

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**ROGIET PRIMARY SCHOOL  
Station Road  
Rogiet  
Monmouthshire  
NP26 3SD**

**School Number: 679/2164**

**Date of Inspection: 22<sup>nd</sup> – 25<sup>th</sup> November 2004**

**by**

**Mr Peter Mathias  
W203/78829**

**Date: 27<sup>th</sup> January 2005**

**Under Estyn contract number: T/73/04P**

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Rogiet Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Rogiet Primary School took place between 22<sup>nd</sup> – 25<sup>th</sup> November 2004. An independent team of inspectors, led by Mr Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

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## **Context**

### **The nature of the provider**

1. Rogiet Primary School with 203 pupils on roll aged from four to eleven years serves the village of Rogiet and the nearby village of Caerwent. The school is situated close to the Severn Tunnel and M4. It holds the Basic Skills Quality Mark.
2. The school reports that the area from which most pupils are drawn is neither advantaged nor disadvantaged. Approximately 5% of pupils are considered eligible for free school meals; this is well below the Unitary Authority (UA) average of 10.3% and the all Wales average of 19%.
3. Approximately 10% of pupils have some degree of special educational needs (SEN). Two pupils have statements of SEN. Almost all have English as their first language and nearly all are of Welsh extraction. Children begin school in the reception class at the age of four.

### **The school's priorities and targets**

4. The school aims to foster pupils' intellectual, social, spiritual and moral development and to prepare pupils to take their place confidently in the wider world.
5. The school's major priorities and targets for 2004/2005 relate to improvements in science, history, religious education Y Cwricwlwm Cymreig, teaching and learning, professional development of staff, the school environment, school council and home school partnerships.
6. The school was last inspected in 1999.

## Summary

7. Rogiet is a very good school which has made very good progress since the last inspection. The inspection team agrees with the judgements made by the school concerning the standards pupils achieve and with three out of the six judgements remaining. Where the inspection team disagrees with these judgements, this is because the school has under estimated its effectiveness in two of the areas and over estimated its effectiveness in one area.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

### Standards

8. Overall, pupils' standards of achievement in the subjects and areas of learning inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	59%	41%	0%	0%	0%

9. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government (WAG) all Wales target for 95% of standards to be satisfactory and 50% to be at least good.
10. Overall the quality of educational provision for children under five is appropriate to their needs and children make good progress towards the desirable outcomes for children's learning.
11. In KS1 and KS2 in the subjects inspected standards of achievement were as follows:

## Subjects

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 1
Science	Grade 2	Grade 2
ICT	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

12. Pupils' standards and progress in the key skills of speaking and listening are very good. In the key skill of writing, standards of achievement and progress are good as they are in the key skills of numeracy and the use of information and communication technology (ICT). Pupils use their bilingual skills well in informal settings. Skills in problem solving and creative skills are good.
13. Starting from a below average base in 2004 the standards achieved by pupils in the end of KS1 teacher assessments in English, mathematics and science were in line with the Welsh average and just below the local average. These results were in line with similar schools. Since 2001 the results in these assessments have been close to or above the local and national averages.
14. At the end of KS1 national assessments in 2004, pupils' attainment in English, mathematics and science was in line with the Welsh average and just below the local average. When compared to schools considered broadly similar, these results are broadly in line with the school. Since 2001 combined results in the end of KS1 assessments in English, mathematics and science have been close to or above the local and national averages in each year. The school carries out careful reviews of the performance of boys and girls in these tests. In KS1 in these assessments boys do slightly less well than girls.
15. In the end of KS2 national tests for 11 year olds in 2004 in English, mathematics and science are below average percentage of pupils achieved the expected level (Level 4 or above) in the tests overall. This was below the local and national averages and when these results are compared to schools considered similar, the results were also below these similar schools. Pupils' performance in mathematics was particularly low. However, there is evidence to suggest that pupils in these tests achieved as well as could be reasonably expected of them bearing in mind their abilities when they entered the school and their achievements in the end of KS1 assessments. In 2004, boys outperformed girls in these tests in English and mathematics but not in science. In the subjects inspected during the inspection, standards of work seen are above the levels suggested in the most recent national tests for 11 year olds where results have been below the national and local averages since 2001. Girls have out performed boys in these tests.
16. Pupils' attitudes to learning throughout the school are very good. They concentrate very well, work hard and are keen to become involved and complete the task given.

17. Behaviour is very good and all pupils have a clear understanding of what is expected of them. They act responsibly and show respect for other pupils and adults. Attendance levels are at 92%, below those expected. Pupils arrive at school on time.
18. Pupils are able to work independently. They make decisions for themselves and show ability to think for themselves. The personal, moral, social and cultural development of pupils is a strong feature. They have a clear understanding of what is fair and unfair and of the importance of respecting similarities and differences between people. They know about the world of work and have a good understanding of the culture and traditions of Wales. Older pupils have a good understanding of the importance of looking after the environment.

