriculum in a variety of stimulating ways. Overall, activities offer rich opportunities, which are appropriately challenging to boys and girls. Provision for the Foundation Phase children and key stage 1 pupils includes exciting indoor and outdoor activities, with Foundation Phase initiatives being reviewed appropriately, to ensure continuity and progression. Planning for outdoor learning in the Foundation Phase is outstanding. Due regards is paid to planning for Curriculum 2008.
92. There is outstanding, well planned provision for the progressive development of basic and key skills across the Foundation Phase, key stage 1 and key stage 2 as well as for the delivery of the National Curriculum common requirements. This system of planning for progression is manageable, readily monitored and regularly reviewed; it is now becoming integrated into the curriculum 2008 plans.
93. Learners' experiences are broadened and enriched through the provision of a good range of extra-curricular activities. Activities, including sports clubs, philosophy, choir and the Urdd, complement the curriculum well, and contribute effectively to pupils' personal and social development. The majority of the clubs have a sound base in key stage 2.
94. Pupils throughout the school benefit from good educational visits to such places as local churches, Llanishen allotments, Llancaiach Fawr, Ogmore

beach and Cardiff Castle, which bring meaning and excitement to their learning. The residential visit for pupils at the upper end of the school to Llangrannog enhances their work most effectively. This adds to the development of their skills relating to self-motivation and self-esteem.

95. Visitors to the school, such as poets, artists, local historians, the police liaison officer and an officer of the National Deaf Children's Society greatly enrich pupils' learning. Similarly, special events, for example, a global music week, and working with artists in residence, also broaden pupils' horizons.
96. Provision for personal and social development is outstanding and the rich variety of learning experiences provides excellent opportunities for the development of the "whole pupil". The structured personal and social framework linked to the SEAL (Social, Emotional, Aspect of Learning) project promotes pupils' spiritual, moral, social and cultural development exceedingly well. For example, circle time is used imaginatively to develop pupils' confidence and self-esteem.
97. Pupils' spiritual development is promoted particularly well through collective worship, where other people's lives and beliefs are explored effectively. Children in the Foundation Phase and pupils in key stage 1 and 2 are given time throughout the day to reflect on the development of their ideas and growing beliefs. Collective worship fulfils statutory requirements.
98. The numerous stimulating opportunities in creative activities develop pupils' sense of curiosity extremely well, and increase pupils' awareness of awe and wonder.
99. The strong emphasis on moral values, such as honesty, fairness and respect is an outstanding feature. The school actively promotes cultural development in a variety of successful ways, enabling pupils to show a very good understanding and appreciation of their own and other cultures.
100. The school's partnership with pupils, parents, the community, other schools and institutions is outstanding, and is a major strength of the school. The curriculum is greatly enriched by these effective partnerships as they present opportunities for pupils to extend their learning experiences.
101. Parents are very supportive of the school, and state that they are happy to leave their children in its care. They feel that their views are valued and their suggestions noted. The pre-inspection meeting with the inspectors and questionnaires were outstanding in their support of the school. The parent-teacher association is particularly active and provides additional funding for the school. Parents help with various classroom activities, and their expertise is used to support specific projects, such as the creation of a sensory garden. Their involvement has a very positive effect on pupils' learning. The quality of information provided for parents is of a high standard, and parent workshops and courses provided by the school are well attended, resulting in parents being more confident to support their children at home. A feeling of mutual trust has facilitated educational processes and this has had a strong impact on

the learning within the school. The home/school agreement is an effective link between school and parents/carers.

