



*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**

**St David's C.I.W. Primary School,  
Colwinston,  
Vale of Glamorgan.  
CF71 7NL**

**Date of inspection: February, 2012**

**by**

**Dr David Gareth Evans**

**for**

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

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

St David's is a voluntary aided Church in Wales primary school situated in the village of Colwinston, midway between Bridgend and Cowbridge. The school serves the rural parishes of Colwinston, Llandow and Llysworney and admits a significant number of children from further afield. Built in 1970, the school has been extended four times during the last 20 years. Currently, there are 150 pupils on roll. The school is organised into seven discrete classes and there are nine full-time teachers, including the seconded headteacher, and nine learning support assistants.

The area is described as relatively prosperous, with only around 4% of pupils entitled to receive free school meals; a figure which is well below national and local averages. The school receives pupils from the full range of abilities. Currently, around 10 % of pupils have special educational needs, and this is well below national and local averages. No pupil has a statement of special educational needs.

There are a few pupils from ethnic minority groups and no pupil receives support for English as an additional language. No pupils come from homes where the first language is Welsh. English is the predominant language of the school and Welsh is taught as a second language.

The school has experienced staffing changes and considerable instability in the recent past. The previous head teacher was away on sick leave from 2010 to 2011 and, as there was no foreseeable return date, the current headteacher was seconded by the local authority in May 2011. The previous headteacher retired at the end of the academic year in July 2011.

The school was last inspected in February 2006.

The individual school budget per pupil for St David's C.I.W. Primary School in 2011-2012 means that the budget is £3567 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £4940 and the minimum is £2736. St David's C.I.W. Primary School is 16th out of the 46 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate. This is because:

- Nearly all pupils make a good start to their learning and the majority make sound progress over time;
- nearly all pupils feel safe in school; they are happy and many develop positive attitudes to learning; and
- many pupils behave well.

However:

- many pupils do not develop their literacy, numeracy, information and communication technology and independent skills effectively across the curriculum;
- most pupils do not use their Welsh oracy skills consistently throughout the school day;
- more able pupils are not sufficiently challenged; and
- the overall quality of teaching is not good enough.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the seconded headteacher is a dynamic leader who, in a short period of time, has introduced many new initiatives;
- she has instilled a strong sense of common purpose throughout the school by creating a shared vision and caring ethos; and
- the seconded headteacher, senior management team and many staff are strongly committed to raising standards.

However:

- many of the initiatives and strategies have not had sufficient time to impact fully on standards and provision;
- the governing body's role in monitoring standards and provision is not fully developed; and
- there is uncertainty regarding the long-term leadership and management of the school.

## **Recommendations**

In order to improve, the school needs to:

R1 improve pupils' use of literacy, numeracy, information and communication technology and independent skills across the curriculum;

R2 further promote the use of pupils' Welsh oracy skills during the school day;

R3 disseminate the best practices in teaching and assessment across the school;

R4 provide more challenging learning experiences for more able pupils;

R5 further develop the role of governors as critical friends; and

R6 ensure the stability of the long-term leadership of the school.

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

Data over the last three years shows that pupils at seven years of age do far better on average than pupils in other schools in Wales in the core subjects of English, mathematics and science. They also do better on average than pupils in the family of schools (schools with similar characteristics).

The percentage of pupils at 11 years of age attaining the expected level four or above in the core subjects of English, mathematics and science is generally higher than national and local averages over the last few years; however, pupils' performance has not compared consistently well with attainment in the family of schools.

In the lessons observed during the inspection, progress and achievement in classes was too variable. In those lessons where standards are good, pupils recall previous learning well and they apply their skills and knowledge appropriately to new situations.

On the whole, the majority of pupils make appropriate progress. In the Foundation Phase many are developing confidently and achieving appropriate standards. However, in both key stages the majority of pupils do not work independently in their lessons and they depend excessively on teachers' guidance and direction. More able ones do not reach their potential during lessons and in their work books, and the standard of work is not always appropriate to their age and ability.

Most pupils communicate in English confidently according to their age and ability. They converse clearly and at length about their work and informally in a variety of situations. They have increasingly good vocabulary, which is developing appropriately.

