

Dear

Thank you for your email to the Estyn Enquiries inbox. The monitoring reports for schools undergoing Estyn monitoring are not generally published on our website, but are available on request in accordance with our Freedom of Information policy. I therefore attach a copy for your information.

I can confirm that the next inspection of the school is not yet scheduled, but will take place during the forthcoming seven year period of inspections.

Yours sincerely

Robert Gairey  
Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

Estyn  
Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru Her Majesty's  
Inspectorate For Education and Training in Wales

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yn cael yr un flaenoriaeth.

Estyn welcomes correspondence in both English and Welsh. Correspondence received in  
either language will be given equal priority.

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-----Original Message-----

From:  
Sent: 22 August 2017 18:09  
To: Enquiries <[Enquiries@estyn.gov.uk](mailto:Enquiries@estyn.gov.uk)>

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.	Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.
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Subject: Request school report

Good evening

Would it be possible for you to send me the latest report on st davids church in Wales primary school colwinston vale of Glamorgan please. I noticed it was completed in 2012 then updated April 2013. Is the school due s new inspection or has it been done recently?

Kind regards



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## Report of visit

**Level of follow-up: Estyn monitoring**

**St David's C.I.W. Primary School**

**Colwinston  
Vale of Glamorgan  
CF71 7NL**

**Date of visit: April 2013**

**by**

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



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**The monitoring team**

Eleanor Davies	Reporting Inspector
Helen Morgan Rees	Team Inspector
Jendy Hillier	Local authority representative

## **Outcome of monitoring visit**

St David's Church in Wales Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in February 2012.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

## **Progress since the last inspection**

### **Recommendation 1: Improve pupils' use of literacy, numeracy, information and communication technology and independent skills across the curriculum**

This recommendation has been fully addressed.

Most pupils throughout the school develop good literacy skills. They write for a wide range of different purposes across the curriculum, for example in key stage 2, pupils write creative and factual passages in history lessons. Nearly all pupils develop very good skills in numeracy. They gather information in a variety of ways and record and present data, for example pupils in the Foundation Phase use graphs to present and interpret data accurately. The majority of pupils develop effective skills in Information and Communications Technology (ICT). They apply these skills well in a variety of contexts across the curriculum, for example, they use graphics to create and manipulate images and use the internet for research and multimedia presentations.

Teachers plan the development of skills well across the curriculum. They monitor pupils' skill development regularly and identify those pupils not making good enough progress. They make sure that these pupils receive appropriate support to improve their rate of progress. Most pupils in key stage 2 know what they need to do in order to improve their skills. Pupils develop their independent learning well through entrepreneurial projects.

### **Recommendation 2: Further promote the use of pupils' Welsh oracy skills during the school day**

This recommendation has been fully addressed.

The school provides useful opportunities for pupils to practice and improve their spoken Welsh throughout the school day. Many pupils speak clearly to each other and to adults to communicate information in a wide range of contexts, for example during registration and at playtimes. Most pupils talk confidently to adults with a good range of vocabulary and correct pronunciation. Many pupils listen well in order to give an appropriate response during conversation. A few pupils in the Criw Cymraeg successfully encourage younger pupils to speak Welsh on the playground. Nearly all staff provide good opportunities for pupils to use the speaking skills that

they have learned in class in other situations, for example, in guided reading sessions and when choosing food at lunchtime.

### **Recommendation 3: Disseminate the best practices in teaching and assessment across the school**

This recommendation has been largely addressed.

The school's managers encourage and enable teachers to work collaboratively to plan, monitor and evaluate their work and that of pupils. All teachers have good opportunities to team teach, shadow colleagues and take part in a wide range of staff training activities in the school. Teachers moderate pupils' work collectively and this helps all staff to gain improved knowledge of standards across the school. Monitoring records demonstrate that teachers' planning to meet the needs of pupils of different abilities and the standard of assessment of pupils' work have improved and are now applied more consistently across the school. Pupils report that they feel challenged and supported and enjoy their lessons.

In addition to the initiatives to help teachers to work more collaboratively, the senior management team also carry out regular classroom observations. The records of these observations are detailed and evaluative and provide teachers with good guidance on how to further improve their teaching and assessment practices. Records show that the standards of teaching and assessment have improved across the school.

### **Recommendation 4: Provide more challenging learning experiences for more able pupils**

This recommendation has been fully addressed.

The school provides stimulating learning experiences that match pupils' needs well, including the more able. Teachers group key stage 2 pupils appropriately so that their skills develop at a pace that matches their needs very well.

Teachers challenge pupils to choose what and how they learn, for example, in their 'What I Found Out' investigative work. More able pupils in key stage 2 have good opportunities to extend their number skills through challenging activities such as multiplication of decimals. These pupils also enjoy the extended reading, comprehension and writing tasks that teachers provide.

### **Recommendation 5: Further develop the role of governors as critical friends**

This recommendation has been fully addressed.

The governors are very familiar with all aspects of the work of the school. Members of the school council escort most governors on learning walks when they visit the school regularly and these governors get very good first-hand knowledge of the work that pupils do and the standards that they achieve. They provide detailed and

informative reports on these visits to the board. Governors also gain good knowledge of new curriculum initiatives from the headteacher's detailed reports. They are familiar with a wide range of data on pupil performance and are able to challenge the school on all aspects of its work. As a result of governors' wider and more detailed knowledge of the work of the school, they fulfil their role as critical friends very effectively.

**Recommendation 6: Ensure the stability of the long-term leadership of the school**

This recommendation has been fully addressed.

The acting headteacher at the time of the last inspection was appointed to the permanent post in 2012. She provides the school with strong leadership and clear direction. She has established a culture of openness and transparency. A strong senior management team is now in place and provides effective devolved leadership.

The vacancies on the governing body vacancies have been filled. The governing body has a set of skills and knowledge that enable them to undertake their role very effectively.

**Recommendations:**

The school should continue to work towards meeting the inspection recommendation that has not yet been fully addressed.