### The quality of education and training

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	46%	50%	4%	0%	0%

19. The percentage of good and very good lessons is above the Welsh average and above the WAG target of 95% of lessons to be satisfactory or better. The percentage of very good lessons is well above the national target of 50% to be good or better.
20. Teachers have very high expectations of their pupils and encourage and support children under five and in KS1 and KS2 to work hard and to achieve well.
21. In the best lessons the strengths relate to:-
  - The purposeful way tasks are explained;
  - The very effective way displays are used to illustrate and support learning;
  - Teachers' very strong subject knowledge;
  - The care taken to promote positive attitudes and to involve all pupils in their lessons.
22. Arrangements to assess, record and report on pupils' progress are comprehensive and very well used to meet the needs of each pupil and to help them make good progress in their learning. Annual reports to parents are informative and meet legal requirements.
23. The school's curriculum is very broad and very well balanced. It meets legal requirements and reflects the needs and aspirations of all pupils well. The provision for pupils with SEN is very good. The curriculum is carefully planned so that pupils build systematically on what they already know and can do. The curriculum reflects the cultural traditions of Wales very well. Y Cwricwlwm Cymreig is very effectively developed in English, music, history and geography and teachers introduce regularly and naturally informal Welsh into their lessons. However, in art the works of Welsh artists are not given the same

prominence as is given to artists from other countries and cultures. The school plans carefully to develop and apply key skills across the curriculum.

24. The curriculum promotes learners' personal development including their spiritual, moral, social and cultural development very effectively. Planned learning experiences prepare pupils well for the world of work and work related issues. Pupils are given a very strong grounding in personal responsibility and in behaving sensibly in their community. Pupils have a clear sense of right and wrong. In cultural development a strength of the school is the way in which through religious education, literature, art, music, geography and history, pupils are taught about and learn to respect the rich diversity of cultures in modern society. The school has a clear policy on promoting racial equality and good relationships. Acts of collective worship meet statutory requirements.
25. Links with parents, the local community and other institutions are very good. The school has well-established links with the UA's advisory and support services.
26. The support, care and well-being of pupils is very good. Registration arrangements are rigorous. Pupils are very well managed and supported by all staff who place great emphasis on this aspect of school life. Child protection procedures are thorough. The school building is a safe and secure environment where children and older pupils learn happily. The school carries out a detailed risk assessment. All pupils who have additional needs are carefully integrated into the schools' work and have the same learning opportunities as others. Links between home and school are positive and parents are well informed about their children's progress.

### **Leadership and management**

27. The quality of leadership and management shown by the headteacher and senior management team is of a very high quality. There is a very clear sense of direction to the work of the school. Expectations of staff and pupils are high. While working relationships are positive and constructive, there is a very strong determination to provide all pupils with high quality opportunities to succeed. Planning for school improvement is rigorously carried out and plans are very detailed and carefully reviewed. For example a particular strength is the attention given to tracking pupils' progress regularly and in using this information well to raise standards further.
28. The roles of some co-ordinators are very well developed and defined so that they have regular and appropriate opportunities to evaluate the needs of their subjects and to look at the success of teaching and learning in these subjects. However, some younger co-ordinators lack the experience to carry out these monitoring roles in full, which the school has identified.
29. Governors are very committed to the school and give it a good lead. They are well informed about the progress being made to the targets which the school is setting for itself. Governors work closely with the headteacher to achieve

this. A particular strength is the very careful way governors agree priorities for improvement, take action to support them and monitor their progress. The governing body has been appropriately involved in drawing up the school's self evaluation and School Development Plan (SDP), which is broadly accurate and very detailed.

30. The overall provision of staffing, accommodation and resources is good. Pupils are well supported by a very good range of experienced and younger teachers who have a very good range of professional expertise. Support staff are very well used and very effectively deployed. Resources are good, although the space for outdoor play for children under five is limited. The school makes best use of its building which is showing signs of its age.
31. Resources are very well matched to the needs of the school and are well used. The governing body judges the success of its spending decisions carefully. The school has made good progress since the last inspection. Overall, bearing in mind the progress pupils achieve by the age of eleven, the overall quality of teaching and leadership and management in the school, the school gives good value for money.

## Recommendations

32. In order to improve the school in the areas inspected the staff and governing body need to:
- R1. Extend the roles of co-ordinators so that all co-ordinators have planned opportunities to evaluate the success of teaching and learning in their subjects and to assess at first hand the progress of initiatives they are pursuing, which the school has identified as a priority.
- R2. Continue to take steps to raise attendance levels further.

## Standards

### Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

32. Overall the findings of the inspection team matched the judgements made by the school in its self-evaluation report.

Pupils' standards of achievement	Grade 1 59%	Grade 2 41%	Grade 3 0%	Grade 4 0%	Grade 5 0%
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33. The overall quality of the education provision for the under fives is appropriate to their needs and children make good progress towards the desirable learning outcomes for children's learning. Baseline assessments indicate that attainment is below most children when they begin school.

