



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Report following monitoring

Level of follow-up: Special measures

Coed-y-Lan Primary School

**Tyfica Road
Graigwen
Pontypridd
RCT
CF37 2DB**

Date of visit: October 2024

by

**Estyn, His Majesty's Inspectorate for Education and
Training in Wales**

Outcome of visit

Coed-Y-Lan Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection. As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

Progress since the last inspection

R1. Improve leadership at all levels

Since the core inspection, leaders, staff and governors have transformed the school to create a productive learning environment, an engaging curriculum and an effective culture of professional development. The headteacher has worked successfully with the local authority and regional consortium to build leadership capacity across the school. As a result, leaders have worked together effectively to develop clear plans for the school's continued improvement.

Across the school, staff share a vision for an inclusive and nurturing community where pupils develop confidence, ambition and a love of learning. Leaders focus school improvement activities appropriately on pupils' learning and well-being. They use a purposeful range of information to identify what is working well and where further development is needed. Governors support the school's improvement journey well and often work in close partnership with staff to gain a deeper understanding of the school's work. They work closely with pupils to raise awareness of well-being and have appropriate arrangements in place to promote healthy eating and drinking.

Leaders have put in place a range of effective processes to support staff to improve and refine their practice. Staff feel supported to seek advice and guidance from colleagues and benefit from the time set aside to review and reflect on their practice. Staff feel valued and appreciate the worthwhile professional learning available to them. Leaders, teachers and teaching assistants are clear about their roles, responsibilities, and lines of accountability. Curriculum leads, for example, use a range of evidence, including pupils' views, to consider how to provide meaningful learning experiences across the curriculum.

The school is developing pupils' skills as leaders through its Senedd committees. Pupils enjoy these opportunities to participate and are keen to influence the wider life of the school.

R2. Improve teaching and assessment across the school

The quality of teaching has improved considerably since the core inspection. The positive and respectful working relationships between adults and pupils help to create a calm, yet busy learning environment, where pupils feel confident to try new experiences, ask questions and seek support. Teachers have a sound understanding of Curriculum for Wales and are refining the school's curriculum to ensure there is a consistent approach to developing pupils' knowledge and skills. Across the school, skilled teaching assistants support individuals and groups of pupils effectively.

The whole school community have worked together to create indoor and outdoor learning spaces that support the school's increasingly active approach to learning. Classrooms are bright, and well-organised and outdoor spaces, including the inviting garden area, offer a range of exciting opportunities for play and learning. Teachers use every available space to enhance pupils' learning and to support them to develop the skills they need to become resilient, independent learners. During 'Busy Bee' and 'Passport' activities, pupils regularly make sensible choices about what and how they learn, collaborate with others, decide how to present their work, and manage their own learning and behaviour.

The school's focus on developing approaches to formative feedback and assessment is having an increasingly positive influence on teachers' planning. Leaders established clear guidelines for teachers about how staff should use formative assessment. Many teachers have now moved on from this and use formative assessment responsively and instinctively in lessons. Teachers explain learning clearly to pupils and use questioning and pit-stops effectively to check for understanding and address misconceptions. As a result, most pupils understand their strengths and know how to improve their work.

Most teachers plan a range of engaging learning experiences that provide suitable challenge for pupils. They ensure that pupils have beneficial opportunities to select the level of challenge in many of their tasks. Most pupils make sensible choices about which task is suitable for them, and many are beginning to reflect well on the success of their own and others' learning.

Leaders and teachers have successfully developed their understanding of pupils' progress. During termly pupil progress meetings, teachers use their professional knowledge of pupils, alongside other diagnostic information to identify pupils' strengths and next steps. They use this information to plan the way forward for individuals and groups of pupils effectively. This process enables leaders to consider the progress of specific groups of learners and respond to their needs swiftly throughout the year.

R3. Improve the curriculum and provision for the progressive development of pupils' skills

Leaders have focused appropriately on developing middle leaders, including those with responsibility for developing aspects of Curriculum for Wales. Through a well-planned and focused programme of professional learning, curriculum leads have developed the knowledge, confidence and trust needed to take the school forward in its curriculum design work.

The headteacher has been mindful of the pace at which the school's curriculum design emerges. She has carefully considered the importance of securing consistency and quality in teaching as a foundation to build on. Leaders and teachers are developing a secure understanding of the principles of Curriculum for Wales.

The school's curriculum focuses well on the needs of pupils and is often authentic and engaging. Staff are developing a sound understanding of the principles of progression, building these into increasingly sophisticated learning experiences that show clear progression from Nursery to Year 6. They plan thoughtful sequences of lessons that enable pupils to develop a range of skills and make at least appropriate progress within and across Areas of Learning and Experience (AoLEs).

The school's systematic approach to securing pupils' progress in the cross-curricular skills is developing well. The work to improve provision for mathematical knowledge, for example, supports pupils to make good progress. Teachers provide purposeful contexts for pupils to transfer their numeracy skills and beneficial opportunities to apply their writing skills in their work across the curriculum. Provision for developing pupils' Welsh is still at a very early stage of development.

Teachers have developed effective approaches to supporting pupils to become independent learners. They use the learning environment well to support the youngest pupils' creativity and curiosity. Older pupils use shared spaces effectively to collaborate on projects. Teachers have high expectations of pupils and plan learning experiences that enable them to consolidate and practice their skills through an engaging variety of meaningful activities. Across the school, pupils develop a sound understanding of how they are making progress.

R4. Improve provision for pupils with ALN

Senior leaders have worked closely with local schools, experienced additional learning needs co-ordinators and external agencies to develop high quality approaches to support pupils. Through a series of worthwhile professional development opportunities, all staff have developed a secure understanding of additional learning needs (ALN) reform, their roles and responsibilities, and whole-school processes for supporting pupils with ALN.

Staff identify pupils with ALN effectively and ensure that provision meets their individual needs well. Teaching assistants are deployed effectively to support pupils' progress in lessons. They are well equipped to support pupils through interventions that improve their language and communication, their mathematical development and their well-being.

Leaders and teachers monitor the progress of pupils with ALN regularly to ensure that the additional support provided is beneficial to pupils and meets their needs appropriately. Leaders evaluate the school's processes and procedures for ALN support effectively and regularly seek the views of staff and parents. This enables the school to identify what is working well and what can be further improved.

Leaders communicate regularly with parents to ensure they are well-informed about their child's progress. The school has forged effective links with external agencies to ensure that staff can access the advice and guidance they need.

R5. Address the safeguarding issue that was identified during the inspection

The safeguarding issue identified at the time of the inspection has been addressed.