The reading skills of the majority of pupils develop well throughout their school career and, by the end of key stage 2, they read accurately and intelligently in English. They discuss the contents of books effectively, express an opinion on them and talk about their favourite authors.

Across the school, the majority of pupils write at length to an acceptable standard in English. However, the presentation of work of many pupils, especially in key stage 2, often lacks organisation, and they do not create enough extended pieces of work in other areas across the curriculum. This is often because they use far too many worksheets.

Many pupils develop appropriate skills in numeracy and information and communication technology, but they do not apply these effectively in a range of subjects.

Most pupils use Welsh enthusiastically and confidently, responding appropriately to incidental and instructional Welsh during lessons. Many read well with clear enunciation. In upper key stage 2, pupils' writing skills are progressing well. However, nearly all pupils do not consistently transfer these skills to other areas of the curriculum and lack spontaneity in speaking the language outside the classroom.

Most pupils identified with additional learning needs make at least the expected progress and a few do even better. Those pupils who receive extra support for literacy and those in receipt of free school meals also achieve appropriately.

### **Wellbeing: Good**

All pupils feel safe in school and also feel valued. Most have positive attitudes to keeping safe and healthy and understand the need to take exercise and to eat healthily.

Most pupils have positive attitudes to school and are motivated and keen to learn. A majority generally know how well they are doing and what steps they must take to improve their work.

Many pupils' behaviour in and around the school is good and they show respect and concern for others. However, a few are occasionally restless in a few lessons. Most pupils are polite and courteous and relate well to each other and to adults. All pupils express pride in their school.

Pupils' attendance rates, which average 95% for the last three years, are good when compared to the local and national averages. Nearly all pupils arrive on time for school. The school council is well-established and effective and members have a good understanding of their role. They are involved in decision-making and make a worthwhile contribution to improving the school environment.

Pupils' involvement in the community is a strength of the school. Many are actively engaged in a number of local community projects and raise funds for worthy causes.

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

The school provides a broad and balanced curriculum, which engages most pupils well and makes good use of indoor and outdoor learning. The curriculum builds well on pupils' existing knowledge. Overall, members of staff plan learning opportunities well and match them closely to the needs of many pupils. The school makes particularly effective use of withdrawal groups for literacy and mathematics and this has a good impact on pupils' standards. Also, the school provides good learning experiences by using specialist music and physical education teachers, who also have a positive effect on pupils' standards.

In both key stages, many teachers generally plan thoroughly to develop pupils' key skills; however the promotion of these skills across the curriculum is inconsistent.

Arrangements for pupils in need of additional support are thorough and help them to make good progress.

Provision to develop pupils' Welsh language skills in Welsh lessons is good. The use of Welsh by the majority of members of staff and the extensive use of bilingual signs and notices are beginning to impact successfully on the promotion of bilingualism. However, although pupils are encouraged to use Welsh spontaneously during the day and outside the classroom, they do not do so consistently and independently. The school has many worthwhile opportunities for pupils to develop their understanding of the history and culture of Wales.

The school provides a wide range of sporting and cultural after-school activities, which many pupils enjoy. They contribute well to pupils' wellbeing, cultural understanding and social development.

The school successfully promotes pupils' awareness of sustainable development and encourages their involvement in schemes such as recycling, energy conservation and healthy eating. Pupils have appropriate opportunities to learn about other cultures and the wider world.

### **Teaching: Adequate**

Most adults establish good working relationships with pupils that foster effective learning. Many teachers act as good role models for pupils and manage pupils' behaviour effectively. In the classes where teaching is good, teachers use a wide range of teaching approaches, they have reliable subject knowledge and they plan lessons that have clear objectives. Resources are used well to stimulate pupils and meet their needs effectively.

However, the quality of teaching across the school is too variable and does not always challenge pupils to achieve to the best of their ability. In the less effective lessons, and especially in lower key stage 2, the pace of learning is too slow, the management of behaviour is inconsistent and the work is often undemanding.

The school gathers a wide range of pupil assessment data and a whole-school approach to tracking pupils' progress is in place. Strategies for using assessments to promote further learning are being integrated into the majority of lessons and are developing as part of the ethos of the school. Many pupils have their own personal targets to work towards. However, opportunities for them to assess their own work and others' work independently and suggest constructive comments are inconsistent. Teachers have an awareness of the needs of their pupils and what the next steps in their development are, but this is not always reflected in class activities which are adapted to meet the individual needs of pupils. The quality of marking is too variable across the school.

