



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

**A report on**

**Charles Williams Church In Wales Primary School  
High Street  
Caerleon  
NP18 1AZ**

**Date of inspection: October 2019**

**by**

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

## About Charles Williams Church In Wales Primary School

Charles Williams Church in Wales Primary School is in the town of Caerleon in Newport. There are 571 pupils on roll between the ages of three and eleven, including 52 pupils who attend the nursery class on a part-time basis. The school has 20 classes, three of which are mixed-age classes. No pupils speak Welsh as their first language.

The three year average for pupils eligible for free school meals is around 3.5%, which is considerably lower than the Welsh average of 18%. The school has identified around 9% of pupils as having special educational needs, which is well below the Welsh average of 21%. A few pupils come from ethnic minority backgrounds and a very few have English as an additional language.

The headteacher took up her post in March 2018. The school was last inspected in October 2015.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Nearly all pupils behave exceptionally well and show a high standard of care and consideration for others. During their time at the school, most pupils make good progress in improving their literacy, numeracy and information and communication technology (ICT) skills. In particular, many reach high standards of oracy and writing and use their numeracy skills well to solve real life problems.

Nearly all members of staff have strong working relationships with pupils and have high expectations of them. Teachers plan exciting, real-life activities that engage most pupils fully in their learning. Staff promote pupils' spiritual, cultural, social and moral development particularly well. The school's core values are a real strength and permeate through all areas of school life.

The headteacher provides strong and effective leadership. Other leaders in the school support her well. Staff work well in teams in a supportive school culture and are making strong progress in planning for the new curriculum for Wales. All staff have access to beneficial training opportunities. This has helped the school make important improvements to teaching and learning over recent years.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Address the safeguarding concern raised during the inspection
- R2 Share the good practice within the school to ensure greater consistency in the application of foundation phase principles
- R3 Sharpen monitoring activities to focus more clearly on the impact of the school's provision on improving pupils' outcomes

## **What happens next**

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

## Main findings

### Standards: Good

Many pupils enter the school with skills at or above the expected level for their age. As they move through the school, most pupils make effective progress, particularly in improving their literacy and numeracy skills. Most pupils with special needs make good progress towards meeting their individual targets.

Throughout the school, pupils develop strong oracy skills. Many reception pupils speak confidently to each other and adults. In Year 1, pupils use interesting language to describe animals and ask searching questions about their features. By the end of key stage 2, most pupils are confident, articulate speakers. They use a wide range of subject-specific language with a mature awareness of their audience and topic. Most pupils listen attentively and with interest when others are speaking.

As they move through the school, many pupils become keen book lovers. In the foundation phase, pupils learn early reading skills quickly and by Year 2, many read simple texts with accuracy and understanding. In key stage 2, many pupils are fluent, confident readers. They express preferences for their favourite authors and types of books. Many older pupils use skills such as skimming and scanning to locate information quickly in different texts in books and online. They understand why authors write in different ways, and use inference well to explore and discuss the meaning of texts.

In nursery, most pupils develop secure early writing skills, for example by mark-making and drawing patterns with different tools and resources. By Year 2, most write for different purposes and choose exciting vocabulary. For example, they include adventurous words when describing a journey to a beach. Most use their phonic knowledge well to make plausible attempts at spelling complex words, and punctuate their work correctly. In key stage 2, most write at length and with confidence. More able pupils use an extensive range of imaginative language to engage and enthuse the reader. For example, pupils in Year 6 use different language techniques, such as rhetorical questions and exaggeration, in their persuasive writing to gain votes for their Victorian inventions. Many pupils spell accurately and use punctuation effectively to organise their work. Most pupils write neatly with cursive script. Pupils use their literacy skills well to support their work in other subjects. For example, Year 5 pupils present accurate and informative comparisons of school life in Victorian times and now.