102. Links with other primary schools and with the local secondary school are very strong, and the cluster transition plan promotes effective working relationships between all local schools. The close links with the University of Wales and colleges of further education, and the warm relationship with a teacher from the local special school, lead to effective partnerships with these institutions for the benefit all pupils. Strong links between Foundation Phase staff and the Early Years Partnership have resulted in increased learning opportunities for children with specific needs.
103. The very strong links with the community broaden and enrich pupils' learning experiences very well. For example, the school has been involved in developing the Quiet Garden in Llanishen, and pupils benefit from the many links with environmental health officers of Cardiff Council. There are close ties with the local Rotary Club and magistrates have visited the school to talk to year 6 pupils. The learning of pupils throughout the school is enriched by working with professionals such as historians, musicians and artists.
104. Overall the school promotes bilingual skills well, and the curriculum reflects the language and culture of Wales effectively. A strong Welsh ethos is achieved within the school through giving Welsh a prominent visual role in bilingual signs, labels and displays. Pupils are very much aware that Wales has its own language and culture and they are proud to be Welsh. Strategies such as '*brawddeg yr wythnos*' and '*helpwr heddiw*' have increased pupils' confidence in speaking the language. The *Cwricwlwm Cymreig* is well integrated into all schemes of work, and is promoted well in subjects across the curriculum.
105. The provision of work related education is an outstanding feature of the school. Each Year Group completes a project in conjunction with a commercial concern. For example, the Reception class has learnt about the weather in conjunction with a do-it-yourself superstore while year 4 has carried out a design and technology project with a bread manufacturer. Also, the head teacher and several teachers have undertaken placements with commercial concerns. These have assisted their own professional development as well as enabling them to enrich the learning of their pupils.
106. The way in which the school addresses any social disadvantages experienced by its pupils and ensures their equality of access and opportunity to everything it provides is an outstanding feature. No pupil is prevented from participating in any school activity or visit for financial reasons and no gender discrimination exists in, for example, after-school club membership. The way in which all staff within the school are conscious of the importance of ensuring they do not promote stereotypical behaviour is particularly impressive.
107. The school has made great strides in the last few years to promote the importance of environmental sustainable development and global citizenship (ESDGC) amongst its pupils. An audit of the schemes of work has been

carried out and, as a result, a new scheme for Geography has been drawn up to ensure all aspects of this topic are covered.

108. An Eco-Club, containing elected representatives from year 1 – year 6, meets regularly to discuss and action initiatives such as designing a ‘sensory garden’, recycling ink cartridges and carrying out a litter pick in the village. The club appoints ‘energy inspectors’ who regularly check whether lights are not left on unnecessarily and those responsible are immediately informed. The school recycles various items but does not have a comprehensive policy for ensuring it operates in a sustainable way in terms of energy use and waste minimisation. The school has achieved the Eco-schools silver award and is working towards the coveted ‘green flag’.
109. The school is doing much to improve the skills of pupils in areas such as problem-solving and decision-making; particularly in the Foundation Phase. However, opportunities to develop these skills in an entrepreneurial sense are underdeveloped. The enterprise week in Year 6 is a good example of how the school approaches this in practice; however, this aspect is not explored consistently throughout the school.
110. The school is providing its pupils with a strong foundation for the development of an in-built desire to continue learning throughout their lives. It works closely with the main receiving secondary school to ensure these attitudes prevail into the next stage of their education. The school also looks to ensure pupils’ learning experiences reflect the Welsh Assembly Government national priorities for education.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

111. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
112. The extent to which the school plans and manages the care, support and guidance of its pupils is outstanding. The head teacher makes it her mission to get to know each pupil individually and teachers and support staff are fully involved in the process. Also, pupils with SEN and those in the HIRU are particularly well supported, along side those with any potential emotional or behavioural difficulties. A large number of agencies are used to support the needs of individual pupils.
113. However, the real key to the school’s outstanding success in this field is the organisation of the teaching assistants and the support they provide for pupils. They work very much as a team meeting in groups, taking part in specific training sessions and working seamlessly with the teachers in their allocated classrooms. In a particularly innovative approach, they move class every term. This allows them to become familiar with pupils throughout the school,

gives the pupils an extended experience of working with a variety of adults and helps the spread of good practice.