Reports to parents and carers are informative and encourage parents and pupils to comment on progress.



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

The school promotes pupils' health and wellbeing effectively. Many good opportunities are used well to ensure that pupils understand the importance of healthy lifestyles and they have access to a range of equipment that encourages exercise. Nearly all pupils feel safe in school.

Members of staff know pupils well and there are good procedures to monitor and support their social development and personal welfare. The school seeks the views of pupils through the school council, suggestion boxes and questionnaires. The school takes pupils' views seriously and acts upon them whenever possible.

Learning experiences, including assemblies, promote pupils' spiritual and moral development effectively. Members of staff provide many opportunities for pupils to work and learn together, and the school develops pupils' social skills well. There is a rich provision for pupils' cultural development.

The school makes effective use of a wide range of outside agencies and specialist services, including those provided by the local authority, to support pupils with specific needs.

The school has procedures and an appropriate policy for safeguarding.

There are good procedures and systems for identifying, supporting and monitoring pupils with additional learning needs. Learning support assistants provide effective intervention in classes, with occasional withdrawal for additional support. Individual education plans are appropriate and are regularly evaluated and updated, in consultation with parents. The school is beginning to identify more able and talented pupils, but provision for them is at an early stage of development.

### **Learning environment: Good**

The school is a caring community with an inclusive ethos. Pupils receive equal access to all areas of the school's provision. Members of staff encourage pupils to respect one another and to develop tolerant attitudes. For example, when pupils join the school, they are welcomed and supported well.

The school is maintained to a good standard and members of staff use the indoor space well to enhance pupils' learning. Classroom displays celebrate pupils' achievement effectively and support learning well in the majority of classes. The school has a good range of resources, including extensive equipment for information and communication technology.

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

The seconded headteacher provides the school with a clear sense of direction. She has identified key priorities based on external views and an evaluation of current systems and procedures. In the very short time that the headteacher has been in post there have been a number of significant improvements to the school's ethos and culture. She has begun to establish an openness and transparency of approach, and is increasingly gaining the support of all stakeholders. It is too early to judge the impact of these initiatives on improving pupils' standards and the quality of education provided.

The headteacher and senior management team collaborate well, share a strong sense of common purpose and are committed to school improvement. Leaders at all levels are embracing new opportunities for leadership and are becoming more accountable through a more purposeful use of data. However, uncertainty concerning the long-term leadership and management of the school continues.

The school has a clear line management structure and appropriate performance management arrangements. However, targets set for teachers' development are not always sharp enough or carried through robustly enough to bring about improvements in practice.

Recently, the school has improved its use of performance information and introduced more specific target setting for individual pupils.

Good attention is given to national and local priorities. The Foundation Phase has been successfully established, ensuring appropriate resources that are managed effectively. Assessment for learning is becoming established within lessons and contributes appropriately to raising standards.

Governors are very supportive of the work of the school and are increasingly aware of their responsibilities. They often monitor curricular areas and play an appropriate role in managing the head teacher's performance. Although governors now use data more effectively to identify strengths and areas for improvement in the life and work of the school, their role as critical friends of the school has not developed well enough.

**Improving quality: Adequate**

The seconded headteacher, deputy headteacher and senior leaders have worked together productively to bring about improvements in several areas over the last two terms. They have put in place appropriate procedures to evaluate how well the school is performing, including lesson observations, scrutiny of teachers' planning and pupils' work. This has improved the consistency of provision between classes to a considerable extent. However, the self-evaluation process has not had sufficient time to impact fully on standards and provision.

The self-evaluation report, which is detailed, is too long and does not always focus sharply enough on key priorities for school improvement.

The school is developing as a reflective learning community and many members of staff share knowledge, expertise and ideas. They have many opportunities to share good practice and reflect on their own practice through attending various training courses.

Although there have been improvements relating to most of the recommendations from the last inspection, progress has not been good enough in relation to the provision for more able and talented pupils.

