



*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

**A report on**

**Rogiet CP School  
Station Road  
Rogiet  
Newport  
Monmouthshire  
NP6 3UE**

**Date of inspection: December 2010**

**by**

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



**INVESTORS | BUDDSODDWYR  
IN PEOPLE | MEWN POBL**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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## Context

Rogiet County Primary School is a new eco-friendly school opened in November 2009. It is situated two miles from Caldicot, and serves Rogiet, Caerwent and other villages. The school describes the area it serves as being neither socially or economically advantaged or disadvantaged.

Approximately 11% of pupils are entitled to free school meals. This has increased by six percentage points since 2007. Currently, there are two pupils who are looked after by the local authority. A very small percentage of pupils come from minority ethnic backgrounds.

There are 185 full-time pupils on roll aged between four and 11 years. The school is organised into seven classes taught by eight full-time teachers and ten learning support assistants.

Approximately 14% of pupils are identified as having special educational needs and two pupils have statements of special educational needs.

There are no pupils who receive support for English as an additional language and no pupils who use Welsh as a first language.

Since the last inspection in 2004 there have been significant changes to staffing within the school. A new senior management team, including the headteacher and deputy headteacher, have been in post since September 2009.

The 2010-2011 individual school budget per pupil for Rogiet County Primary School is £3,398, which compares with a maximum of £14,200 and a minimum of £2,965 for primary schools in Monmouthshire. The school has the 25th highest budget per pupil out of the 34 primary schools in Monmouthshire.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school is good because:

- most pupils achieve good standards, participate very well and enjoy learning;
- teaching is of high quality throughout the school;
- pupils' behaviour is often exemplary;
- pupils are well cared for and supported;
- the learning environment is very stimulating and includes excellent resources; and
- leaders and governors set high expectations and are fully committed to improving the school further.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has provided very clear leadership and direction within a relatively short space of time;
- the school is developing as a very strong learning community;
- leaders and managers have established effective links between self-evaluation and planning for improvement; and
- leaders and managers have improved staff morale so that all staff are fully committed to taking the school forward.

## **Recommendations**

The school needs to:

- R1 challenge more able and talented pupils to achieve higher standards in mathematics and science in key stage 1; and
- R2 develop the role of the governors in contributing more effectively to the school's self-evaluation process.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most pupils make good progress in relation to their ability, interests and previous performance. This is confirmed by teacher assessments at the end of key stage 2. Most pupils speak clearly and use a good range of vocabulary. They are comfortable when talking to different audiences. They listen carefully and read with fluency and expression. Pupils' writing skills, including their use of grammar and spelling, are also developing well. Most pupils use information and communications technology confidently to support their learning in other areas.

Pupils' work across a range of subjects shows that they are applying their numeracy skills effectively to solve everyday problems. Most make good progress in developing their Welsh language skills. Results at the end of key stage 2 show that many pupils achieve the expected level in Welsh as a second language and around a quarter achieve the higher level 5.

Overall, pupils' attainment in key stage 1 is sound. In 2009 and 2010, pupils' performance at the end of key stage 1 was in the lower half of that for schools for the core subjects of English, mathematics and science, because in both years there was a high proportion of Year 2 pupils with special educational needs. Apart from in 2010, pupils' attainment over recent years has been consistently above family, local and national averages.

At the end of key stage 2, pupils' performance in the core subjects is in the top quarter of that for schools in 2010. Over the past three years, performance has been above local and national averages and the general trend is upwards in comparison to the family of schools.

In 2010, girls significantly outperformed boys in English at key stage 1. The performance of boys and girls has been broadly similar over recent years in the core subjects at both key stage 1 and key stage 2.

Since 2007, the percentage of pupils attaining above the expected level (level 3) in English at the end of key stage 1 has been generally in line with the average for the family of schools. However, performance at level 3 in mathematics and science has been consistently below that of pupils from similar schools. At key stage 2, there is an upward trend in the percentage of pupils gaining the higher level 5 in the core subjects and this now compares favourably with other schools in the family.

#### Wellbeing: Good

Pupils demonstrate positive attitudes to keeping healthy through their choice of meals and participation in sporting activities. They understand the importance of exercise and a balanced diet. Older pupils recognise and understand the harmful

effects of substance misuse on the body. All pupils say that they feel safe in the school and believe that teachers and other adults help them learn effectively.

Attendance, at just over 95%, has improved significantly since the last inspection and compares favourably with local and national averages. Nearly all pupils arrive promptly and their behaviour in and around the school is often exemplary.

Nearly all pupils are enthusiastic and enjoy learning. Most pupils respond well in lessons and are developing good thinking strategies to find, compare and review information. Pupils demonstrate responsibility for their own learning. Their views are well represented by the school council and the eco committee. Most pupils contribute well to planning what and how they learn, for instance in choosing elements of the curriculum to investigate further.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Pupils are provided with wide-ranging learning experiences including varied extra-curricular activities such as clay modelling, the school orchestra and football.

Overall, planning for the development of communication and numeracy skills is good. Teachers provide scope for pupils to plan, draft and revise their writing in different contexts. The school makes innovative use of information and communications technology to motivate pupils, such as in the setting up of blogs for homework at key stage 2.

Pupils' Welsh language skills and understanding of Welsh culture are promoted well by the school through visits, community projects and topical events such as the study of the impact of the recent Ryder Cup golf tournament held in Newport.

Pupils have an appropriate understanding of the importance of the school's environmental features, such as water harvesting, solar and wind power, and how these contribute to sustainability. The school's eco agents are particularly well informed about sustainable development and global citizenship.

