



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: June 2019

by

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

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

St David's CIW Primary School is located in the village of Colwinston, in the Vale of Glamorgan local authority. There are 162 pupils on roll, aged from 3 to 11. There are four single age classes in the foundation phase including 28 pupils in the part-time nursery class and three mixed age classes in key stage 2.

The rolling average for the past three years shows that about 1.4% of pupils are eligible for free school meals, which is well below the national average of 18%. Most pupils are of white British ethnicity. No pupils have English as an additional language. The school identifies around 15% of pupils as having additional learning needs. This is below the national average of 21%.

The school's last inspection was in February 2012. The headteacher took up her permanent position in May 2012.

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

St David's Church in Wales Primary school is a highly inclusive and nurturing learning community for its pupils. The pupils' contribution to the life of the school and to their own learning is an outstanding feature. They work collaboratively and make extensive decisions about many aspects of their school. This work has an excellent effect on their attitude to learning.

The school has an outstanding caring ethos. Staff celebrates cultural diversity and develop pupils' understanding of their rights and responsibilities as global citizens highly successfully. Under the strong leadership of the headteacher, the governing body and staff share a clear vision for the school based on developing pupils that have clear aspirations to become successful individuals that are able to play an important role in society.

Most pupils make expected progress in their literacy, numeracy and information and communication technology (ICT) skills that is at least good over time. They apply these skills effectively in a wide range of contexts across the curriculum. All teachers and support staff work together creatively to provide interesting learning experiences for the pupils.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

- R1 Improve pupils' Welsh oracy skills around the school
- R2 Ensure consistency in teachers' expectations of what more able pupils can achieve independently

What happens next

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

Main findings

Standards: Good

Overall, most pupils' oracy skills are outstanding. They pay close attention to what others say, ask thoughtful questions to develop ideas and make highly effective contributions that take account of the views of others. For example, many pupils in the nursery explain clearly to adults which activities they would like to complete during the session. By the end of key stage 2, most pupils are extremely articulate and mature speakers, particularly when expressing opinions, such as about the impact of making products out of palm oil.

Most pupils throughout the school develop effective reading skills. By Year 2, many pupils show a good understanding of what they have read and make sensible predictions about what might happen next in a story. They discuss competently the effect of a title on the reader's initial impressions. In key stage 2, many pupils find pleasure in reading. They use research skills effectively to scan text for information, for example when they discover the causes and consequences of why our environment is changing.

Nearly all pupils apply their literacy skills well across all areas of the curriculum. In the foundation phase, many pupils develop their early writing skills successfully and produce interesting pieces of work, such as simple explanations on the impact of plastic in our oceans. By Year 2 many pupils are beginning to write at length effectively. For example, when re-telling the story of 'The boy that cried wolf' they create extended pieces of writing, spelling and using punctuation, such as speech marks, accurately. In key stage 2, most pupils present their ideas well and show a clear understanding of different writing styles and audiences. A few more able pupils apply their thinking skills to write creatively to a high standard, for example they use evidence from the story to think carefully about Amos' perspective on the Nativity. However, they do not write independently at length often enough.

Across the school, most pupils have a sound knowledge of mathematical skills and make good progress in their maths lessons. They apply their mathematical knowledge effectively to familiar and unfamiliar situations across the curriculum. A good example is the way in which Year 1 pupils weigh ingredients to make an apple pie and Year 2 measure shadow lengths to the closest centimetre. Most pupils in key stage 2 have a strong understanding of how to use data with increasing accuracy and present it in various forms. For example, most pupils in Year 6 create a detailed line graph to compare the velocity when comparing different liquids. They also use co-ordinates in four quadrants confidently and sort a range of angles accurately.

Most pupils develop their information communication and technology (ICT) skills confidently. In the foundation phase, most use simple programs to draw and collect images for a given theme. By Year 2, most use word-processing packages successfully to share information. They write simple programs to make a character move across the screen. In key stage 2, most pupils use their ICT skills successfully to write, edit and re-draft their work and present their research work successfully through multimedia presentations. Most older pupils create and use databases and spreadsheets successfully to calculate the cost of a D Day party. Many pupils are beginning to develop modelling and control technology skills purposefully. Nearly all pupils understand how to keep safe on-line.