### **Partnership working: Good**

The school has an extensive range of partnerships with parents, the local community, a number of schools in the cluster to which it belongs, the family of schools, the receiving secondary school and the local authority. Parents and carers are especially appreciative of the care and support for their children. Transition arrangements between the local play group and the school are good. Effective transition plans enable older pupils to prepare appropriately for the next stage of their education. This partnership encourages successful curricular and pastoral links. The cluster of schools is developing and implementing appropriate procedures for the moderation and standardisation of pupils' work.

### **Resource management: Adequate**

Leaders and managers pay appropriate attention to managing staffing and financial resources. The school has enough well-qualified staff and all teachers receive appropriate time for planning, preparation and assessment.

The seconded headteacher and the finance committee of the governing body keep school expenditure under regular review. The school's spending decisions relate well to the priorities set out in the school improvement plan and to pupils' learning needs. However, in a few classes, teachers do not always ensure that the good resources available are used well enough to enhance learning.

Taking into account the standards achieved by pupils and the quality of teaching, the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

On entry, pupils' skills in communication and wellbeing are generally at least average and often above national and local averages.

Data over the last three years shows that pupils at seven years of age do far better on average than pupils in other schools in Wales in the core subjects of English, mathematics and science. They also do better on average than pupils in the family of schools (schools with similar characteristics). When compared with schools within the same free school meals band, the school has been in the top 25% of schools over the last three years for the three core subjects. End of key stage data shows that the percentage of pupils attaining the higher level three has been inconsistent when compared with the family of schools over the last three years. Boys and girls have generally performed equally well at the expected level two over the last few years.

The percentage of pupils at 11 years of age attaining the expected level four or above in the core subjects of English, mathematics and science is generally higher than national and local averages over the last few years; however, pupils' performance has not compared consistently well with the family of schools. When compared with schools within the same free school meals band, the school's performance was in the third quartile in 2011 and in the upper 50% or the top 25% in 2009 and 2010. On average, over the last four years pupils have performed better than schools nationally and the family of schools in English and mathematics at the higher level 5. Girls performed better than boys in English, mathematics, science and the core subject indicator, which is the percentage of pupils who achieve the expected level four in English, mathematics and science in combination, in 2011.

Most pupils identified with additional learning needs make at least the expected progress and a few do even better. Those pupils who receive extra support for literacy and those in receipt of free school meals also achieve appropriately.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Seventy-two parents or carers completed the questionnaire. Many expressed a high level of satisfaction with the school and this is slightly below national comparisons. Nearly all parents say that their children like school, feel that staff treat their children fairly and with respect and believe that pupils are helped to settle when they join the school and are confident that their children are safe there. Most think that behaviour is good. Nearly all agree that the school encourages their children to eat healthily and to take regular exercise. Many parents who responded think that the school is well run and understand what to do if they wish to make a complaint, and these responses are below the national averages. Many parents who returned the questionnaire think that their children are making appropriate progress. However, a minority do not feel that they know enough about how well their children are doing and a few do not feel that homework always builds well on what their children are doing at school. These are below the national averages. A few parents do not think that teaching is good and a very few do not agree that teachers expect pupils to do their best. Nearly all believe that teachers help their children to become more mature and to take on responsibility so that they are well prepared for the move to the secondary school. A few parents do not think that their children receive enough additional support for their additional learning needs.

#### Responses to learner questionnaires

Ninety-five pupils in key stage 2 completed the questionnaire and responses to most questions were positive. Nearly all agree that the school helps them to be healthy and provides them with plenty of opportunities to be physically active. Nearly all feel that they are doing well and all think that teachers and support staff help them to learn and to make progress. Nearly all pupils say that they feel safe in school and know whom to talk to if they are worried or upset or are finding their work difficult. A few pupils think that bullying is not dealt with effectively enough. Many think that there are enough resources to enable them to learn effectively and many believe that homework helps them to improve on their work in school. Thirty per cent of pupils are concerned that behaviour in lessons is not always good enough and that this sometimes prevents them from getting their work done as well as they could. This is higher than the national average. However, only a few pupils have concerns about behaviour during lunch and break times.

## Appendix 3

### The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Eleri A. Hurley	Team Inspector
Mr Dylan Jones	Lay Inspector
Mr Spencer Williams	Peer Inspector
Mrs Ceri Hoffrock	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### 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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

## **Glossary of terms – Primary**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.