114. Parents/carers are extremely appreciative of the way the school works in partnership with them in providing pupils with a very high quality of care, support and guidance. The school does a great deal to contribute to the care and well-being of all its learners. It also welcomes and values the views of parents/carers such as during the creation of the Disability Access Plan. A number of parents' questionnaires are regularly distributed and parent's evenings are held throughout the year to assess parental views. The level of co-operation between parents/carers and school is outstanding and has a direct influence on pupils' standards.
115. Pupils state that they are happy in school, and that teachers listen to their opinions. The school council and eco-committee are two effective ways in which pupils make their views known. The 'playground pals' scheme demonstrates another way in which pupils work very well in partnership with the school to ensure that social standards are maintained during outdoor sessions. The school council has influenced and brought about changes to school life, for example, the refurbishment of toilets. The basic regulations for establishing and running a school council are met. However as yet, the school is in the early stages of extending the council's functions to include a wider remit on areas of consultation and extending the pupils' experience of the general democratic processes.
116. Parents are very appreciative of the lengths to which the school goes in ensuring pupils settle in quickly when they join the school, both at the beginning of their school life and at later times. The induction process for admitting pupils into the unit is also good. The school informs all pupils and children of their rights and responsibilities at an appropriate level.
117. Teaching staff and teaching assistants work very closely together to ensure they provide very high quality personal support and guidance for their pupils. The widely used 'field note files' include details of pupils' personal development as well as academic needs. This enables individual profiles to be built up over their time in the school. As a result, staff fully understand each pupil's individual personality, seek to address their particular development needs and share these with others where appropriate; this is outstanding.
118. The Personal and Social Education Programme also provides pupils with excellent opportunities to understand personal issues faced by individuals and to develop strategies to address these points. These strategies are reinforced by the visits from many specialists to discuss aspects such as sex education for year 6, solvent abuse and dental care.
119. The school has a very good system in place to identify those pupils with less than 90 per cent attendance and works well with the families to assist them in improving the situation. It has begun to enhance its incentive system to raise school attendance to 95 per cent. It also has an effective procedure for

working with the few who find it difficult to arrive in school on time. The monitoring of behaviour is extremely effective with the result that nearly all pupils behave impeccably throughout the school day. The monitoring and review of performance is outstanding.

120. The school treats the safety of its pupils as a major priority. An annual review of the site is carried out to identify issues giving rise for concern and an action plan implemented to ensure rectification. The constant vigilance of the caretaker and other members of staff support this plan. The first aid arrangements are appropriate.
121. Overall the way in which the school encourages pupils to be healthy is good. A year ago, the school drew up a detailed policy for ensuring the healthy development of its pupils in line with the recommendations in the Welsh Assembly Government document "Appetite for Life". Opportunities to discuss the importance of healthy eating exist in subjects such as science. Parents are discouraged from providing items such as chocolate, sweets and fizzy drinks in packed lunches and pupils are encouraged to drink water throughout the school day. The importance of the contribution of physical exercise is promoted well in physical education lessons and sports clubs. The school does not participate in the Healthy Schools Scheme but has a similar in-house scheme to encourage healthy eating and drinking. The fruit tuck shop has been discontinued.
122. The school operates a suitable policy for child protection in line with local procedures and in accordance with the All Wales Child Protection Procedures. The lead teacher in the HIRU unit is a fully trained child protection officer who is supported by the head teacher and Foundation Phase teacher who are also fully trained. All members of staff are aware of the warning signs to look out for, the correct response to any concerns, the reporting process and who to report these to. All staff regularly receive update training.
123. The provision for pupils and children with additional learning needs both in the mainstream and the HIRU is good with outstanding features. The school's SEN procedures meet the statutory requirements of the Welsh Assembly Government and respond correctly to the SEN Code of Practice for Wales.
124. Special Educational Needs has a very high profile in the school and the positive strategies adopted for the inclusion of pupils from the HIRU are exemplary. For instance the high levels of commitment by mainstream staff and pupils in learning to use sign language, is remarkable. The school makes generous provision from its own budget to ensure very effective support for pupils in the mainstream school.
125. Children and pupils' needs are very clearly and carefully identified from the early years onwards. Extensive and effective support is provided by teaching and support staff and their progress is rigorously monitored as they move through the school. Very full and useful records are kept by specialist and support staff in a simple but effective system, which provides information for planning the next steps in learning. Pupils' progress is enhanced by further

thorough assessment by specialist teachers and outside agencies which ensures a depth of knowledge and understanding of pupils and their needs.