In the foundation phase, many pupils gain secure number skills. In nursery, most start to use mathematical language, such as larger and smaller, correctly. By Year 1, many pupils count up in 10s and 100s confidently and use non-standard units to measure paw prints in their outdoor area accurately. In key stage 2, most pupils are confident work with large numbers. For example, many Year 3 pupils measure amounts of liquid accurately using millilitres and litres. Across the school, pupils regularly apply their number skills to solve real-life problems. In Year 6, many pupils use fractions and percentages confidently to calculate the cost of growing and selling bananas. Pupils use their numeracy skills across the curriculum well. For example, Year 2 pupils use their knowledge of length to design a moving vehicle and, in Year 4, pupils draw accurate bar graphs to compare the temperature in Caerleon and Delhi.

In the foundation phase, pupils begin to use ICT appropriately to support their learning. For example, pupils practise their phonics and number skills independently using computer programs. Many access and save their work independently. In key stage 2, most pupils learn a wide range of transferrable ICT skills, which they apply in a variety of different contexts. Many Year 5 pupils use green screens confidently to create podcasts and pupils in Year 6 use spreadsheets competently to manage a budget accurately for their exhibition. However, most pupils' understanding of databases is less secure.

Throughout the school, most pupils have positive attitudes towards learning Welsh and enjoy talking to adults and each other. As they move through the school, many make strong progress in improving their Welsh skills. In the foundation phase, most pupils answer questions confidently, for example about the weather and to describe their clothing. In Year 2, they write simple phrases, for example to design an invitation to a school picnic. In key stage 2, most pupils know a wide range of sentence patterns and vocabulary. More able pupils extend their answers well using different connectives. Pupils write regularly in Welsh on familiar topics. For example, Year 4 pupils practise using the past tense to write short accounts of their holidays and Year 6 pupils write accurate and detailed autobiographies. The majority of pupils read their own work and simple texts with precise pronunciation and suitable understanding.

### **Wellbeing and attitudes to learning: Good**

Most pupils demonstrate exemplary behaviour in classrooms and when moving around the school. They show a high level of kindness and consideration for each other. For example, older pupils take care of younger pupils during break times. Nearly all pupils have positive working relationships with adults and this enhances their sense of wellbeing effectively. They feel happy and safe in school and know whom to go to if they have a concern. They feel confident that adults will listen to them and will deal with any problems swiftly.

Nearly all pupils are positive and enthusiastic about their learning and are eager to do well. Most apply themselves positively and concentrate for appropriate periods of time. Most pupils work maturely in pairs or groups, they listen attentively and respect other pupils' opinions. Most pupils settle quickly and purposefully to their tasks in lessons. They demonstrate great resilience in their learning and use a range of strategies when they find their work difficult.

Nearly all pupils know what they need to eat and drink to stay healthy and enjoy physical activity. They are aware of the need to keep fit through exercise and many are physically active at playtimes. In key stage 2, many pupils enjoy participating in a range of after-school sports clubs such as netball and rugby. Nearly all pupils understand how to keep themselves safe, including when using the internet.

Many older pupils take on leadership responsibilities with enthusiasm, including as part of the school's pupil voice groups. They enjoy representing their peers and feel that they are making a difference to the school. For example, members of the 'wellbeing bunch' have improved opportunities for pupils to be physically active at playtimes through their work as playground leaders. Although pupil groups hold regular meetings and make decisions, many groups are heavily adult-led. As a

result, pupils do not always take on key roles such as writing minutes and preparing agendas. Pupils contribute regularly to what and how they learn. For example, older pupils choose aspects of interest within topics to research.

The school's eco-committee promotes pupils' positive attitudes towards sustainability well. For example, as a result of their work, older pupils talk knowledgeably about the importance of reducing their global footprint. Nearly all pupils have a strong awareness of fairness and how this is important in helping people to get along with each other.

Most pupils appreciate the need to help others who are less fortunate than themselves. They regularly contribute towards national, international and local charities, for example, by sending used school uniform to children in Zambia. Pupils take part in activities in their local community regularly. For example, they participate in regular litter picks, and plant hedgerows and sow wildflowers in the local area. This work helps pupils to develop as responsible local citizens.