Nearly all pupils have a positive attitude to learning and speaking Welsh. From nursery, most pupils understand and follow complex instructions well. As they progress through key stage 2, most pupils continue to develop their speaking skills successfully in formal situations. By Year 6, many write well in Welsh for different contexts, such as pen-portraits and dialogues. However, across the school, most pupils do not use their Welsh language skills confidently in a range of activities beyond Welsh lessons. Most pupils read simple Welsh texts appropriately.

During their time at the school most pupils make strong progress in their literacy and numeracy skills and achieve particularly well by Year 6. Most pupils with additional learning needs make good progress towards their targets from their starting points.

Wellbeing and attitudes to learning: Excellent

Standards of wellbeing and pupils' attitudes towards learning are exemplary. Nearly all pupils take advantage of the many opportunities to express their opinion about important aspects of the school's work and thoroughly enjoy school. They feel extremely safe and contribute to their own wellbeing and that of their peers very effectively. For example, the buddies in Year 6 spend valuable time with the younger pupils during their first year in school to develop sound friendships. This has a very positive effect on the foundation phase pupils' happiness and feeling of safety as they become more confident and settle into school life.

From an early age, nearly all pupils' behaviour is outstanding. Most pupils show exemplary maturity when taking on additional responsibilities, such as becoming members of the school council, taking the role of digital leaders and contributing to the eco and fair-trade committee. The super ambassadors and ethos committee show a strong commitment and enthusiasm towards improving and evaluating particular aspects of the school. They promote the school values successfully and ensure that pupils understand how their rights apply to school life. The pupil voice groups represent pupils very effectively. They make presentations to parents, governors and guests and impact successfully on making the school a better place for all. For example, recently pupils met with the local member of parliament to discuss ways to improve the school community and environment. Many pupils across the school have been involved in keeping the community free from litter and they have designed Celtic patterns and animals for the village monolith.

Nearly all pupils have very positive attitudes towards their work and they persevere very well with their tasks. They are enthusiastic and work diligently for extended periods of time when completing tasks. Most pupils work with their peers effectively and respect the views of others. They show exemplary resilience when facing challenges in their work and overcome obstacles successfully. Nearly all pupils work skilfully as independent learners and make important decisions about their learning during the pupil voice, 'jump into the topic day'. They contribute regularly to creating a variety of skill-based challenges, for example, in the 'same but different' sessions they learn to cook dishes from different faiths. These activities impact on pupils' self-esteem successfully and their enthusiasm for learning is infectious.

Nearly all pupils have a very good understanding of the need to eat healthily and to partake in regular physical exercise. All pupils partake in the 'daily mile' initiative around the school grounds. Most pupils appreciate the wide range of extra-curricular

activities that are available and many attend them regularly. For example, they enjoy the multi-sports, computer and choir clubs. Nearly all pupils feel safe and valued. They are exceptionally polite, behave particularly well, and treat one another, staff and visitors with high levels of respect and tolerance. They take responsibility for their actions and follow the agreed class charters and values of the school consistently.

Pupils' attendance rates place the school consistently above the average when compared with similar schools. Most pupils are punctual in the morning. Nearly all pupils have a strong understanding of their rights and responsibilities as global citizens. Through a number of fund-raising activities, they develop an exceptional understanding of the needs of others and have raised money to support pupils' education in Palestine.

Teaching and learning experiences: Good

The school provides an extensive range of learning experiences for pupils through interesting cross-curricular themes and work programmes. The curriculum is particularly successful in extending pupils' knowledge and understanding, and meets their needs well. The staff plan a wide range of interesting visits and visitors that link closely to current topics, for example by learning about medieval history in Ewenny Priory and visiting the Houses of Parliament.

Teachers in both key stages plan comprehensive opportunities for pupils to develop their literacy and numeracy skills across the curriculum. As a result, most pupils transfer and apply these skills confidently in all aspects of their work. A good example of this is when they are creating bird feeders and bird boxes during the Eco enrichment afternoons. Provision for ICT is sound, and teachers have embedded the expectations of the digital competence framework purposefully across the areas of learning and the curriculum. This has a positive effect on most pupils' standards of ICT across the school.

