



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

**A report on**

**Coychurch (Llangrallo) Primary School**

**Main Road  
Coychurch  
CF35 5HN**

**Date of inspection: November 2022**

**by**

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

**This report is also available in Welsh.**

## About Coychurch (Llangrallo) Primary School

Name of provider	Coychurch (Llangrallo) Primary School
Local authority	Bridgend County Borough Council
Language of the provider	English
Type of school	Primary
Religious character	None
Number of pupils on roll	149
Pupils of statutory school age	114
Number in nursery classes	18
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.3%)	17.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 22.2%)	*
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2008
Date of previous Estyn inspection (if applicable)	03/03/2014
Start date of inspection	21/11/2022

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](http://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

The school is a vibrant and inclusive community where pupils, staff and families feel welcome and supported. A strong commitment to securing everyone's well-being permeates the work of the school. This is reflected in the teamwork of staff and in the exemplary conduct of nearly all pupils, who show consistently positive attitudes towards learning and to school life in general. This ethos underpins the sound progress that pupils make and supports them to develop their confidence and skills across all areas of learning effectively.

Teachers plan a rich and engaging curriculum that sustains the interest of pupils well. They make beneficial use of strong links with the local community to enrich pupils' experience, for example, through inviting visitors to school who help bring to life topics that pupils learn about in class. Teachers and learning support officers work closely together and share a clear focus on supporting pupils' learning. However, they do not always ensure that tasks enable pupils to make as much progress as they could, such as when working independently in the outdoor area. A notable strength of the school's provision is the way staff build very successfully on opportunities to promote pupils' understanding of diversity. As a result, all pupils develop a keen sense of fairness and tolerance.

The headteacher provides clear and purposeful direction to the work of the school. She is ably supported by senior leaders and staff who respond positively to the expectations she sets. Because of this, staff work together to secure improvements in pupils' learning effectively. However, leaders have not evaluated aspects of the quality of teaching, such as the impact of teachers' feedback to pupils, closely enough. Professional development aligns to the school's priorities and has resulted in worthwhile improvements to the school's provision. Governors show strong support for the school and carry out their role effectively.

## Recommendations

- R1 Provide clear feedback to pupils that identifies precisely what they need to do to improve their work and enable them to act on this guidance
- R2 Provide appropriate challenge, particularly in independent activities, to ensure that all pupils make the progress they are capable of
- R3 Focus self-evaluation more keenly on the quality of teaching and its impact on pupils' progress

## What happens next

The school will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

### Learning

Most pupils begin school with skills at or above those expected for their age. During their time in the school, most pupils, including those with additional learning needs (ALN), make good progress and use their knowledge and skills in their work across the curriculum effectively.

Nearly all pupils across the school listen well in lessons. They attend closely to instructions and show respect for those speaking, including their peers. Younger pupils talk confidently about their activity, often using a good variety of vocabulary to describe or explain what they are doing. Older pupils discuss issues in small groups purposefully, for instance when reflecting on the possible thoughts and feelings of characters in a class story. They adjust their speech appropriately in more formal situations, such as during a question-and-answer session with a local resident who visits to share her experience of being evacuated from her home during the Second World War.

Nearly all pupils use their reading skills to access learning across the curriculum appropriately. Pupils in the nursery and reception class recognise letter sounds from their names and begin building a larger bank of simple sounds rapidly. They use these to sound out simple words independently. By Year 3, most pupils read longer, more complex texts purposefully. For instance, they identify key vocabulary when reading a model example of a letter from a character in their class story. By Year 6, nearly all pupils read a variety of suitably challenging texts with accuracy. More able pupils read confidently with good fluency and expression, for instance, to enliven a dialogue between a child and his Grandad. Most pupils show appropriate attention to punctuation and read effectively for meaning, showing a good understanding of the books they read.

