



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

A report on

Archbishop Rowan Williams CIW School

**Church Road
Portskewett
Monmouthshire
NP26 5UL**

Date of inspection: November 2024

by

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

About Archbishop Rowan Williams CIW School

Name of provider	Archbishop Rowan Williams CIW School
Local authority	Monmouthshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Estyn does not inspect denominational 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 denominational religious education and collective worship to be inspected separately.
Number of pupils on roll	209
Pupils of statutory school age	184
Number in nursery classes	
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	7.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	15.8%
Percentage of pupils who speak Welsh at home	2.7%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/01/2020

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Date of previous Estyn inspection (if applicable)	21/03/2017
Start date of inspection	25/11/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Leaders place well-being at the heart of Archbishop Rowan Williams Church in Wales School, promoting respect and inclusivity and fostering a happy and safe learning environment for its pupils.

The school has designed an engaging curriculum that supports pupils to enjoy their learning and to develop an understanding of their place within their local community, Wales and the wider world. One of the school's strengths is the way it encourages its pupils to understand how they learn and to reflect upon and talk about their progress. This has a very positive impact on their attitudes to learning.

Most pupils, including those with additional learning needs (ALN) and those at risk of underachievement because of the impact of socioeconomic disadvantage, make good progress in their learning and well-being. While pupils make strong progress in developing their literacy, numeracy, Welsh and digital skills, there are insufficient opportunities for pupils to enhance their creative, physical and critical thinking skills when learning outdoors.

Leaders have promoted a positive team spirit among staff. Relationships between staff and pupils are strong and this contributes effectively to the way pupils behave in and around the school. They are polite and courteous to adults and to each other.

Governors are supportive and well informed about how the school is addressing national priorities such as improving attendance and ALN reform. They have a sound understanding of the school's strengths, manage the school's finances and resources effectively and are beginning to identify and monitor areas for development more closely with leaders.

The school communicates clearly with its parents and carers and has built worthwhile links with partners in the local community. Along with the values-based curriculum, this has a positive impact on the development of pupils' moral, social and cultural understanding and sense of belonging.

Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Improve the use of the outdoor learning environment to broaden the curriculum and enhance the development of pupils' creative, physical and critical thinking skills

What happens next

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

Main evaluation

Archbishop Rowan Williams Church in Wales School is a caring and supportive learning community. The headteacher has developed positive working relationships with pupils, parents, staff and governors. She communicates a clear vision for the school and has promoted a strong team ethos among staff. This helps to ensure an inclusive school environment where pupils feel happy, safe and behave consistently well.

The school maintains an effective culture of safeguarding. Staff provide valuable opportunities for pupils to reflect on their health and well-being and beneficial daily 'check in' sessions enable pupils to talk about their feelings. Pupils are confident to share any worries they may have and know that staff will be quick to respond and help them resolve their concerns.

Leaders ensure that school improvement processes impact positively on the quality of teaching and outcomes for pupils. For example, leaders have developed a positive culture of professional learning amongst staff, including opportunities to undertake research into the impact of their teaching on pupils' progress and attitudes to learning. This supports pupils to work well independently, collaborate with their peers and willingly support each other during lessons.

Staff have worked effectively to design a curriculum that develops pupils' knowledge, skills and experience progressively. It allows flexibility for teachers to think creatively and plan a range of learning experiences that engage pupils and maintain their interest. For example, pupils benefit from regular opportunities to discuss historical and moral issues related to their local community, Wales and the wider world. This helps to ensure that pupils are eager to learn and participate in lessons with enthusiasm. Alongside effective teaching, this ensures that most pupils make good progress in their learning and well-being.

The school has made good progress towards addressing national priorities, including implementing the Welsh Government's additional learning need (ALN) reforms. Leaders have provided staff with effective support to understand the changes and established productive links with a range of external agencies to support pupils with ALN and other needs. As a result, most pupils with ALN and those at risk of underachieving because of the effects of socio-economic disadvantage make good progress towards meeting their personal goals and targets.

Most pupils enter the school with well-developed speaking and listening skills. Staff build successfully on these good skills and plan interesting opportunities to ensure that pupils speak confidently and articulately using a wide and varied vocabulary. Teachers set suitably high expectations of pupils and deliver lessons at an appropriate pace and level of challenge. As they get older, most pupils' reading and writing skills progress well and they apply these skills effectively across the curriculum. Most read with fluency and accuracy. Many older pupils develop their higher order reading skills well, and produce imaginative, well-crafted writing that engages the reader.

A strength of the school is the emphasis staff place on encouraging pupils to understand how they learn and how to evaluate what they are doing during lessons. Staff question pupils skilfully to check their understanding, provide useful verbal and written feedback and offer support where necessary. This helps them to learn from their mistakes and improve their work.

Spotlight: Developing a language of learning with pupils

Pupils and staff have developed a shared language of learning that supports pupils to talk with confidence and maturity about the progress they make during lessons. From an early age, pupils develop a secure understanding of how to respond to feedback about their work and how to improve it. As they get older, many pupils regularly self and peer assess their work accurately using success criteria that they have developed with their teacher. As a result, most pupils are able to reflect upon and articulate their progress during lessons and over time.

Leaders have a broad understanding of the school's strengths and areas for development that derive from monitoring activities across the academic year. Generally, the school's evaluation and improvement processes focus appropriately on the impact of provision on pupils' outcomes. For example, leaders have facilitated professional learning to improve the Welsh language skills of staff. As a result, most pupils' Welsh oracy skills develop appropriately and they use the language with increasing confidence and enthusiasm.

The school's consistent approach to teaching mathematics enables most pupils to develop secure skills. They build a good understanding of number and how to carry out accurate mental and written calculations. As they progress through the school, teachers provide meaningful opportunities for pupils to solve problems and apply their numeracy skills across other areas of the curriculum. For example, as part of a smoothie making project in Year 2, pupils collect data on favourite fruit and present results accurately in a simple graph.

Teachers plan for the development of pupils' digital skills well. Many pupils use a range of programs to enhance their learning. For example, pupils in Year 4 create a database of birds of prey following a falconry visit and a spreadsheet to calculate profit and loss when shopping for their upcoming school fair. Whilst the school provides suitable opportunities for pupils to develop their creative, physical and critical thinking skills in the classroom and during physical education lessons, opportunities to develop and apply these skills through exploration and investigation in the outdoor environment are limited.

Governors are very supportive of the school and are kept well informed by leaders about progress towards addressing national priorities. For example, they have worked together effectively to introduce robust systems to improve pupils' attendance and punctuality. Leaders and governors manage finances prudently. They make sensible decisions when deploying the pupil development grant to ensure tailored support for targeted pupils' mental health and well-being. Whilst this supportive partnership between the governing body and staff is a strength, governors' role in evaluating first-hand evidence to gain a more secure understanding of the school's progress is at an early stage of development.

The school strongly promotes pupils' moral, social and cultural development effectively through its values-based curriculum, during collective worship and via a range of pupil leadership groups. These groups are beginning to play a beneficial role in the life and work of the school and positively promote the school's values. For example, digital leaders have been active in advocating the importance of online safety and the impact this can have on their social development.

Leaders and staff collaborate successfully with parents, carers and wider partners of the school. Communication between home and school is clear and supports effective arrangements when pupils transition to the next stage of their learning. The school builds purposeful relationships with stakeholders within the local community. For example, beneficial links with the local church and care home have strengthened pupils' sense of belonging and citizenship.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

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

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

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