Foundation phase teachers provide a range of valuable learning experiences for pupils, which include effective opportunities for them to develop and practise their skills through investigation and role play. However, they do not always provide enough opportunities for pupils to make choices about which activities to engage with during lessons, particularly in the outdoor areas. On the other hand, all teachers provide valuable opportunities for all pupils to make important decisions about what and how they learn over the longer term. For example, Year 2 pupils decide to investigate Latin words for animals and Year 5 pupils choose to research the impact of fast food advertising in America on the increasing issue of obesity in young people.

Teachers form a good working relationship with pupils. They motivate and manage the behaviour of pupils successfully. There is a positive and supportive learning environment in all classes. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their English speaking skills. There is a very strong Welsh ethos, and teachers encourage pupils to make full use of the Welsh language during Welsh lessons. Although there are a number of opportunities for the pupils to develop a good understanding of the language by hearing regular commands and instructions, the pupils lack confidence to use the Welsh language independently outside of specific Welsh lessons. Teachers plan a

range of interesting activities, to develop pupils' knowledge of the history of the local area and Wales successfully. For example, the pupils research and give a presentation on the village of Tryweryn. In addition, the school holds an annual Eisteddfod which broadens the pupils' awareness and interest in the traditions and cultures of Wales well.

Most teachers use a wide variety of effective teaching methods, which motivate pupils to learn. They have good, up-to-date subject knowledge, link their lessons effectively with previous learning and explain new concepts clearly. Where teaching is at its best, purposeful presentations and the pace of lessons are strong features of teaching. Many teachers have high expectations and use open-ended questions very successfully in order to encourage pupils to think for themselves. As a result, pupils have the confidence to attempt unfamiliar tasks, and undertake these enthusiastically and independently. However, in a few classes, teachers' expectations of what more able pupils can achieve is too low. This limits the development of their independent learning skills and they do not always achieve at the standard of which they are capable.

Teachers provide pupils with positive feedback and intervene sensitively. This supports pupils at appropriate times during the lesson, for example to encourage them to check their progress against lesson objectives and to set their own success criteria. Teachers provide regular opportunities for pupils to evaluate their own work.

Care, support and guidance: Excellent

The school has exemplary systems in place to track and monitor pupils' progress and wellbeing. Teachers use a wide range of information and test results to provide support for pupils. They make creative use of performance information across the areas of learning and core subjects and provide bespoke support to ensure that all pupils are making at least good progress. The staff provide bespoke support to ensure that all pupils Learning support assistants work conscientiously alongside the teachers and the additional learning needs co-ordinator to implement a wide range of relevant intervention programmes of a very high standard. The school supports the emotional wellbeing of pupils through imaginative programmes, such as the woodland Wednesday sessions. As a result, the pupils develop confidence and are able to work together successfully on collaborative activities helping them to make friends and consider others. Well-designed speech and language projects support the pupils' social needs very effectively.

All pupils with additional learning needs work effectively with teachers to devise their own detailed person-centred plan that sets out clear achievable targets for improvement. Comprehensive systems are in place to monitor their personal plans, in consultation with the pupils and their parents. The school's partnership with parents has a positive impact on most pupils' learning and wellbeing. Parents receive extensive information about events and projects through daily updates on social media sites and in worthwhile curriculum and consultation evenings.

The school's provision to develop pupils' personal and social education is comprehensive. Staff make good use of activities to foster aspects such as equality and promote the school's aims very effectively. They plan exciting educational visits such as an annual trip to London and the year 6 outward-bound course in the Brecon

Beacons. These experiences develop pupils' self-confidence and social skills effectively. The school encourages all pupils to eat and drink healthily and stay fit by providing them with a wide variety of physical activities. For example, all pupils learn about the benefits of being outdoors by gardening and through participating in the 'daily mile' initiative.