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Grade 1	Grade 1
Science	Grade 2	Grade 2
ICT	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

34. Pupils with SEN make good progress and sometimes exceed the targets set for them.
35. Standards and progress in the key skills of speaking and listening are very good. In the key skills of writing standards of achievement and progress are good as they are in the key skills of numeracy and ICT. Pupils always speak and listen confidently in their lessons. They use their writing skills in a range of different settings and styles. Pupils make good use of these skills in all subjects. Pupils use their skills in numeracy to measure and record their findings, for example in science and geography. Pupils use ICT well to support their learning, for example in finding out information from the Internet and in drawing graphs and tables of information. They use incidental Welsh often and enthusiastically when responding to their teachers' questions in Welsh or when carrying out instructions given to them in Welsh.
36. At the end of KS1 national assessments in 2004, pupils' attainment in English, mathematics and science was in line with the Welsh average and just below the local average. When compared to schools considered broadly similar, these results are broadly in line with the school. Since 2001 combined results in the end of KS1 assessments in English, mathematics and science have been close to or above the local and national averages in each year. The school carries out careful reviews of the performance of boys and girls in these tests. In KS1 in these assessments boys do slightly less well than girls.
37. In the end of KS2 national tests for 11 year olds in 2004 in English, mathematics and science a below average percentage of pupils achieved the expected level (Level Four or above). This was below the local and national averages and when these results are compared to schools considered similar the results were also below these similar schools. Pupils' performance in mathematics was particularly low. However, there is evidence to suggest that pupils in these tests achieved as well as could be reasonably expected of them bearing in mind their abilities when they entered the school and their achievements in the end of KS1 assessments. In 2004, boys out performed girls in these tests in English and mathematics but not in science. In the subjects inspected during the inspection, standards of work seen are above the levels suggested in the most recent national tests for 11 year olds where

results have been below the national and local averages since 2001. Girls have out performed boys in these tests.

38. In classes, pupils make good progress and learn well. They know how to apply the skills they have learnt, for example in English to their work in geography and in religious education. They have a good understanding of what they are doing and of the progress they are making. There are thorough procedures now in place to enable pupils to appreciate clearly the small achievable steps they need to make to improve, particularly in English, mathematics and science. By the end of KS2 pupils in their lessons are well placed to move on to the next stage of their education.
39. Pupils' attitude to learning throughout the school is very good. The interest they show in their work and the display of their ability to concentrate in lessons are very strong features. The majority of the pupils work hard and are keen to become involved and complete the tasks given.
40. The behaviour is very good at all times. Older pupils are developing into mature young people. All pupils have a clear understanding of the standard of behaviour that is expected of them and this is evident by the way they move around the school in an orderly manner. Pupils show a responsible attitude and respect for both fellow pupils and adults. Older pupils supervise and take care of younger pupils
41. Generally pupils' attendances are below those expected. In the last Summer Term, level of attendance dropped mainly due to parents taking their children out of school for summer holidays during term time. The school does take every step possible and continually remind their parents of the importance of good attendance and the legal requirements. Punctuality is very good and no pupils were observed arriving late at school, nor to lessons. Attendance and punctuality is monitored rigidly and the Education Welfare Officer's services are used when necessary. The school complies with the requirements of WAG Circular 3/99.
42. Pupils display an ability to work independently and in groups. Across the school children show good problem solving skills as well as an ability to organise their own work tasks. The School Council has also enhanced the organisational, problem – solving and decision making skills of its members who are elected from each class. Good use is made of the school library as a resource to enhance their individual learning.
43. The personal, moral and social development of the pupils at the school is a very strong feature. The children show respect and care for one another with older children in particular, supporting and helping the younger pupils. The pupils show respect towards the adults and are not afraid to approach the teachers to ask questions.
44. Pupils demonstrate an awareness of equal opportunities and show that they recognise, understand and respect the diversity of beliefs, attitudes and social

and cultural traditions. A good example of this was seen in a role-play during the morning assembly worship.

45. There are good links established between the school and local industry and the use of external visits enhance the pupils' understanding of the world of work, for example in a recent visit to BAE Systems.
46. The school has good links with the local Education Business Partnership and has used this link for teacher training.
47. Pupils have a very strong understanding of their local community, and on occasions they participate in local events within the community.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

48. Overall the findings of the inspection team do not match the judgements made by the school in the self-evaluation report. In the lessons observed the quality of teaching was judged as follows:

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	46%	50%	4%	0%	0%

49. The percentage of good and very good lessons is above the Welsh average and above the WAG target of 95% satisfactory or better. The percentage of very good lessons is well above the national target of 50% to be good or better. Teachers have very high expectations of their pupils and encourage and support children under five and in KS1 and KS2 to work hard and to achieve well.
50. Teachers stimulate and encourage pupils to achieve high standards very effectively. Teachers are very careful to make sure that when planning their lessons they organise their work so that pupils are appropriately challenged and the work is very well matched to the different abilities in the classes. Teachers promote very positive attitudes to learning by the very supportive way pupils are encouraged to give of their best.
51. In the lessons where teaching has outstanding features, these included
  - The way pupils are helped individually by their teachers and assistants to try hard;