Many younger pupils begin to form letters with the correct orientation and regular size. By Year 2, they use their knowledge of letter sounds to spell a broader range of words independently and begin writing at greater length for specific purposes, often linked to the stories they share in class. Most older pupils use the features of different types of writing appropriately. For example, they write diaries and letters from the point of view of an evacuee to convey their personal thoughts and feelings effectively. In the best examples, pupils combine precise vocabulary and stylistic features such as metaphors to express their emotions vividly. Most older pupils spell and punctuate their writing correctly. However, across the school, pupils do not have enough opportunity to revisit their writing to develop and enhance it fully.

Nearly all pupils make good progress in developing their mathematical skills as they move through the school. They carry out a variety of worthwhile practical activities that develop their mathematical knowledge beneficially. For example, pupils in Year 1 and Year 2 use the results of a class tally about favourite toys to create a digital pictogram. They use mathematical language appropriately when discussing how they have presented their findings. Pupils in Year 4 make worthwhile use of equipment to develop their understanding of capacity. They test out the effect of a container's shape on the amount of liquid it can hold and use their findings to refine their

estimates appropriately. By Year 6, most pupils use a variety of strategies to calculate and can explain what methods they prefer to use and why. Most older pupils use a suitable range of skills confidently and organise their written work well.

Most pupils make appropriate progress in developing their use of spoken Welsh. Younger pupils sing familiar songs and rhymes enthusiastically, for instance when choosing fruit before their morning play. As they move through the school, most pupils use an increasing range of vocabulary and familiar patterns. Older pupils participate keenly in daily Helpwr Heddiw sessions and enjoy competing with their peers when answering questions. However, while nearly all pupils show positive attitudes to learning Welsh, many pupils use their spoken Welsh less readily outside of focused lessons.

Most pupils use their digital skills in other areas of the curriculum effectively. They use online platforms confidently to access and save their work independently. Older pupils use messaging apps and email to communicate effectively. Pupils in Year 5 and Year 6 carry out independent research to produce biographies of prominent black figures on the theme of 'We Have a Dream'. Many pupils across the school create informative presentations on a variety of topics related to themes in class and to their personal interests. However, pupils' use of spreadsheets and data bases is less well developed.

Most pupils develop their creativity and physical skills appropriately. Many show confidence to try things out and reflect constructively on what they achieve. For example, pupils in Year 2 and Year 3 experiment with different paints to create pictures linked to their topic about toys. They show good dexterity and imagination to create detailed images with interesting texture. Younger pupils enjoy using construction materials creatively. They collaborate well together and persevere to overcome problems, for instance, reorganising their model to work around a shortage of particular pieces. Across the school, pupils look at the work of a range of artists and designers, such as Pablo Picasso and Laura Ashley, and use what they have learnt to influence their own work.

### **Well-being and attitudes to learning**

Pupils feel safe, secure and valued by staff. The school's strong ethos of respect and tolerance and adults' high expectations of behaviour ensure that pupils act with consideration towards others. Nearly all pupils behave well in lessons, when moving around the school and when on the playground. They are quick to settle to tasks and focus well on their learning activities. They have a very clear understanding of the school rules, why they are important and what happens if they are not adhered to. They have faith that staff will always seek to understand why someone has behaved unacceptably.

In nearly all cases, pupils collaborate well on tasks and demonstrate respect for the opinions and views of others. They consider the contributions of others carefully and make thoughtful responses. They relate well to their peers and to adults and are consistently polite.

Nearly all pupils understand the importance of making healthy eating choices and being physically active. They make good use of the equipment on the playground at

breaktimes and take advantage of the opportunity to use their scooters and bikes to be active and to develop their physical skills.

Pupils from an early age respond well to their specific areas of responsibility. For example, pupils in Year 2 talk with pride about how they carry out their roles as Eco and Digital Leaders. Members of the school council act with a great deal of autonomy as they plan, lead and minute their own meetings. They point to a number of areas where their decisions have led to improvements in the quality of provision. For example, through the purchase of additional equipment for pupils to use at break and lunchtimes. Pupils are confident in expressing their views to staff about the work of the school and how they would like to see it changed and improved. They believe that staff listen to their views and act upon them.

