

A report on

Rogiet C.P. School

**Rogiet Primary School
Station Road
Rogiet
NP26 3SD**

Date of inspection: June 2025

by

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

About Rogiet C.P. School

Name of provider	Rogiet C.P. School
Local authority	Monmouthshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	204
Pupils of statutory school age	174
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%)	13.4%
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%)	17.2%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	September 2019
Date of previous Estyn inspection (if applicable)	03/07/2017

Start date of inspection	30/06/2025
--------------------------	------------

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

Rogiet Primary is a vibrant and ambitious school, where pupils of all ages engage in their learning happily. Leaders and staff work together well to provide a caring and nurturing environment where pupils develop a strong range of learning and life skills.

The school's curriculum is interesting and meaningful. Pupils enjoy the opportunities they have to influence the content of their learning and teachers are skilful at adapting to pupils' interests and curiosities. This approach helps nearly all pupils to develop impressively positive attitudes towards their learning. The curriculum also helps pupils to develop strong oracy skills. By the time they leave the school, most pupils are particularly articulate, using a rich range of vocabulary to notable effect. The quality of pupils' oracy skills helps to underpin the valuable progress they make in writing and reading. In mathematics, learning activities do not always provide pupils with appropriate levels of challenge and consequently their progress here is more variable.

Throughout the school, teachers and teaching assistants use questioning and feedback successfully to gauge pupils' understanding and progress. They support pupils well to understand their own strengths and next steps. Opportunities for pupils to make choices in their learning and apply their skills independently are too infrequent

The school distributes leadership roles effectively, ensuring that self-evaluation is inclusive, collaborative and impactful on school improvement. All staff benefit from valuable professional learning that helps them to develop their practice to good effect. Governors support the school well and have a strong understanding of the school's work. They bring valuable expertise and fulfil their role as a critical friend diligently. Pupil groups are numerous and proactive, representing their peers ably and influencing the school's work positively.

Staff work productively with a good range of outside partners. These relationships help to enhance the school's work, providing added expertise to additional learning needs (ALN) provision, management of attendance and curriculum enrichment. Overall, relationships with parents are good, though the school recognises the need to strengthen communication.

Recommendations

We have made two recommendations to help the school continue to improve:

- R1. Ensure that the teaching of mathematics provides suitable challenge for all pupils
- R2. Provide pupils of all ages with more opportunities to make choices in their learning and apply their skills independently

What happens next

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

Main evaluation

Rogiet Primary School's leaders have established a purposeful, reflective culture and clear strategic direction that focus well on improving pupils' learning and well-being. The inclusive, caring and nurturing ethos successfully ensures that most pupils develop a strong range of learning and life skills during their time at the school.

Leaders and staff exhibit high expectations throughout their work. They model positive language, learning and behaviour consistently well and help pupils of all ages to begin to develop as ambitious and confident learners. Strong and caring relationships, along with well-embedded routines and boundaries help to ensure that nearly all pupils behave well when in school.

The school provides an aspirational and engaging curriculum that successfully motivates nearly all pupils, resulting in high levels of participation and positive engagement with learning.

Spotlight: Inspiring pupils to develop a zest for learning

Leaders and staff have created a curriculum approach that provides an impressive range of opportunities for pupils to explore, in depth, matters that interest, excite and engage them. Teachers give pupils beneficial opportunities to influence class topics, and as matters of interest arise, they adapt their plans swiftly and skilfully to follow pupils' curiosities. This helps pupils of all ages to feel a strong sense of involvement in their learning and to have a highly positive and enthusiastic approach to learning and school.

Teachers plan and deliver purposeful learning experiences that enable most pupils to develop a secure understanding of the heritage and diversity of both Wales and the wider world. Staff make good use of the local area to help pupils establish a sense of belonging and community awareness. Overall, the school provides a good range of purposeful opportunities that support pupils' spiritual, moral, social, and cultural development. This helps most pupils to reflect thoughtfully on their own beliefs and values. They show empathy towards others and engage respectfully with different cultures and perspectives.

Leaders monitor the school's curriculum offer sharply, through a robust and honest approach to self-evaluation that focuses closely on the impact that teaching has on learning. This has helped the school to establish a strong track record of driving improvement, such as in writing where recent progress is the result of a thoughtful, joined up and collaborative approach to developing staff expertise and confidence.

Professional learning has a high profile in the school and staff value the opportunities they have to reflect on, and develop, their practice. This has been key to developing the

language rich environment that is evident in the school, where nearly all staff act as positive and ambitious role models.

Spotlight: Supporting pupils to develop as confident and articulate speakers

As they move through the school, most pupils develop high quality oracy skills that they use to impressive effect. Teachers have high expectations, taking every opportunity to extend and refine pupils' vocabulary choices. As such, across the school nearly all pupils speak confidently and articulately, using a wide and varied range of rich vocabulary. They discuss their learning and experiences very well, asking probing questions of staff, visitors and each other as well as sharing their own thoughts and ideas capably.

The success of the school's oracy work provides a strong foundation for the development of pupils' writing skills, which develop well over time. Teachers enhance pupils' understanding of ambitious vocabulary effectively by extracting and discussing challenging words from literature. This helps pupils to produce writing that is interesting, purposeful and enriched by strong vocabulary.

Most pupils read accurately and with confidence. They read a range of texts for both enjoyment and to support their work. When given the opportunity to apply their literacy skills across the curriculum, most pupils do so confidently. Generally, pupils make suitable progress in the development of their mathematical skills. As pupils move through the school, most develop a good understanding of number and use this well to perform a range of calculations. However, the overall teaching of mathematics does not always provide sufficient challenge or move pupils' learning on swiftly enough. Consequently, pupils' progress in mathematics is inconsistent.

As they move through the school, most pupils develop a valuable range of digital and physical skills. Pupils of all ages have a positive attitude towards the Welsh language and use simple words and phrases enthusiastically. Many pupils happily engage with visitors using simple Welsh greetings. Overall, nearly all pupils develop a strong range of skills across most areas of the curriculum. However, across the school, opportunities for pupils to apply these skills independently, and make choices about how to carry out their learning, are too infrequent.

Nearly all staff question pupils effectively, helping them to assess pupils' understanding and offer suggestions for improvement during lessons. This supports pupils to correct errors and take the next steps in their learning. Teachers also provide regular opportunities for pupils to assess their own learning and that of their peers. Most pupils benefit well from these approaches, understanding their strengths and what they need to do to improve.

The school's approach to supporting pupils with additional learning needs (ALN) is strong and well-led. The school uses a wide range of expertise, both from within and in partnership with outside agencies, to plan valuable provision that meets most ALN pupils' needs effectively. Teaching assistants demonstrate a comprehensive knowledge of the personal needs of the pupils they work with and support them effectively. The help they give to pupils is sensitive and skilful, using timely questioning and modification to engage pupils and assist them to make progress in their learning and well-being.

The school works purposefully with external partners to enrich its provision, maintain good rates of attendance and support older pupils' transition to secondary education. In most cases, the relationship between the school and parents is good. In general, parents appreciate the support the school provides for their children and themselves. Overall, parents feel that the communication they receive from the school is not always timely or detailed enough.

The school shares leadership roles productively. The governing body is reflective and determined. Governors know the school well, through first-hand evidence gathering with leaders, staff and pupils. They are actively involved in managing the school's budget, using personal expertise to support decision making beneficially. Pupil groups are numerous, proactive and inclusive. Members take their roles seriously, showing impressive maturity in the way that they engage with staff and represent their peers.

Additional information

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

The school's arrangements for site management give cause for concern and have been brought to the attention of the local authority

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/carers 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:

Publications 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