- The purposeful way the tasks are explained and pupils are questioned to ensure that they know what is expected of them and the time they have to complete their work.;
  - The very effective ways in which the attractive displays in the classes are used to illustrate and support learning;
  - Very good subject knowledge, for example in explaining the importance of using scientific language when discussing how a circuit is made or in English in how to construct a script for a play;
  - The very careful way in which teachers ensure that all pupils are included in the lessons and have very positive attitudes to each other and to adults;
52. Arrangement for assessment, recording and reporting of pupils' progress are very comprehensive and are very well used to meet individual needs. Teachers' planning is very closely linked to assessments. Pupils are actively involved in these assessments and are very effectively encouraged to set their own targets and to work towards them. Teachers mark pupils' work carefully and regularly. They positively encourage pupils to recognise what they do well and what they need to do to improve further. Teachers take up opportunities very well to look at pupils' work in the longer term and to judge the progress they are making.
53. A particularly outstanding feature is the way in which the school carefully assesses children's basic skills soon after they begin in school and regularly assesses pupils' progress later using a range of standardised and reliable test materials. This information is very well used to predict the standards pupils should attain in the future and to assess their progress towards these predications. Teachers look very carefully at the information available to them from these tests to target areas in which individual pupils need specific help. These are then carefully linked to teachers' future planning.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

Grade 1: Good with outstanding features
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54. The findings of the inspection team did not match the Grade 2 judgement made by the school in the self-evaluation report.
55. The school's response to individual pupils learning needs is very good. The provision for pupils with SEN is a strength of the school. Ensuring the schemes of work encourage progression throughout the key stages has been a priority for the school and as a result pupils make sound progress in their learning. Key Skills are identified in detail.
56. The curriculum is broad and appropriately balanced. Pupils participate in a wide range of extra curricular activities provided, including sports clubs, art, choir, drama, IT club and Welsh dancing. These clubs cater for pupils from Reception to Year 6. They are well attended and pupils gain valuable knowledge and experience in areas such as voice projection in the Drama Club and they take an active role in amending the school web site in the IT Club.

57. Pupils' recognition of the diversity of beliefs, attitudes and social and cultural traditions are a strength of the school and reinforced regularly in lessons and in classroom displays.
58. Links with parents are very effective. There is a very pro-active Parent, Teachers Association. Good use is made of the local community as a learning resource, the expertise of local people making a significant contribution to learning, for example the garden project.
59. Planned learning experiences prepare pupils well for the world of work and world related issues. Good use is made of external visits to employers by the pupils. These visits support subjects taught in class. Key skills development is effective and prepares the pupils for the world of work.
60. Pupils are competent in the use of incidental Welsh and also showed good command of English. Teachers are trained to effectively deliver Welsh as a second language and the school is well supported by the Athrawes Fro. Pupils gain good knowledge of the culture of Wales. The school plans carefully to include Y Cwricwlwm Cymreig in their curriculum.
61. The school promotes very good equality of access, and high expectations for all pupils regardless of background. For example when it is necessary to ask for voluntary contributions for certain activities no child is denied access if they cannot afford the voluntary contribution. Staff take an active lead in challenging stereotyping with female staff leading football and rugby training. Both boys and girls take part in these sports. The relevant statutory policies such as equal opportunities, and Racial Equality are rigorously administered by the school and equal opportunities is also included in all other curriculum policy guidelines. Pupils benefit from equal opportunities to participate in a wide range of extra-curricular activities such as French lessons and sports clubs.
62. The development of pupils' awareness and understanding of sustainable development is very good. The regeneration of the enclosed school garden has enhanced the curriculum provision and the pupils' understanding of the environment. The Opening up the World through books, 'The World of Barnaby Bear and the study of different religions has contributed to the children's knowledge and understanding of the wider world. Taking part in the charity project Rainbow Africa has also helped to develop an understanding of sustainable development and pupils' knowledge of the wider world.
63. The children's entrepreneurial skills are being developed well with pupils running and managing their own healthy eating tuck shop within the school, and the pupils of the School Council also have their own budget which they manage for various projects within the school.
64. The promotion and development of the pupils' life long learning skills is well reflected in the school's aims. Very effective use is made of good local community links both in and out of school. Children of the school take part in many community events and are well respected by the local community.