### **Teaching: Good**

High quality teaching is evident throughout the school. Support staff work closely with teachers in the planning and delivery of effective lessons. This helps pupils to make good progress and overcome learning difficulties.

Staff engage pupils' interests by using a range of stimulating resources. In the most effective lessons, there are clear success criteria and pupils' thinking is challenged. The pace of most lessons is brisk and contributes to positive pupil engagement in their learning. In a very few lessons, teachers do not always set tasks appropriate to the needs of pupils. In key stage 1, more able and talented pupils are not challenged enough in mathematics and science. All staff use behaviour strategies effectively to keep pupils' interest and enthusiasm.

Teachers provide clear and supportive written and oral feedback to pupils. The involvement of pupils in assessing their own progress and that of other pupils is of a very high quality. Pupils are increasingly becoming responsible for their learning. There are very good examples of very young children evaluating their work and of older pupils self-reviewing their progress against specific success criteria. The school's assessment system tracks the performance of pupils effectively and highlights areas of concern.

Parents are well informed about their children's progress through newsletters, meetings and the school website. Nearly all are satisfied with their children's progress in school.

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

The level of care, support and guidance offered to pupils is very effective. The school promotes pupils' spiritual, moral, social and cultural development well. Pupil achievement, both in and out of school, is regularly celebrated and valued.

Teachers and support staff work well as a team to reduce barriers to learning and improve access to the curriculum for all pupils. The school identifies learning needs and, when appropriate, makes effective use of outside agencies to provide individual support for pupils.

Pupils participate effectively in the life and work of the school through the work of the school council and by making presentations to meetings of the governors.

The school has an appropriate policy and procedures for safeguarding.

### **Learning environment: Excellent**

The school is a supportive community fostering the values of inclusion, tolerance and mutual respect. The school has actively supported admissions for pupils with special educational needs. School policies and procedures take full account of equality of opportunity for all pupils and meet statutory requirements.

The award-winning building and the very spacious surroundings meet the needs of all pupils. The pond, dipping stage, orchard and planting areas offer extended opportunities for learning. Toilet and changing facilities are of the highest standard.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher, governors and staff are successful in developing a shared vision based on the school motto 'Everyone plays a part'.

The headteacher provides strong leadership, has high expectations and has successfully established a very good whole-school ethos. This effectively promotes improvements in provision and standards. Regular staff meetings and a sound performance management structure further aid school development.



Governors fulfil their statutory obligations and support the school well. They are well informed about pupils' performance and how this compares with the performance of pupils in other similar schools. They also keep a close eye on school initiatives and they contribute to training activities with school staff. Governors are beginning to be involved more in the school's self-evaluation processes such as monitoring and evaluating standards and quality by undertaking learning walks.

National and local priorities such as the Foundation Phase, the skills-based curriculum at key stage 2 and programmes to promote reading and writing are addressed appropriately by the school.

### **Improving quality: Good**

The school's self-evaluation process uses an appropriate range of first-hand evidence. This includes analysing pupils' performance data and the views of staff, governors and parents. Pupils are encouraged to raise issues, and the school council has produced its own self-evaluation report. The school generally makes good use of these views.

The outcomes of the self-evaluation process are used effectively to determine appropriate priorities for school improvement. These are contained in a three-year plan that has clear links to the School Effectiveness Framework.

The school is developing as a very strong learning community. A culture of collaboration and teamwork exists within the school. Staff concentrate appropriately on issues associated with learning, teaching and promoting pupils' wellbeing. This is well illustrated in the setting up of an assessment group to raise standards in mathematics and science. They also collaborate well with other schools to improve their professional knowledge and understanding, for instance of pupils' thinking skills. The school's Learning Plan helps to meet the training needs of staff.

### **Partnership working: Good**

The school has effective links with a range of partners including teacher training providers, the local authority, nurseries and secondary schools. The school has very effective plans to ensure smooth transitions for pupils from one stage of their education to the next.

The school works closely with other schools in training events and the sharing of resources, for instance to develop pupils' social and emotional aspects of learning. The cluster of schools works well to establish accurate assessment portfolios of work in the core subjects.

There are very strong links with parents. They feel that the school plays a central role in the community. However, a few parents say they do not understand the school's arrangements for dealing with complaints.

**Resource management: Good**

The school manages its budget well and makes good use of its learning resources. There are sufficient qualified teachers and support staff and these are deployed effectively. The school provides effective arrangements for planning, preparation and assessment time. It identifies and meets the needs of all staff through sound performance management procedures.

The school provides good value for money. It makes very effective use of its funding and excellent resources to promote good progress for most of its pupils.

## Appendix 1

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Around a quarter of parents completed the questionnaire. Nearly all are pleased with the school, think that it is well led and find staff approachable if they have any questions or concerns. Nearly all parents think that the school helps their children to mature and take on responsibility. All say that their children like the school. Nearly all parents say that they are well informed about their children's progress. A few parents do not understand the school's arrangements for dealing with complaints.

#### **Responses to learner questionnaires**

Most pupils in key stage 2 completed the questionnaire. All feel safe in school and say that teachers help them to learn. Nearly all pupils think that they are doing well at school and believe there are enough resources to enable them to learn well. Most feel that homework is of value to them. Nearly all learners say that the school deals well with any bullying and that they know whom they can talk to if they are worried or upset. There is widespread agreement that the school helps pupils to live healthy lifestyles. A minority of pupils feel that other pupils do not always behave well in class or in the play and lunch intervals.

## Appendix 2

### The inspection team

Russell Grigg	Reporting Inspector
Mike Maguire	Team Inspector
Edward Tipper	Lay Inspector
Helen Lester	Peer Inspector
Kathryn Evans (Headteacher)	School Nominee

## Copies of the report

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## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11