### **Teaching and learning experiences: Good**

Nearly all members of staff have strong working relationships with pupils. Most teachers use positive praise to encourage pupils to be active learners and to persevere with their work. This has a positive impact on pupils' attitudes to learning and contributes to the effective way in which staff manage pupils' behaviour. Many teachers use an appropriate pace in their teaching that moves pupils learning forward successfully. They deploy teaching assistants purposefully to support individuals and groups of pupils well. Most teachers plan their classrooms carefully to create inviting places that are conducive to learning. They create calm atmospheres, for example by using appropriate music to generate a sense of tranquillity and readiness for learning. Nearly all teachers have high expectations of all pupils. Through the school's system of challenges for literacy and numeracy activities, they provide pupils with a choice of learning activities at different levels of challenge to attempt. Most adults are strong language role models, many in English and Welsh. Where appropriate, adults use a good range of subject-specific vocabulary, for example when teaching art and science.

Nearly all teachers provide pupils with beneficial verbal and written feedback and appropriate time to respond to their written comments. This has a positive impact on helping pupils to improve their work. In addition, most teachers provide pupils with worthwhile opportunities to assess their own work. In key stage 2, teachers also give pupils the chance to assess the work of their peers regularly and effectively. Many teachers use effective strategies, such as talk partners, to ensure that all pupils participate positively in introductory activities. Most teachers agree worthwhile personal learning targets with pupils. They ensure that pupils know their targets and give them regular opportunities to work towards achieving them. Nearly all teachers question pupils skilfully to gauge their understanding and to help inform the next steps in their learning.

Many teachers in the foundation phase plan indoor and outdoor learning activities that are purposeful and fun. In the best examples, this ensures that pupils are active and inquisitive, make independent choices and use their problem solving skills well. For example, they go on a hunt searching for different animal tracks, and make well-

insulated hedgehog houses. However, this approach is not consistently good across the phase and occasionally adults over-direct pupils who sit for long periods of time. This slows the pace of learning and, as a result, a minority of pupils become disengaged.

The school is making good progress in planning for its transition towards the new curriculum for Wales. Across the school, teachers plan together in teams to provide pupils with exciting and real-life learning experiences. This important work ensures that pupils have regular and meaningful opportunities to apply their literacy, numeracy and ICT skills across the curriculum. Nearly all teachers give pupils opportunities to contribute to what they would like to learn, for example by choosing different themes to study within their overarching topics.

Nearly all teachers promote the Welsh language and culture effectively. They speak Welsh in classroom situations at every opportunity and encourage pupils to respond in Welsh. The school provides worthwhile opportunities for pupils to learn out about the history and culture of the local area, such as life in the local Roman fortress in Caerleon. In addition, pupils learn appropriately about Welsh history and culture, such as the artist Rhiannon Roberts and the impact of the work of politician Aneurin Bevan.

### **Care, support and guidance: Good**

The school provides an environment in which pupils and staff show caring attitudes towards one another and take pride in their school. Nearly all staff use positive behaviour strategies well. This creates a calm learning environment and promotes high standards of behaviour and manners amongst pupils.

Staff promote pupils' spiritual, cultural, social and moral development exceptionally well. The school's core values are a real strength and permeate through all areas of school life. For example, during values assemblies, staff encourage pupils to think about reflect and evaluate whether they are a trustworthy friend. The school offers worthwhile opportunities for pupils to participate in creative arts activities, for example through regular whole school performances, the end of Year 6 carnival and the annual eisteddfod.

Member of staff regularly welcome parents to visit the school and encourage them to engage in open learning sessions to celebrate their children's work. For example, reception teachers provide a range of informative parental workshops to help parents support their children's early reading and phonics skills. The school's regular open evenings provide parents with useful information about their children's progress. The use of social media and the school's website ensures that the school keeps parents up to date about the daily life of the school.

The school makes appropriate arrangements to promote healthy eating and drinking. The provision to support pupils to be healthy is comprehensive and includes regular physical education lessons. There are a broad range of extra-curricular activities, which help pupils to be physically activity and make healthy lifestyle choices. For example, many pupils participate in hockey and football clubs. There are regular opportunities for pupils to use sports equipment at play times to stay active.



Leaders track and monitor pupils' attendance robustly and work closely with the school's attendance officer to work with pupils with low attendance. Although attendance is generally good, leaders do not always challenge parents well enough when they choose to take holidays during term time.