#### **Key question 4: How well are learners cared for, guided and supported?**

Grade 1: Good with outstanding features
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65. The thorough organisation of the school day establishes effective, well managed, smooth running routines which provide very good support and guidance to all pupils. All staff place great emphasis on the support and welfare of the children. Effective use is made of outside support services when required. All staff have a responsibility for caring for the children. The Buddy System which encourages older pupils to take responsibility of looking after the younger pupils is proving to be very successful.
66. The school has a very good partnership with parents with an active parent teacher association. Parents take active part in school life with volunteers assisting teachers and pupils with the garden project. Parents play an active part to support the school and pupil with homework arrangements and there is a home school partnership arrangement.
67. The school has circulated a parent's questionnaire to seek the views of parents about the school. Parents' views are considered and acted upon if possible.
68. The school's induction arrangements both for new school intake and for the Y6 pupils' transitional arrangements to secondary schools are of high standard. Children are helped to settle in quickly and the arrangements enable parents to share in their child's first experience of school. The Y6 transitional arrangements also involve the parents, with a very innovative programme using both primary and secondary school teachers to plan and arrange the bridge of Y6 curriculum to Y7 in order to achieve continuity and avoid duplication. Pupils are well informed of their rights and responsibilities and school rules and expectations are displayed on corridor walls and classrooms. The school has a whole school policy for discipline and anti-bullying which is successful.
69. Effective systems are in place for early diagnosis of special needs and early intervention where needed. Teachers and support staff, including mid- day supervisors, work closely together to ensure continuity of support. Main support is given by class teachers who build good relationships with pupils. The school has a very good PSE programme. Good use has been made of the Local Education Behavioural Support Co-ordinator. Relevant policies are in place to provide the best support for pupils.
70. Very effective procedures are in place to monitor attendance, punctuality and behaviour of pupils. The general behaviour and punctuality throughout the school is very good, but attendance levels do fluctuate. However the school are very positive in their actions to encourage better attendance Effective use is made of the EWO when necessary. The school's registration arrangements fully meet statutory requirements.

71. The general health and safety of pupils is a priority within the school. There is a Health and Safety Policy and this is adhered to. There are appropriate first aid facilities and all staff including non teaching staff, have undertaken training and hold certificates in emergency first aid for schoolteachers. Staff and pupils have an appropriate awareness of health and safety. Good day-to-day procedures are in place for meeting the needs of pupils who are unwell or who have had an accident. Careful and comprehensive risk assessments are carried out for educational visits and pupils' use of resources.
72. The school has a designated person for child protection who has been trained to take on this responsibility. The school has a child protection policy. All staff have received basic training to identify signs of child abuse and are fully aware of the procedures to follow if an incident does occur.
73. The school has effective systems for the early diagnosis of pupils' learning needs. Individual educational plans are clearly written and set appropriate targets for pupils. Plans are reviewed at regular intervals. Classroom assistants provide effective support. Pupils are fully integrated in their mainstream classes and tasks are suitably matched to different abilities so that pupils benefit in their learning across the curriculum.
74. The school has established effective procedures to deal with pupils whose behaviour might give cause for concern. Pupils are supported in class, behaviour management plans and home/school contracts provide suitable support for pupils. The school ensures that all pupils have equal opportunities to participate in school activities.
75. Pupils' very good tolerance of others is effectively encouraged and reinforced during PSE lessons. The Head Teacher, staff and other adults provide very good role models for pupils and, together, create a climate of mutual respect in which individual talents are valued and cultural diversity and racial harmony are positively promoted.
76. The school has taken reasonable action to ensure that disabled pupils do not suffer from less favourable treatment. Facilities include access via ramps to all ground floor classrooms, a disabled toilet and vertical blinds on windows.

## **Leadership and management**

### **Key question 5: How effective are leadership and strategic management?**

Grade 1: Good with outstanding features

77. The findings of the inspection team do not match the judgements made by the school in the self-evaluation report. In this area the school under estimated the quality of leadership and strategic management.

78. The school is very well led. The head who works closely with the deputy head and governors, gives the school a very clear sense of direction and purpose. The head has high expectations of staff, all of whom work with a very strong commitment to their pupils. Teachers work consistently and effectively to put into practice agreed policies to promote learning and positive behaviour. The roles of some co-ordinators are well developed and they regularly review the impact of teaching and learning at first hand. However, opportunities have not been extended to include all subject co-ordinators in this process because of their previous limited teaching experiences. The school has recognised this as a priority and is beginning to address it.
79. The leadership of the school is very committed to making the aims and values of the school explicit in all aspects of the school's life. There is a very strong determination to provide all pupils with high quality opportunities to succeed and to take their place in the wider world. All pupils are valued and treated equally.
80. The school is very mindful of the national priorities for education and it works closely with the UA and local family of schools. For example, the school takes considerable care to promote bilingualism, health education, cultural diversity, global citizenship and sustainable development. The school promotes healthy eating at break times through an imaginative scheme, which provides pupils with opportunities to choose from a range of fruit snacks. Links with other local schools are strong and the school is involved in a three year initiative to improve links with the local comprehensive school.
81. The headteacher and governing body work closely to set targets for improvement which are challenging and realistic. These are shared with teachers who are committed to evaluating the quality of pupils' learning, their teaching and the raising of standards. There are very effective procedures for staff appraisal and for the professional development of all staff. For example teachers have benefited considerably from initiatives to improve teachers' planning and expertise.
82. Governors provide a good lead in determining the school's longer term needs. They are well informed, for example through regular briefings from teachers about the success of initiatives they have approved. They take a close interest in the day-to-day life of the school and challenge the senior management team constructively in their meetings about the performance of the school. Governors use this information well to ensure that the school is moving in the right direction. They meet their legal duties in full.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

Grade 2: Good features and no important shortcomings
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83. Overall the findings of the inspection team match the judgements made by the school in the self-evaluation report.

