

A report on
Coety Primary School

**Ffordd yr Hebog
Parc Derwen
Coity
Bridgend
CF35 6DH**

Date of inspection: April 2026

by

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

About Coety Primary School

Name of provider	Coety Primary School
Local authority	Bridgend 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	355
Number in nursery classes	67
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 21.7%)	4.4%
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 9.2%)	2.0%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	2.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2019

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Date of previous Estyn inspection (if applicable)	
Start date of inspection	27/04/2026

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

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

Summary

Coety Primary School is a welcoming and nurturing community where most pupils, including those with additional learning needs, make strong progress from their starting points. The school has established a clear vision based on helping pupils to 'be the best that they can be'. This helps nearly all pupils to feel safe, happy and ready to learn.

The school benefits from strong and dynamic leadership. The headteacher sets a clear direction with a firm emphasis on the well-being and progress of pupils, staff and the wider community. This creates a positive working environment for staff and a strong sense of belonging for pupils. Leaders and governors work effectively together with a shared focus on improvement. They gather a wide range of information about the school's work and use this thoughtfully, including developing new approaches to analysing data, to plan next steps.

The school provides an interesting and purposeful curriculum that helps pupils build their skills progressively. Staff create rich opportunities for pupils to develop their speaking and listening skills so that they become confident in expressing their ideas. Reading is promoted successfully, and most pupils develop secure skills in writing and mathematics. Pupils also develop strong digital skills and apply them confidently. Although provision for Welsh is improving, opportunities for pupils to practise speaking Welsh more frequently are less well developed.

Across the school, teaching is consistently effective. Staff plan engaging activities and use assessment well to support pupils' learning. They provide useful feedback and encourage pupils to become more independent. Support for pupils with additional learning needs is a notable strength.

The school supports pupils' well-being and personal development successfully. Pupils are polite, considerate and take pride in their school. They benefit from worthwhile opportunities to contribute to school life, for example through initiatives such as the school radio. Governors know the school well and support it effectively, particularly in ensuring pupils' safety and improving attendance.

Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Further improve pupils' confidence and ability to use spoken Welsh outside of dedicated Welsh lessons

What happens next

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

Main evaluation

Coety Primary School is a happy and caring school where most pupils, including those with additional learning needs (ALN), make strong progress from their individual starting points. The school has a clear vision for improvement, based on enabling pupils to 'be the best that they can be'.

Leadership is dynamic and innovative. The headteacher provides strong strategic direction and maintains a clear focus on the well-being and progress of pupils, staff and the wider community. This helps to ensure that nearly all pupils feeling happy and safe and contributes well to a positive, motivated workforce.

The governing body has a clear understanding of national and local priorities and governors know the school well through regular involvement such as participation in learning walks. For example, they understand how leaders' actions have improved attendance over time. Governors fulfil their statutory duties diligently, particularly in relation to safeguarding and financial oversight. They monitor processes carefully and contribute positively to the school's inclusive ethos and community engagement.

Leaders and governors work together effectively and share a strong commitment to continuous improvement. This has a positive impact on the quality of teaching, pupil engagement and outcomes. Leaders engage all staff in systematic and ongoing evaluation activities, enabling them to maintain an accurate understanding of the school's strengths and areas for development. They strengthen this work through innovative approaches, including the use of artificial intelligence to help them analyse evidence efficiently and identify priorities for improvement.

Spotlight: A 'Tapestry of Voices' approach to continuous improvement

The school demonstrates a highly effective approach to improvement, with all members of the community contributing meaningfully. Through its 'Tapestry of Voices' approach, stakeholders influence decision-making successfully, for example through the work of the parent council to inform policy. Leaders respond purposefully to this feedback, strengthening partnerships and enriching learning experiences within and beyond the classroom.

Professional learning is a strength. Leaders provide a coherent, research-informed programme that aligns closely with school priorities and national developments. Staff at all levels benefit from regular and relevant learning opportunities, resulting in greater consistency in teaching and improved pupil engagement. For example, recent research

and training have supported staff to improve provision for the youngest pupils through the development of the role of the enabling adult and the learning environment.