126. The contribution from outside agencies and their effectiveness in influencing classroom progress is an outstanding feature of the provision and the assessment process. There are very good contributions from the outreach services from local special schools, the occupational therapist and the teaching support service. In particular the support provided by the teacher for Autistic Spectrum Disorder is exceptional.
127. One of the outstanding features of the school is the extensive effort made at every opportunity to match activities to pupils' learning needs and differentiate the curriculum accordingly. As a consequence they make good and sometimes very good progress towards targets set in their individual learning programmes. These plans are very useful documents and set clear achievable targets for improvement. They are closely linked to pupils' needs and used very effectively in the classroom to support and monitor their progress. The school works successfully with pupils and parents to involve them in their programmes.
128. Pupils in the HIRU make very good progress in their learning and respond well to specialist staff that show an exceptional level of understanding of their needs. As a result, standards of achievement are good and sometimes very good in line with age and ability. Pupils make particularly good progress in their literacy skills, often achieving in line with their mainstream peers. Staff are highly skilled in facilitating access to a well differentiated curriculum and providing appropriate in-class support. Pupils are confident participants in all aspects of class and school life.
129. The provision for pupils identified as more able and talented is a very well developed strength of the school's provision to fully meet the needs of all its pupils. Pupils' special ability is assessed and a wide range of talents are recognised. One of the outstanding features is the appropriate deployment of non-teaching staff to extend and challenge the more able pupils in class. English as an additional language pupils are fully supported through an in-house scheme. They are guided and cared for by a specifically trained member of staff who is funded directly from the school budget. Consequently they make good progress in relation to their age and ability.
130. The provision for pupils who are identified with behaviour problems is outstanding and the school has very well developed, effective strategies to deal with pupils whose behaviour impedes their own progress and that of others. Pupils identified with behaviour problems make rapid progress in meeting targets set for them in their individual behaviour plans and benefit from the very good role models provided by the other pupils in the life and work of the school.
131. The school recognises the diversity of pupils' backgrounds extremely effectively, and acts quickly and positively upon any relevant information, in order to support pupils. The designated Ethnic Minority Achievement leader's

guidance material for members of staff to support pupils from different ethnic backgrounds, and those with English as an additional language, is exemplary. Displays around the school celebrate a wide range of cultures, religions and beliefs and these are an excellent example of the ways in which pupils of all nationalities are valued and welcomed within the school.

132. The provision for equal opportunities is an outstanding feature of the school and ensures that every pupil has full access to all aspects of the school's life and work. The school actively challenges stereotypes in pupils' expectations and choices and policies and practice promote gender equality.
133. The school successfully promotes good race relations across all areas of work. A detailed policy and action plan support the school's commitment to respecting others and raising awareness of other cultures. The school has a zero tolerance to bullying and acts immediately on any form of alleged bullying.
134. The school is outstanding in its efforts to secure equal treatment of disabled learners. Provision for pupils with hearing impairment is excellent, and the ability of many pupils to use sign language is outstanding. Reasonable adjustments are made to avoid putting learners at a substantial disadvantage and there is a suitably detailed accessibility plan that addresses statutory requirements of the Disability Act. This Disability Equality and Access Plan has been produced in partnership with the LEA and is monitored and reviewed regularly. A clear action plan has been produced by the head teacher who diligently works towards its completion.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

135. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The grade for this question does not match that of Key Question 1 as the inspection team identified a considerable number of outstanding features that are clearly focussed on improving provision and the rate of individual pupil progress. However, the full impact of these is yet to be fully realised in the outcomes for all pupils.
136. An outstanding feature of Coed Glas Primary School is the quality of the leadership, management and strategic vision provided by the head teacher, the Senior Leadership Team and the middle managers (areas of learning leaders and curriculum post holders). Their actions give a clear sense of direction to the school's work and are firmly focused on improving standards including the social and emotional development of all pupils. They have very high expectations and shared aims and values that promote and sustain improvement and equality of access for all. These are understood and implemented consistently by all staff and governors. As they begin to take responsibility for strategic areas of school management, the Senior Leadership Team are empowered and supported fully by the head teacher and governing body; they show initiative, energy and enthusiasm as they continually strive to raise standards.
137. Procedures, structures and resources introduced have resulted in pupils making very good individual progress throughout the school when viewed alongside their level on entry. The head teacher has used her own extensive management expertise to reflect critically on how the school can improve and to encourage innovative educational practice from the senior managers downwards. There is a very effective, tiered layer of management responsibilities which is understood and respected by all. This is a further strength of the provision.
138. There is a very positive direction and purpose to the work of the school, which has an outstanding impact on the learning. The head teacher is very committed to the well being of the pupils and is extremely successful in involving parents and the community in supporting their education.
139. An outstanding feature is the attention the school gives to national and local priorities. For example, it is preparing very well for the development of the Foundation Phase and has attained the Basic Skills Agency's Quality Mark a number of times. The school is taking part in the transition initiative with the local high school and all leaders and managers are aware of the importance of effective healthy eating and drinking. The school's involvement in activities to develop citizenship is well developed and it takes an active and enthusiastic part in the Physical Education and Sport in Schools Project (PESS). Links