In nearly all cases, pupils are engaged and interested in their work. They are keen to start activities and show sustained interest in what they are doing. Nearly all pupils demonstrate positive attitudes to learning. They are proud of their work and the school. Most pupils persevere suitably when they experience difficulties and try to find solutions before seeking the help of an adult. However, overall, due to a shortage of opportunity, pupils do not demonstrate a strong ability to think through and solve problems systematically.

From an early age, when asked, most pupils begin to reflect on the quality of their learning and understanding. For example, pupils in Year 4 indicate how well they understand a task and what more they need to know to complete it successfully. However, because pupils across the school have only limited experience of evaluating their work, their ability to identify what they need to do to make improvements is restricted.

Nearly all pupils have a strong grasp of the importance of inclusion and diversity. For example, they have a well-considered understanding of different types of families and loving relationships that is appropriate to their age and stage of development. They talk knowledgeably and with conviction about how people with different beliefs, ethnicities and appearances contribute to a successful school, community and nation. Through the school's curriculum, after school clubs and the work of the Eco-committee, most pupils demonstrate a good understanding of the importance of sustainability and looking after the environment. They understand how their actions impact on the planet and what they can do to make improvements.

## **Teaching and learning experiences**

The school's curriculum provides a rich variety of learning experiences that stimulate and engage the interest of pupils well. Teachers organise pupils' learning into themes that enable links to be drawn between different areas of the curriculum successfully. This ensures that pupils have a purposeful context in which to develop their knowledge and skills. Teachers take account of pupils' ideas and interests to plan activities that motivate them. For instance, older pupils vote on their peers' suggestions to select the most popular ideas for learning as part of their homework 'jigsaw'. Teachers make very good use of visitors and visits to enrich the pupils' learning. They utilise strong links with parents and the local community to give depth and relevance to pupils' experience. For example, pupils benefit from the opportunity

to learn from a local resident who settled in the village after being evacuated to the area during the Second World War.

Teachers plan for the development of pupils' literacy and numeracy skills effectively. Throughout the school, they provide a good range of focused activities that enable pupils to build their skills systematically. These include worthwhile practical activities in classrooms and in the outdoors the support pupils to apply their learning purposefully. Teachers have collaborated together to innovate the way they deliver different aspects of the new Curriculum for Wales. For example, they have recently introduced a carousel of lessons during the week in all classes. This enables classroom staff to share specific interests and expertise with wider groups of pupils. While this approach is in its early stages, many pupils enjoy the opportunity to work with different adults and look forward to these lessons.

Teachers and learning support officers know pupils well. In all classes, they work closely together and set clear expectations for pupils' behaviour and engagement. They form very positive relationships with pupils and create a calm and relaxed environment for learning successfully. Learning support officers provide valuable support to individuals and groups within classes and play a key role in securing pupils' progress. For instance, they act as good role models for language with younger pupils and interact sensitively to build pupils' confidence and extend their learning appropriately. As a result, most pupils develop good communication skills from an early age and are willing to try things out.

Teachers organise the indoor and outdoor learning environment well. They make effective use of display to celebrate pupils' learning and as a tool for pupils to refer to. They organise resources so that pupils can access these independently, for instance to support their play in the younger classes or for older pupils to carry out research and check their work.

In most lessons, teachers provide clear instructions and explanations that enable pupils to complete activities successfully. In the best instances, teachers set ambitious goals for pupils' learning and create a clear understanding of what pupils need to do to make good progress. However, in a minority of lessons, particularly where pupils are required to work on tasks independently, activities do not match the full range of pupils' needs effectively. Because of this, some pupils struggle to engage with the task productively and others are not challenged to apply their skills fully.

