



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

**A report on**

**Coed Eva Primary School**

**Teynes  
Coed Eva  
Cwmbran  
Torfaen  
NP44 4TG**

**Date of inspection: November 2024**

**by**

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

## About Coed Eva Primary School

Name of provider	Coed Eva Primary School
Local authority	Torfaen County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	482
Pupils of statutory school age	365
Number in nursery classes	68
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 22.9%)	22.7%
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 11.1%)	8%
Percentage of pupils who speak Welsh at home	0.4%
Percentage of pupils with English as an additional language	2.8%
Date of headteacher appointment	01/01/2020
Date of previous Estyn inspection (if applicable)	04/06/2018
Start date of inspection	18/11/2024

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.

## Summary

Coed Eva Primary School is a nurturing, community-focused school where most pupils, including those with additional learning needs (ALN), make at least good progress.

The school is part of a successful federation with Blenheim Road Primary School, where leaders collaborate appropriately to promote good learning and equality. The executive headteacher has aligned leadership structures across both schools, which has accelerated progress. A notable achievement is the consistent approach to supporting pupils with ALN. Professional learning opportunities for staff strengthen leadership capacity, and the governing body provides valuable support, ensuring that resources are well-managed.

Provision for pupil and family well-being is exemplary and is a strength of the federation. Highly skilled staff work with pupils and their families successfully to mitigate the impact of any barriers to learning. Teachers and support staff know their pupils well and adjust their provision to meet individual needs suitably.

The curriculum is broad, balanced, and purposeful. Strong links with the local community enhance pupils' social and moral development, such as through interactions with a local care home. Teachers provide systematic support for the development of pupils' reading, number, digital and spoken Welsh skills. However, provision to develop pupils' writing skills and application of mathematics across the curriculum are at an earlier stage.

Provision for younger pupils is exemplary, with highly skilled teachers creating inspiring environments that foster curiosity and independent exploration. As pupils progress through the school, teachers maintain high expectations and adapt teaching to meet the needs of all learners. Overall, however, they do not provide pupils with sufficient opportunities to respond to feedback as a means of improving their work.

## Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Improve pupils' writing skills and their application of numeracy skills across the curriculum
- R2 Improve the quality and consistency of feedback to pupils so that they understand the next steps to move their learning forward

## What happens next

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

## Main evaluation

Coed Eva Primary School is a caring, inclusive school with a strong focus on well-being. This enables most pupils, including those identified with additional learning needs (ALN), to make good and, at times, very strong progress.

Across the school, most teachers and support staff know their pupils well. They use this information carefully to make appropriate adjustments to provision, which enables pupils to achieve well. Most teachers organise resources thoughtfully to support pupils to be independent. This helps pupils to be resilient and to take greater ownership of their own learning.

The school is part of a successful federation with Blenheim Road Primary School and leaders work exceptionally well across both schools promoting high standards and equality for all. The executive headteacher has worked with the governing body to restructure and align leadership purposefully across the federation. This ensures that leaders use a uniform approach to school improvement and allows both schools to benefit and learn from one another. For example, provision for pupils with ALN is consistently effective and this enables these pupils to make secure progress from their individual starting points.

Provision for the youngest pupils is exemplary and ensures that pupil learning is accelerated from the time they join the school. Highly skilled teachers and support staff are knowledgeable about how young children learn. They use this information well to provide inspiring learning environments that encourage pupils to be curious, and to learn through play-based exploration.

As pupils move through the school, teachers build on the success of early provision well. Most staff have high expectations of pupils ensuring that the pace of teaching and learning meets pupil needs effectively. Many teachers use questioning appropriately to challenge, check and extend pupils' understanding. However, arrangements for pupils to respond to teacher feedback are inconsistent and as a result pupils do not always know how to improve their work.

Leaders have worked diligently with staff across the federation to create an authentic, purposeful curriculum that is broad and balanced. They have developed and embedded a vision that promotes pupils' aspirations well. Most teachers plan learning experiences that are engaging, and accessible to pupils. Staff establish strong links with the local community to enhance pupils' learning effectively, for instance by giving pupils the opportunity to work with the local care home. This has had a positive impact upon pupils' social and moral development. Teachers enhance learning well with trips and visitors to school such as when younger pupils handle and observe woodland creatures. These experiences excite pupils and motivate them to learn.

The school's curriculum builds upon pupils' prior knowledge, skills and understanding systematically. There has been a strong focus on reading development with a consistent approach to improving pupils' knowledge of letter sounds and comprehension skills across the federation. As a result, most pupils develop their reading skills well. However, work to develop pupils' writing skills is at an earlier

stage and a minority of pupils do not develop these skills as well as they could. Extensive staff training in Welsh has enhanced provision for improving spoken Welsh across the school. Many pupils are now more confident and competent when speaking.

The school's provision to improve pupils' mathematical skills builds on their knowledge and use of the four rules of number progressively. Most younger pupils show a good understanding of number bonds and by Year 2 they understand place value. As they move through the school, many pupils recognise even and odd numbers, calculate fractions and solve simple mathematical problems successfully. However, currently, many pupils do not use and apply their numeracy skills frequently enough or to a high enough level across the curriculum.

**Spotlight: A community focused school approach to support families and pupils**

Provision for pupil and family well-being is an outstanding feature across the federation. A team of engagement officers work successfully with senior leaders to gain knowledge of community, family and pupil needs. Leaders use this information exceptionally well to remove barriers to learning. They adapt provision carefully and provide families with dedicated spaces where they can interact with staff members. Staff provide beneficial opportunities for families and pupils to receive targeted help. For example, as a result of bespoke support, the gap in attendance between pupils eligible for free school meals and other pupils has reduced.

The executive headteacher provides determined, reflective headship and has created a leadership ethos of high expectations across the federation. He works successfully with senior leaders to promote the federation's vision and empowers leaders at all levels effectively to monitor and evaluate progress against improvement priorities. This provides leadership with a clear picture of the progress being made across the federation.

**Spotlight: Growing your own leaders through effective professional learning**

Professional learning opportunities for staff are valuable and extensive. Leaders ensure that staff across the federation collaborate purposefully, and this has a positive impact on school improvement. For example, staff have shared foundation learning expertise, and this has developed greater consistency in this provision across both schools. The executive headteacher ensures that leaders at all levels engage in relevant strategic training to enhance their skills to lead. The federation grows its own leaders successfully and this strengthens the leadership capacity across the federation. This is a notable feature.

The governing body provides thoughtful support to senior leaders. Governors work effectively alongside staff to monitor and evaluate progress. They have a wide range of professional experience that enables them to contribute effectively to the school's improvement journey. They ensure that the schools work within their financial means and that the strategic organisation of resources supports both schools well. For example, grant funding has been used purposefully to create inspiring, highly beneficial outdoor learning environments. Governors work with leaders suitably to promote a positive culture of safeguarding.

## **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

## 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

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%



## 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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