with the Early Years Development and Childcare Partnerships have had a very beneficial impact on standards of learning in the early years. The school carefully evaluates the merits of each new initiative before implementing it throughout the relevant key stages. All new initiatives are carefully monitored and reviewed for their impact on standards. This is exemplary practice.

140. All areas of learning leaders and curriculum post holders have a very clear view of the strengths and weaknesses in their areas of responsibility based on first hand evidence. They maintain the high expectations set by the school for each pupil as they embrace accountability for standards in their areas of responsibility. Overall they use this knowledge to set individual, realistic but challenging targets for improvement.
141. Very effective performance management arrangements identify targets for all staff in order that they can improve their teaching competence's and skills; these are in line with national requirements. The school is very committed to the development of its staff and arrangements in this area are outstanding. Effective appraisal helps teachers and support staff evaluate and improve their practice. New staff take part in extensive induction processes that benefits their professional development and there is an effective mentoring system in place to support newly qualified teachers and supply staff at all levels. Senior managers have received accredited training.
142. Governors are dedicated, enthusiastic, critical yet supportive and work very well with the head teacher and staff. They are an outstanding asset to the management of the school. They are kept well informed by the head teacher on a very regular basis and fully understand their roles and responsibilities. The well established governing body plays a prominent role in defining the strategic direction of the school and it makes effective contributions to the leadership. The governors are well informed about issues that affect the school and have very good procedures for monitoring performance and provision. For example they spend time in the classrooms and link with their curriculum area of responsibility. Their critical overview is a further strength of school management. The governors fulfil their regulatory and legal requirements

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

143. The findings of the inspection team match the judgement of the school in its self-evaluation report.
144. Self-evaluation and planning for improvement are well embedded in strategic planning with a clear focus on raising standards. The head teacher and members of the school leadership team are very well informed about all aspects of the school's work and have a clear vision of the school's future priorities. This is an outstanding feature.

145. The school's thorough and systematic analysis of data is an outstanding feature, which enables staff to identify trends over time and ascertain where improvements need to be made. This self critical culture makes positive links between the processes of self-evaluation and planning for improvement and the school makes secure judgements about standards and the quality of the education provided.
146. The school has extremely well established procedures in place to gather information from a wide range of first hand sources and involves staff at all levels in assessing outcomes. Subject leaders have a clear overview of how the school is performing in their subject area. They monitor standards regularly, write detailed subject improvement reports and make very good use of available information to develop provision and improve standards. This is an outstanding feature.
147. The views of pupils, parents, members of staff, governors and other interested parties are regularly sought. All views and opinions are given serious consideration and are acted upon appropriately; this is a strength of the school. Areas for improvement, which are highlighted are prioritised and fed into the school improvement plan. Staff, regularly talk to pupils about aspects of school life that affect their ability to learn and take account of their views. Governors are fully involved in the self-evaluation process, make valuable contributions and play an important part in compiling the self-evaluation report.
148. Nearly all staff have a very good understanding of the cycle of school self-evaluation and are fully involved in the implementation of the school improvement plan. Middle managers play a vital role in disseminating priorities into practice. Staff work very effectively in year groups and curricular teams to ensure that planned initiatives are translated into meaningful actions with a strong focus on improving standards and ensuring equality of access for all learners. These actions are outstanding.
149. The school sets realistic but challenging targets for improvement and prioritises these in an extremely well focused and purposeful school improvement plan, which is a comprehensive working document, based on the school's rigorous self-evaluation process. Initiatives are well resourced and appropriate account is taken of staff time, learning resources and costs.
150. Leaders and managers are knowledgeable about improvements and monitor rigorously to ensure that planned initiatives have measurable outcomes. For example, a direct link was tracked between the cost of a new reading scheme and measurable gains in reading ages.
151. The quality of the school's self evaluation report is outstanding. The inspection team agreed with the judgements made by the school in all of the seven key questions.
152. Overall, the school has made very good progress since the last inspection. All the key issues have been successfully addressed and standards and quality have improved, particularly in teaching.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