Teachers provide regular feedback to pupils on their work and encourage them to assess their own progress after completing tasks. They use questioning to evaluate pupils' understanding and intervene appropriately during lessons to address misconceptions or to provide guidance. However, teachers' feedback does not identify clearly enough the specific steps pupils need to take to enhance their work and pupils lack sufficient opportunity to make worthwhile improvements.

Teachers make good provision for the development of pupils' Welsh language skills. They provide worthwhile opportunities, through daily Helpwr Heddiw sessions and focused lessons, for all pupils to practise speaking the language and to build their knowledge and confidence progressively. Teachers use a variety of games to create

a lively pace in these sessions that engages nearly all pupils well and creates a positive attitude towards learning and speaking the language.

The school gives clear prominence to developing pupils' understanding of their Welsh identity heritage and culture. In particular, teachers plan very effectively to promote pupils' awareness of the diversity of modern Wales. For example, they use topical events to show the impact of discrimination and bias and highlight the positive achievements of role models who challenge or overcome discrimination. As a result, all pupils demonstrate a mature understanding of fairness and tolerance.

### **Care, support and guidance**

Staff work well to ensure that pupils feel safe and well cared for in school. They provide good quality support for pupils' mental and physical well-being. For example, the school provides a wide range of equipment to encourage pupils to be active during breaktimes and a variety of after school clubs that develop a range of skills and attributes. Staff ensure that pupils understand the importance of maintaining good mental health. For example, on World Mental Health Day, they explore ways of discussing and sharing their feelings.

A good range of pupil voice groups provide beneficial opportunities for pupils to contribute to the life and work of the school. These groups include representation from a variety of pupils within the school community, such as those with ALN and pupils who are eligible for free school meals. Staff ensure that all pupils engage in a broad range of cultural and creative work. For example, pupils in Year 2 and Year 3 created Celtic felt artwork that was displayed in a local gallery and at the Tate Modern Gallery in London.

Staff place a clear emphasis on pupils' moral and social development through lessons and in their everyday interactions with pupils. For example, when they remind pupils about the importance of appropriate behaviour, they ensure that pupils understand why this is relevant and the impact that their actions might have on other pupils. Teachers promote pupils' understanding of a wide range of ethical issues successfully. For instance, they relate the experience of evacuees and refugees during the Second World War to the challenges faced by people fleeing conflict in Ukraine. Teachers provide very good opportunities for pupils to consider issues around equality and diversity, such as looking at the work of influential black people during Black History Month and exploring the experiences of LGBTQ+ people during assemblies. Overall, the provision to ensure that pupils have a good understanding of the importance of diversity and inclusion is a notable strength of the school.

Staff encourage pupils to explore their spiritual beliefs during acts of collective worship, and the culture and religious beliefs of people around the world as part of curriculum activities. For example, pupils in Year 1 and Year 2 develop their understanding of Hinduism whilst making Rangoli and Mehndi patterns.

The school works effectively to ensure that pupils develop a solid understanding of environmental issues. For instance, pupils worked with a national charity to develop safe routes to travel to school by bike and scooter. The school uses the skills and professions of parents well to develop pupils' understanding of the world of work and



raise their aspirations. For example, parents who work as dentists, midwives and opticians have visited to talk about their work.

The school provides suitable opportunities for pupils to explore their Welsh identity and culture. For example, during the World Cup, they consider what it means to be Welsh and how support for the national team brings people in Wales together. Through annual events, such as the school Eisteddfod and Christmas performances, staff encourage pupils to develop their performance skills.

Rates of attendance have gradually improved since the pandemic but have yet to return to pre-pandemic levels. The attendance of pupils who are eligible for free school meals remains below that of their peers. However, the school has a good understanding of the reasons for this and is working well with the education welfare officer and families to address issues where they arise.