Staff use an effective online system to track and monitor the progress and wellbeing of all pupils regularly. Leaders use this information well to identify and provide specific beneficial support for pupils who may be underachieving.

The school's provision to support pupils with special needs is strong. All pupils on the school's special needs register have appropriate targets for improvement. Staff, parents and pupils review these targets regularly. This gives pupils a sense of responsibility for their learning and an understanding of their next steps. Teachers and support staff provide successful, small intervention groups to support pupils' emotional wellbeing and literacy and numeracy skills. This has a positive effect on pupils' standards and wellbeing and ensures that most pupils with special educational needs make good progress against their targets.

The school works well with external agencies to develop staff knowledge and expertise. For example, meetings between the educational psychologist, additional learning needs co-ordinator and class teachers provide useful teaching strategies to support identified pupils successfully.

Inspectors raised a specific safeguarding concern with the school during the inspection. The school's safeguarding arrangements meets all other requirements and give no cause for concern.

### **Leadership and management: Good**

The headteacher provides the school with purposeful leadership and distributes responsibilities well. She sets high expectations for staff, and supports and challenges them to meet these successfully. Together with an effective and conscientious leadership team, she has established a clear vision for the school. This focuses strongly on raising standards and developing pupils as individuals within an inclusive setting. There is a strong team ethos in the school and staff work together purposefully to support each other to bring about school improvement.

All staff have clearly defined roles and responsibilities. The grouping of staff into teams creates a positive culture of sharing effective classroom practice. Regular mentoring and coaching improves leadership skills successfully and is highly effective in improving classroom practice. This also helps to ensure consistent expectations when leaders observe and make judgements on teaching and learning.

The school makes effective use of strategic partnerships with other local schools to support the professional learning of all staff. This work has a positive impact on many aspects of the school's work, for example improving pupils' mathematical skills. As a result of working with other schools, teachers plan regular opportunities to develop pupils' problem solving skills using real life situations, such as planning their expenditure within a set budget.

Governors work closely with the headteacher and carry out their duties diligently. However, they do not have a direct input into reviewing and evaluating the school's progress towards meeting its priorities. This limits governors' ability to ask searching questions and to have an accurate understanding of how well pupils achieve.

The school's process of planning for improvement is successful in securing improvements. Leaders make effective use of a wide range of first-hand evidence to identify the school's strengths and areas for development. For example, they track pupils' performance regularly and use the information well to identify areas where the school needs to improve. This has led to worthwhile developments, for example to improve the provision for the teaching of pupils' writing skills across the curriculum. Leaders review their progress towards addressing the school's priorities appropriately in senior leadership and staff meetings. They consult support staff regularly to improve specific aspects of provision, for example, using the outdoors to support pupils' literacy and numeracy skills. However, leaders do not always use monitoring activities well enough to evaluate the impact of provision on pupils' outcomes.

Parents have a suitable range of opportunities to express their views about the school, including through competing questionnaires. In response to this work, the school has developed a wider range of ways to communicate with parents. Leaders listen to the views of pupils appropriately when making whole school decisions. For example, pupils helped to design superhero characters to reflect the four core purposes of the new curriculum for Wales.

The school's arrangements for the performance management of teaching staff are effective. This helps strengthen teachers' professional practice and supports the school to achieve its improvement goals. Leaders ensure that all staff have regular opportunities to undertake professional development and training. Staff evaluate the impact of training well. For example, they have identified that the training for support staff on supporting specific pupils enables targeted pupils to access and engage in the full range of learning activities.

The headteacher and governing body manage school finances effectively and keep spending under careful review. Despite the age of the buildings and the associated difficulties that arise, staff provide a welcoming and engaging indoor and outdoor environment that supports pupils' learning and wellbeing successfully. There are robust plans in place to improve school buildings and grounds to meet future provision and curriculum needs.

Leaders target finances well to meet pupils' needs, to support priorities in the school's development plan and for staff training. The school uses a range of grants purposefully, including the pupil development grant, to raise standards of literacy and numeracy, and to develop pupils' wellbeing successfully.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent 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 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' wellbeing, 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))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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