153. The findings of the inspection team match the judgement made by the school in its self-evaluation report. However the grade for this question does not agree with the grade given for Key question 1 as the team identified a number of outstanding features relating to the use and deployment of staff and the quality of resources. The full impact of these is yet to be fully realised in the outcomes for all pupils.
154. The adequacy, suitability and use made of staffing, learning resources and accommodation is outstanding.
155. There are sufficient numbers of teaching and support staff who are well qualified, experienced and appropriately deployed. Where class teaching is shared by two teachers, excellent levels of co-operation ensure that pupils' experiences are consistent and that continuity is very good.
156. Support staff are well qualified and play a significant role in raising standards of pupils' achievement; they make an outstanding contribution to the learning process. Teaching and support staff, regularly change the year groups for which they are responsible and this helps to ensure that all staff have a very good understanding of continuity and progression within the curriculum.
157. Very effective procedures are in place to ensure the professional development of all staff. This ensures that they have very good and often outstanding knowledge and expertise to teach all aspects of the curriculum. Staff show commitment and enthusiasm in their approach to continuing professional development and willingness to lead in-house training initiatives on a regular basis.
158. Effective use has been made of work force remodelling to establish an extended management structure that facilitates the spread of good practice throughout. This is monitored regularly by the Senior Leadership Team.
159. Very efficient and innovative use is made of available resources. Pupils have ready access to a range of good quality resources appropriate to their age and needs. In addition to an ICT suite and individual computers within classrooms, all classes have interactive white boards, which are imaginatively used to enrich learning. However there are insufficient, appropriate specialist ICT resources for pupils in the HIRU to use as they work in the mainstream school. Consequently at times HIRU pupils lack the skills to independently access the curriculum.
160. The school library has been recently remodelled and provides a good range of fiction and non-fiction texts to support learning across the school.

161. The indoor accommodation is adequate for the number of pupils on roll. It is spacious and sets an excellent tone for effective learning. Classrooms, corridors and communal areas are clean, well used and appropriately organised. The many displays around the school celebrate pupils' achievements and are often of outstanding quality.
162. Outdoors, the school has spacious grounds with well planned, imaginative areas for the Foundation Phase including good hard and soft surfaces. Considerable investment has been made in resources for the Foundation Phase; particularly in the outdoor area. The use made of the outside learning environment enriches pupils' experiences and is an outstanding feature of the school's provision.
163. There are outstanding arrangements in place to provide all members of staff with the required planning, preparation and assessment time in year group teams and very good use is made of this provision to maintain and raise standards and ensure continuity and progression across the curriculum.
164. The school's administrative staff ensures the efficient day-to-day running of the school. Other support staff, such as the caretaker, mid-day supervisors, canteen staff and cleaners, make a valuable contribution to the life of the school
165. All resources are regularly audited and maintained. All spending decisions, including those relating to the purchase of resources and the budgeting for staff, refer directly to the school priorities as set out in the school improvement plan. The school successfully balances the effectiveness of its provision against costs, including staffing cost. Expenditure is monitored very closely by the head teacher, Senior Leadership Team and the governing body. The school gives very good value for money.

School's response to the inspection

It was with great delight and a strong sense of achievement that we received the copy of the Coed Glas Primary School's recent short Inspection report. We, the Head teacher, teaching, non-teaching staff and governors, are delighted that the team have concurred with our own self-evaluation of the school as being "a good school with many outstanding features". This achievement has been welcomed by the school community and all its stakeholders.

The report has identified many exemplary areas within the school, a particular strength being the quality of teaching throughout the school. Also highlighted in the report was our work with SEN pupils and assessment, of which we are justifiably proud. All staff take pride and ownership of our school motto "Roots to grow, wings to fly", thus providing the pupils with the tools with which they can go on to build a successful future for themselves.