Overall, the school provides good support for pupils with ALN. Staff know the needs of pupils well. They are quick to identify any additional learning needs and to put in place measures to provide additional support. The handover in responsibility for overseeing support for pupils with ALN has been effective. The partnership working between the current and previous ALN co-ordinators is successful in ensuring a continuity of provision for pupils and meeting the requirements of ALN reform in Wales. Staff have worked effectively to develop positive and supportive relationships with parents of pupils with ALN. Parents value the support their children receive and the quality of communication from the school. A few parents credit the school with making a significant difference to the progress their children have made.

Individual action plans for pupils contain relevant small-step actions that are monitored and adjusted effectively by class teachers in partnership with senior leaders. The school works effectively with outside agencies to identify the needs of individual pupils and provide support. For example, staff work well with a speech and language therapist to assess the needs of pupils with communication difficulties and implement programmes of support.

Leaders and governors promote a strong culture of safeguarding. They follow robust procedures to ensure that arrangements are implemented consistently and monitored effectively. The school's arrangements to keep pupils safe meet requirements and give no cause for concern.

## **Leadership and management**

The headteacher provides committed leadership which ensures a clear direction for the school and creates a close-knit, inclusive and happy community. She leads by example and has a robust vision that nurtures the well-being of all members of the school community. This vision is understood and embraced by the school's stakeholders. The headteacher and staff know the school well and work together successfully as an effective team. This is reflected in the positive attitudes nearly all pupils show towards school life.

Members of the senior leadership team and other members of staff fulfil their roles purposefully and support the headteacher well. Leaders plan effectively to meet local and national priorities. Staff address recent developments in education positively, for

example in preparing energetically for the new Curriculum for Wales and by adapting key elements of provision for pupils with ALN efficiently. The whole-school focus on developing emotional well-being and mental health is comprehensive and contributes significantly towards developing most pupils' very good attitudes towards their learning.

The school's priorities for improvement are based on a good range of first-hand evidence and staff's understanding of them is sound. Leaders identify the school's strengths and key areas for development, such as the need to develop pupils' oracy and reading skills, appropriately. They use effective procedures for implementing change and for reviewing progress. All teachers play an active part in this process and, as a result, the staff as a whole know their school well and address most improvements quickly and successfully. However, monitoring of the quality of teaching is not detailed enough and weaknesses in teachers' use of feedback and the planning of activities have not been identified as areas for improvement. For example, a minority of activities either provide too little challenge for pupils or require skills at a level that they cannot use independently. This has resulted in pupils not making as much progress as they could in some lessons.

Members of the governing body have a thorough knowledge of performance and the effect of the school's procedures on pupils' progress and well-being. They keep up to date with developments by making visits to school, through presentations by staff and by listening to groups of pupils. This provides a beneficial context for helping them to monitor the school's progress against its strategic priorities and supports them as they develop in their role as critical friends to the school.

Leaders and governors manage the school's finances thoughtfully, balancing current and long-term needs effectively and ensuring that spending on the pupils is prioritised. The school uses grant funding very creatively, including the pupil development grant, to ensure beneficial support for pupils. Leaders and teachers track individuals and groups carefully to ensure that support programmes, funded by grants, help pupils to make strong progress. For example, the school's arrangements for engaging specialist support to develop pupils' speech and language skills advance the knowledge of learning support officers who observe these sessions. This builds capacity among the staff team who then utilise this good practice with pupils in mainstream classes.

Governors ensure that the school has robust safeguarding arrangements in place, and that there are suitable policies and procedures to promote the importance of healthy eating and drinking among pupils.

A notable feature of leadership is the purposeful focus given to the professional development of staff at all levels. Opportunities for professional learning are comprehensive and address pupils' needs directly, for instance by ensuring that all staff participate in training to support pupils' well-being. The performance management of staff is well co-ordinated and aligns to school improvement priorities. For example, all teachers are members of a cluster-wide group that includes the local comprehensive school. They have collaborated together to plan progression in each of the six areas of learning across the 3-16 age range. This has improved transition arrangements between the two schools and supports continuity in pupils' learning effectively

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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