The school supports pupils' transition from home to school particularly well. The parent and toddler group helps to establish strong relationships with families at an early stage. This supports parents, carers and young children to build confidence and become familiar with school routines and staff. Consequently, many pupils start school ready to learn and form friendships.

The school has embedded an exciting and relevant curriculum that develops pupils' skills progressively and systematically. As pupils move through the school, they begin to make clear links between the skills they learn and their application in real-world contexts. This supports older pupils to develop aspirations for future career choices.

Leaders and staff work effectively to create an inclusive learning environment at Coety Primary School. The curriculum reflects this well ensuring that pupils develop a good understanding of equity and their roles as citizens of Wales and the world. Through this work and daily assemblies, pupils develop their spirituality and moral compass effectively. This is evident in the exceptionally polite, well-behaved pupils who show high levels of care and empathy for those around them.

Spotlight: Authentic opportunities for pupils to have a say and make a difference.

The school provides meaningful opportunities for pupils to have a say and make a difference to all aspects of school life. Pupils benefit from a variety of authentic experiences that supports them to develop as leaders and to have positive impact on their community. For example, the school radio provides a worthwhile platform for pupils to apply their oracy skills and promote topics important to them, such as learning about the world of work.

The quality of teaching and support for pupils is a particular strength. Teachers plan authentic learning activities that broaden pupils' experiences and develop their ambitions. They have high expectations and use a range of assessment information effectively to provide appropriate challenge and support. Most teachers use questioning skilfully to assess understanding and identify when pupils are ready to progress. They adapt their teaching well and enable pupils to take increasing responsibility for their own learning.

Across the school, staff provide effective feedback that supports pupils to improve their work. In younger classes, staff act as skilled facilitators of learning, supporting pupils to explore their interests and develop new skills. In older classes, written feedback helps pupils to make tangible improvements to their work.

Staff create language-rich learning environments that promote and develop confident communication skills from an early age. They build upon pupils' oracy skills progressively, supporting pupils to be effective communicators. In addition, the school promotes the Welsh language appropriately. Following recent training, staff capacity to model Welsh effectively has improved and this is beginning to have a positive impact on the use of everyday Welsh in lessons. Opportunities for pupils to apply their spoken Welsh outside dedicated Welsh lessons remain limited. Consequently, pupils do not develop their spoken Welsh as well as they could.

The school fosters an enjoyment of reading from an early age. Pupils have access to an extensive and high-quality range of books that support curriculum topics and broaden their understanding of the world. In the youngest classes, staff ensure that pupils develop secure pre-reading skills before introducing formal reading. By Year 6, most older pupils infer meaning and provide well-considered responses to a range of text genres.

Teachers model the writing process well and plan purposeful opportunities for pupils to write for a range of authentic purposes. This supports most pupils to make strong progress in the development of their writing skills over time.

A number-rich, tactile learning environment enables younger pupils to form a secure understanding of early mathematical concepts. A wide range of authentic problems, often linked to school events, enables most pupils to make strong progress in mathematics and to apply their skills at an appropriately high level as they move through the school.

Provision for developing pupils' digital skills is highly effective. Pupils learn to use digital devices quickly, and by Year 6 most pupils apply their digital skills confidently, for example when modelling innovative solutions to real-world problems.

Teachers and support staff make effective use of the indoor and outdoor learning environment to promote pupils' independence. In the nursery classes, staff adapt provision continually in response to pupils' interests and abilities. Provision is suitably varied and enables pupils to exercise choice and develop a holistic range of skills. As pupils move through the school, staff ensure that resources and progressive working wall displays support pupils effectively to access their learning independently.

Provision for pupils with ALN is a strength. Effective leadership, early identification and strong multi-agency working ensure timely and appropriate support. Systems for sharing information are robust and help staff to meet pupil needs consistently well through carefully planned provision.

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)

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

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