The Inspectors highly praised the school's strong emphasis on moral values and how individual pupils' learning is developed through a wide range of imaginative experiences. Pupils were praised for their thoughtfulness, good manners and caring support of other learners, showing due respect for adults and their peers alike. We were also delighted that the report recognised and praised the strong sense of community whereby all involved with the school work effectively together as a team for the benefit of the pupils.

The inspection team identified three areas for further development, two of which have already been included in the School Improvement Plan for 2008/2009. The governors will ensure that all areas for development will be addressed in the adaptation to the current School Improvement Plan.

We would like to take this opportunity to thank the inspection team for their courtesy, professionalism and consideration and for attempting to make a stressful time as painless as possible for all concerned.

Appendix 1

Basic information about the school

Name of school	Coed Glas Primary School
School type	Nursery and Primary
Age-range of pupils	3-11 years
Address of school	Ty Glas Avenue, Llanishen, Cardiff.
Postcode	CF14 5DW
Telephone number	02920754862

Head Teacher	Ann Dudley-Jones
Date of appointment	September 1995
Chair of governors/ Appropriate authority	Garry Hunt
Registered inspector	Jean Laura Hannam
Dates of inspection	23/9/08-25/9/08

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	39	60	30	50	60	60	60	64	423

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	8	21.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.3:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	26.6:1
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 07	88%	95%	95%
Spring 08	88%	92%	94%
Summer 08	87%	92%	93%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007-2008			Number of pupils in Y2:		50		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	18	64	18
		National	0.3	3.3	14.1	62.7	19.5
En: reading	Teacher assessment	School	0	0	18	60	22
		National	0.3	3.8	15.2	54.8	25.8
En: writing	Teacher assessment	School	0	0	20	66	14
		National	0.3	5	15.9	67.5	11.3
En: speaking and listening	Teacher assessment	School	0	0	12	66	22
		National	0.3	2.1	10.8	63.6	23.2
Mathematics	Teacher assessment	School	0	0	18	50	32
		National	0.3	1.9	10.9	64.6	22.3
Science	Teacher assessment	School	0	0	6	48	46
		National	0.3	1.4	8.9	65.8	23.5

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76	In Wales	81

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007-2008			Number of pupils in Y6		64						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	4.7	57.8	37.5
		National	0.4	0	0	0.4	0.6	3.6	16.3	49.7	28.8
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3.1	57.8	39.1
		National	0.4	0	0	0.4	0.5	3	15.3	50.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	3.1	56.3	40.6
		National	0.4	0	0	0.4	0.4	1.8	12.2	52.5	32.4

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	92	In the school	N/A
In Wales	75	In Wales	N/A

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

1. Five inspectors spent a total of eleven inspector days in the school and met as a team before the inspection.
2. The head teacher was the nominee and played a supporting role throughout the inspection.
3. These inspectors visited:
 - 32 sessions or part sessions;
 - all classes and withdrawal groups;
 - acts of collective worship;
 - a range of activities;
 - extra-curricular activities.
4. Members of the inspection team had meetings with:
 - staff, governors and parents before and after the inspection;
 - senior managers, LEA officers, teachers, support and administrative staff, community members and groups of pupils during the inspection.
5. The team also considered:
 - the school's self evaluation report;
 - 68 responses to parents' questionnaires;
 - comprehensive documentation provided by the school before and during inspection;
 - a wide range of pupils' past and current work from across the complete age-range.
6. The inspection team also:
 - listened to pupils and observed their behaviour throughout the day;
 - held discussions with pupils about their work and play.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Hannam Registered Inspector	Context, Summary, Recommendations, Appendices. Key Questions 1 5 and 7. Contributions to Key Question 3.
Sue Parsons Team Inspector	Key Questions 2 and 6. Contributions to Key Questions 7.
Zohrah Evans Team Inspector	Key Questions 3 and 4. Contributions to key Questions 1 and 2.
Delyth Parris Team Inspector	Contributions to Key Question 4.
Ted Tipper Lay Inspector	Supporting Key Questions 1, 3 and 4.
Ann Dudley Jones Nominee	Supporting all Key Questions and the provision of information.

Contractor

Evenlode Education
Little Garth
St Johns Close
Hawarden
Flintshire
CH5 3QJ

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