84. The senior management team know the school very well. They are very well informed about standards and keep in touch with how pupils are learning. The process of self-evaluation is established on a formal and informal basis. Teachers and managers are positively encouraged to reflect and evaluate honestly and openly. This is generally well used to aid the planning process and to effect improvement in teaching and learning. The self-evaluation report itself is the result of this process. It is very detailed, broadly accurate and well founded on measurable evidence. Where the judgement of the inspection team disagrees with those contained in the school's own self evaluation, this is because the school has under estimated its effectiveness in two areas and over estimated its effectiveness in another.
85. Overall, the school has made good progress since the last inspection. Good standards in the subjects inspected have at least been maintained and nearly all are higher now than they were at the time of the last inspection.

**Key question 7: How efficient are leaders and managers in using resources?**

Grade 2: Good features and no important shortcomings
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86. Overall the findings of the inspection do not match the judgements of the school in its self-evaluation report, where this was considered to be good with outstanding features.
87. Throughout the school, pupils are well supported by qualified, experienced and younger teachers who are very effectively deployed. The experienced teachers effectively share their expertise and knowledge with younger and less experienced colleagues. This mentoring and coaching of younger staff members has enabled the school to reach its potential in teaching, learning and organisational contexts. All teachers have a very good overview of the NC. Support staff are used effectively. Staff inset training is used well to develop the staff and keep them up to date with the knowledge and skills that they require. When new teaching posts arise, due consideration is given to the specific needs of the school at that point in time and staff are appointed for their skills and qualifications in the identified area. The levels of, both the teaching and support staff is sufficient to enable the curriculum to be effectively taught to all pupils.
88. The school makes effective use of learning resources, with a wide range of books appropriate to the age of pupils, available both in classes and in a well-stocked resource library. Books are of a very good quality and quantity and they are kept on, well-organised shelves. There is also a fair range of other teaching resources such as computers, interactive white boards and other basic teaching materials available to ensure that high quality teaching can be delivered for the benefit of all pupils.
89. The school makes best use of the building, which is now showing signs of ageing. The school is kept clean, neat and tidy within the limits of the general conditions of the buildings. The conditions of the windows throughout the school are bad with some windows unable to be opened. The majority of

classrooms in terms of size are adequate but there are two classrooms which are small.

90. The overall school site is well kept and has a pleasant location. The grounds however do not have an adequate boundary fence.
91. The quality and quantity of resources is very good. In particular the pupils make very good use of the interactive whiteboards in every classroom. Religious education is also greatly enhanced by the extensive range of artefacts available in the school.
92. Staff are deployed effectively so that best use is made of their time, expertise and experience. All teachers have a sound understanding of their subjects' potential for development across the school.
93. Budget setting relates clearly to the school's educational objectives and priorities identified in the School Improvement Plan.
94. Resources are regularly reviewed by co-ordinators, the Head and the GB to ensure good value for money.

## **Standards achieved in subjects and areas of learning**

### **English**

**Key stage 1: Grade 1: Good with outstanding features**

**Key stage 2: Grade 1: Good with outstanding features**

### **Good features**

95. Pupils of all ages have very good speaking and listening skills. In KS 1 pupils talk confidently in a variety of contexts and are able to share their ideas and opinions enthusiastically.
96. In KS2 pupils have an extensive vocabulary. Older pupils take part very confidently in discussions where they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
97. In KS1, the majority of pupils have very good reading skills. By the end of the Key Stage, many pupils are able to read a range of texts fluently and accurately, using a variety of strategies to help them tackle new words.
98. In KS2, most pupils continue to read fluently and accurately. Many pupils show a mature understanding of the themes, ideas, events and characters in books. Most pupils talk about books and authors in an informed manner with many

expressing a preference for a particular author or genre of writing. All pupils are able to make effective use of dictionaries and thesaurus.

99. In KS1, pupils progress well in learning correct letter formation and writing simple sentences. By the end of the key stage, many pupils' writing is organised, imaginative and clear, with sentences demarcated by capital letters and full stops. Pupils are able to spell common words correctly and write neatly.
100. In KS2 pupils write in a range of forms. Their standards of presentation, spelling, grammar and punctuation are very good. By the end of the Key Stage, many pupils' writing is varied and interesting. The pupils' extensive vocabulary that is often used for effect for example when writing about World War II in history is a strength of their writing.

### **Shortcomings**

101. There are no important shortcomings.

### **Science**

<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
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### **Good features**

102. Pupils in KS1 classify objects and materials accurately by their physical properties. They have a good knowledge for their age of how simple circuits work and how some materials are conductors of electricity and others insulate against it. They know about the dangers related to electricity.
103. Pupils in KS1 are able to predict accurately which materials will sink and which materials will float in a simple experiment. They are beginning to use ICT to record this information.
104. Pupils in KS2 know the importance of a healthy diet. They know that food contains carbohydrates and proteins. Older pupils in KS2 organise ways of separating materials in a mixture. They are aware of the importance of making a test fair and of the significance of constants and variables.
105. Pupils in Year 6 are familiar with the main organs of the body and how the skeleton supports these. They know that it is possible to change the state of some materials through, for example the application of heat. They know about simple food chains, they accurately classify living things according to set criteria.
106. Older pupils in KS2 record their findings carefully using ICT to make tables and graphs and to illustrate their results.