The school provides rich opportunities to develop pupils' spiritual and moral understanding. The staff create a very caring community which is highly effective in developing pupils' empathy towards others. The school promotes respect and tolerance very effectively through carefully planned lessons, pupils' voice groups and charity events. Through activities such as the eco and fair-trade committee cake stall to promote fairness to farmers around the world, pupils reflect well on how they should treat others.

The school promotes education for sustainable development expertly through the work of the ethos committee and curricular themes, such as 'what's in the news?' in key stage 2. Most pupils develop a strong awareness of global citizenship through their studies of different countries. Teachers successfully promote the rights of the child and as a result, most pupils develop an excellent understanding of their own rights and an awareness of the challenges faced by children in different countries.

The school offers extensive opportunities for pupils to be involved in decision making and to perform leadership roles. Senior leaders provide worthwhile opportunities for pupils to contribute purposefully to the strategic direction of the school. A noteworthy feature is the school council's work on integrating the four core purposes from the new Curriculum for Wales into the school's enrichment days. As a result, all pupils, whether they are working independently or in groups are contributing towards their own learning and becoming more resilient when faced with challenges.

Provision to develop pupils' creative skills through the Lead Creative Schools Project and developing their entrepreneurial skills by baking or creating items are strong features of the school. There are numerous opportunities for pupils to perform at school, in the local community and beyond, to work alongside artists and musicians and compete in the annual school Eisteddfod. These experiences develop pupils' self-confidence, pride in themselves and their ability to work with others exceptionally.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The headteacher, ably supported by the senior management team, leads a highly inclusive school where pupils and staff thrive. She sets high expectations and leads by example. Leaders at all levels create a strong team ethos where every member of staff feels valued and pupils feel that they have an important part to play. Staff collaborate well to drive important improvements in the school. For example, to raise the standards of science for all pupils and to boost creativity in the school. The staffing structure ensures that staff share responsibilities effectively. All members of staff have a clear understanding of their responsibility for securing continuous improvement and they carry out their roles well.

The self-evaluation process informs the school's priorities for improvement successfully. Leaders use a broad range of effective strategies to check how well pupils perform. They understand the strengths in pupil performance well through regular visits to classrooms to talk to the pupils about their work and use data well. Leaders ensure that strategic plans are successful in meeting national and local priorities. For example, plans to develop pupils' literacy, numeracy and ICT skills are effective and most pupils make good progress. Plans to develop Welsh language skills are thorough, but these are not having as much impact as they could on pupils' independent Welsh oracy skills as they move through the school. Also, senior leaders have not identified the inconsistency in teachers' expectations or the implications of this for the more able pupils.

Leaders create a strong culture and ethos to support the professional learning of staff. The school is a powerful learning community and staff benefit from relevant training that results in improvements in pupils' resilience, emotional and social wellbeing and behaviour. They use action research well, for example, to improve younger pupils' resilient strategies, such as 'see three before me' and 'phone a friend'. Leaders use common performance management targets effectively to raise standards. For example, the introduction of a new writing scheme gives pupils valuable structure and support to improve their technique. On the whole teachers benefit from valuable observations of each other's practice and using colleagues' expertise to improve individual skills.

The governing body supports the school extensively and co-operates closely and effectively with leaders to ensure a clear strategic direction. The headteacher, senior leaders and groups of pupils regularly provide detailed reports or give presentations to governors, outlining the work of the school. As a result, the governing body have a comprehensive knowledge and thorough understanding of the school's performance and current work. Regular visits to the school allow them to challenge leaders successfully to raise standards and ensure a good quality of provision.

The staffing and resources are sufficient to meet the needs of the curriculum. Staff work hard to make the building a stimulating learning environment that includes worthwhile learning spaces outdoors. The school allocates resources carefully to enrich the curriculum and to meet pupils' needs. For example, the headteacher uses grants creatively to improve the provision to broaden pupils' knowledge of the wider world. Leaders use the pupil development grant effectively to raise the standards of the pupils who are eligible to receive it through innovative activities. The headteacher and members of the governing body manage and monitor expenditure and funds prudently to ensure the best use of them and to maintain and improve standards.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 19/08/2019