## Shortcomings

107. While there are no important shortcomings, pupils' confidence and ability to organise and construct experiments are less well developed than their factual knowledge and understanding of science, which is very strong.

## Information Technology

**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 2: Good features and no important shortcomings**

### Good Features

108. In KS1, pupils develop appropriate skills. They use interactive whiteboards and computers competently and confidently. Pupils are able to select appropriate paint, colours and drawing tools and create "fruit baskets." Pupils have good word processing skills and are able to enter and store information.
109. In KS2, pupils continue to use interactive whiteboards and computers confidently and competently and in a range of curriculum contexts. Pupils use IT equipment to process and present information and enhance its quality. Pupils show good skills in their ability to use the internet to search for information. They use search engines and pose appropriate questions when undertaking an investigation.
110. The Year 6 pupils who visited "Robolab" a project linked to BAE Systems Ltd were able to use a programmable vehicle to see the consequences of their decisions and programme a sequence of commands.

## Shortcomings

111. There are no important shortcomings.

## Geography

**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 2: Good features and no important shortcomings**

### Good features

112. In KS1 pupils understand why the seasons change. They record the different types of weather they experience and are able to display this in charts carefully using ICT to complete them.

113. Older pupils in KS1 know about the main features in the local area and compare buildings in Rogiet with those on Struay, an imaginary island off the coast of Scotland. They follow the progress of Barnaby Bear on his numerous holidays to other countries for example, to France.
114. In KS2 pupils know about land use in their local area. They are familiar with the main features of their local landscape such as the Park and Roman Hill. They complete detailed traffic surveys of commuters travelling to work in their area. Pupils in year 3 compare and contrast the way children live in Kaptolmwa in Kenya with their own lives. Older pupils in KS2 use scale and symbols to draw maps of their journey to school.
115. In Year 6, pupils have a detailed knowledge of St Lucia. They know that the area is subject to tropical storms and has a warm and wet climate, which produces rich and varied flora and fauna. They have a very good understanding of the need to protect the planet and of the importance of preserving different habitats.

### **Shortcomings**

116. There are no important shortcomings.

### **Art**

<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
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### **Good Features**

117. In KS1 pupils are able to use a range of tools to make images and artefacts. They are able to record images from direct observation and visualise ideas from memory. Pupils use a variety of garden materials to produce three-dimensional garden pictures.
118. Pupils experiment with shade, tone and colour mixing effectively.
119. KS2 pupils continue to make good progress. Through examining the work of famous artists such as Paul Klee, Kandinsky and Mondrian they are increasingly aware of different styles and techniques. They express opinions about other artists' work and style and are able to use these techniques in their own work. Pupils show an increasing understanding of the use of line and tone in their work. Pupils make good use of sketchbooks to plan and organise their work.

### **Shortcomings**

120. Pupils do not have the same knowledge of the work of Welsh artists as they do of European artists.

## Religious Education

**Key stage 1: Grade 1: Good with outstanding features**

**Key stage 2: Grade 1: Good with outstanding features**

### Good features

121. Pupils in KS1 recognise that there are special days in their lives and in the lives of people from different faiths. They know that their special days are often celebrated with special food. They know that different religions have different stories about how the earth began. They retell the story of the creation in the Bible in the correct sequence. They know about the life of St David and know some of the most important stories of the Old and the New Testament, such as the story of Moses and the flight from Egypt and the Parable of the Good Samaritan.
122. A particularly outstanding feature in both KS1 and KS2 is the very detailed knowledge pupils acquire of different religions and their practices. For example, in Year 2, pupils have a detailed understanding of the Hindu festival of Diwali. In both KS1 and KS2 pupils have very good opportunities to handle and appreciate a very good range of high quality artefacts. For example, in KS1 pupils have access to the elements used in celebrating the Jewish Sabbath. In KS2 pupils extend their learning very well in this subject as they increase their knowledge of the significance of Yom Kippur.
123. Pupils in KS2 know that the main religions of the world started in different places and at different times. They know the similarities and differences between the Bible and the Qur'an. They are aware of the importance of the 10 Commandments in the Bible and of the five Pillars of Wisdom in Islam. Older pupils in KS2 know that journeys or pilgrimages can bring people into a deeper relationship with God.
124. Pupils in KS2 use ICT well to find out information about the Christian pilgrimage to St Albans and the journey of the Pilgrim Fathers to America. They know about the Christian pilgrimage to Lourdes and can compare these activities with the Jewish tradition of praying at the Wailing Wall in Jerusalem and of the Muslim Hajj.
125. In Year 6 pupils know about the main principles of Buddhism and of the eight rules to follow in that religion. They know that the Hindu religion has many different beliefs set out in the Shikstapatri, their religious book.

### Shortcomings

126. There are no important shortcomings.

## **School's response to the inspection**

The governors and staff of Rogiet Primary School have given full and careful consideration to the outcomes of the recent inspection, undertaken by a team from Celtic Inspection Services Unit (CISU) on behalf of Estyn.

Prior to the commencement of the inspection, the school had completed and forwarded its self-evaluation document and School Improvement Plan (SIP) to the Registered Inspector. Both clearly identified details of the school's strengths and areas for further development. Outcomes within the inspection report acknowledge the efficient processes and effectiveness of self-evaluation, together with challenging and realistic targets set to ensure continuous improvement.

During the three and a half days' visit, the inspection team were most professional, courteous and sensitive in their approach. The school "nominee" was fully involved and valued. The whole process was very thorough, rigorous and fair. Judgements were reached through classroom observations of teaching and learning, and through discussions with teaching/non-teaching staff, pupils, governors and other stakeholders. Pupils' work, displays and school documentation were scrutinised, while additional views and evidence were fully considered.

The school is justly proud of its achievements, numerous strong and positive qualities, and the very good progress made since the last inspection. Two areas for development, noted by the inspection team, are highlighted in the school's self-evaluation and SIP. Younger teachers with two or three years' experience are developing their role as a subject leader/co-ordinator through the school's use of the LEA's progressive five-stage model. The next stage for these colleagues focuses on acquiring the skills to evaluate the quality of teaching and learning. All teachers have the same opportunities to develop and enhance their professional development, benefiting from quality non-contact teaching time set aside each term.

In a very broad and very well balanced curriculum, Y Cwricwlwm Cymreig is effectively developed in a wide range of subjects. In last year's SIP, much was accomplished in the major curriculum priority area of Art, with evidence of Y Cwricwlwm Cymreig incorporated in planning. Further focus on Welsh artists will continue to be promoted.

With the outcomes of the inspection reflecting identified targets in our own action plans, the school is in a most fortunate position to move forward constructively and achieve noted areas for development during this academic year. Governors and staff appreciate and value the clear endorsements made by the Inspection Team of the quality, high standards and outstanding features within all aspects of school life in Rogiet Primary School.

## Appendix A

### Basic information about the school

Name of school	Rogiet Primary School
School type	Primary
Age-range of pupils	4 – 11
Address of school	Station Road Rogiet
Post-code	Monmouthshire NP26 3SD
Telephone number	01291 420348

Headteacher	Mrs Margaret Kelson
Date of appointment	July 1998
Chair of governors/ Appropriate authority	Mrs Hilary Counsell Monmouthshire LEA
Registered inspector	Mr Peter Mathias
Dates of inspection	22 <sup>nd</sup> -25 <sup>th</sup> November 2004

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	34	19	37	28	22	36	27	203

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	-	-

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn	91.27	94.14		92.70
Spring	92.85	94.87		93.86
Summer	93.40	90.32		91.86

Percentage of pupils entitled to free school meals	5.4%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:			36	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School			13.5	64.9	21.6
		National		4	14.0	62	20
En: reading	Teacher Assessment	School			13.5	56.8	29.7
		National		4	14	55	27
En: writing	Teacher Assessment	School			16.2	62.2	21.6
		National		5	15	69	11
En: speaking and listening	Teacher Assessment	School			14	69	18
		National		3	12	63	22
Mathematics	Teacher Assessment	School			13.5	62.2	24.3
		National		2	11	63	24
Science	Teacher Assessment	School				73.0	27.0
		National		2	10	66	22

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80%	In Wales	80%

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

**National Curriculum Assessment Results  
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		27				
Percentage of pupils at each level									
			A	F	1	2	3	4	5
English	Teacher assessment	School				3.7	14.8	59.2	22.2
		National			1	6	16	45	31
	Test/Task	School				3.7	22.2	37	37
		National	2			5	12	38	40
Welsh	Teacher assessment	School							
		National							
	Test/Task	School							
		National							
Mathematics	Teacher assessment	School					33.3	37	30
		National				4	19	46	30
	Test/Task	School		3.7			33.3	26	37.0
		National				4	18	42	33
Science	Teacher assessment	School					11.1	70.3	19
		National				2	13	49	35
	Test/Task	School	3.7				22.2	63	11.1
		National				1	9	48	39

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	63.0%	In the school	59.3%
In Wales	70%	In Wales	71%

A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence

## Appendix D

### Evidence base of the inspection

- A team of three inspectors who were present at the school for 9 inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 75 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- 42 lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias – Registered Inspector	Context Summary Recommendations Key Questions 2, 5 and 6 Contributions to Key Question 1 Science Geography Religious education
Mr Gwilym Davies – Lay Inspector	Contributions to Key Question 1, 3, 4 and 7
Mrs Sián Howells	Contributions to Key Questions 3, 4 and 7 English Art Information and communication technology

### Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

### Contractor

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