



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

A report on

Kymin View Primary

**Wyesham Road
Monmouth
Monmouthshire
NP25 3JR**

Date of inspection: March 2024

by

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

About Kymin View Primary

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| Name of provider | Kymin View Primary |
| Local authority | Monmouthshire County Council |
| Language of the provider | English |
| Type of school | Primary |
| Religious character | * |
| Number of pupils on roll | 147 |
| Pupils of statutory school age | 129 |
| Number in nursery classes | 18 |
| 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 23.7%) | 38% |
| 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 13.2%) | 5% |
| Percentage of pupils who speak Welsh at home | * |
| Percentage of pupils with English as an additional language | * |
| Date of headteacher appointment | 01/09/2014 |
| Date of previous Estyn inspection (if applicable) | 01/05/2016 |
| Start date of inspection | 11/03/2024 |

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.

Overview

Kymin View Primary School is part of a federation with nearby Llandogo Primary School. The senior leadership team consists of a headteacher, deputy headteacher and assistant headteacher, who provide leadership across the federation. The staff at both schools work together to provide learning experiences that benefit the pupils of each school.

Staff at Kymin View Primary School create a welcoming community where most pupils are courteous to staff and visitors. They feel safe and listened to and know how to seek advice when needed.

The school has developed a broad curriculum to align with the principles of Curriculum for Wales. Many pupils benefit from the school's varied range of extra-curricular activities and opportunities to learn in the school's extensive and well-designed outdoor areas. However, teachers do not always consider the needs and interests of all pupils suitably and, as a result, a few pupils do not engage purposefully in their learning.

The school forms valuable partnerships with parents and members of the local community. Parents feel included and informed and appreciate the open communication with all staff. Local charities and businesses work in partnership with the school to provide experiences that enrich the curriculum and support pupils' well-being.

Pupils are beginning to develop a sense of their own identity and an awareness of how their lives compare with those of others across the world. Their knowledge and understanding of the local area and of the diverse history and culture of Wales are less well-developed.

During their time in school, many pupils make at least good progress in many areas of their learning. The youngest pupils make swift progress from their starting points. Older pupils are beginning to make links between their learning and their future aspirations. Many pupils respond appropriately to feedback to make basic improvements to improve the quality of their work. They are beginning to make decisions about what they learn but their influence on how they learn is limited.

Senior leaders encourage staff to take a lead on aspects of school improvement. Staff work collaboratively to bring about change in aspects of the school's work such as improving writing and digital skills. However, leaders do not always identify important aspects of the school's work in need of improvement to ensure consistency across the federation.

Recommendations

- R1 Address the inconsistencies in teaching and strengthen the school's curriculum to engage all pupils purposefully in their learning
- R2 Ensure that monitoring, evaluation and improvement work focuses sharply on the aspects most in need of improvement

What happens next

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

Main evaluation

Learning

During their time in school, most pupils, including those eligible for free school meals and those with additional learning needs (ALN), make at least appropriate progress in most aspects of their learning.

Most pupils' speaking and listening skills develop well. The youngest pupils communicate their emotions and feelings with increasing confidence. They develop their vocabulary well when talking to each other during their play, for example when discussing the cost of items in their role-play shop area. As they move through the school, pupils develop as confident speakers and many listen carefully to others during discussion. By Year 6, many pupils develop as articulate speakers and demonstrate their ability to adapt their speech competently for a variety of audiences.

The youngest pupils have a good understanding of the sounds that letters make and use their skills well when reading unfamiliar words. By Year 2, most pupils read with fluency and expression and begin to develop opinions about their favourite books. Older pupils read a range of books for pleasure and show a good understanding of complex texts. They begin to develop worthwhile skills such as skimming and scanning when searching for specific pieces of information to support their learning.

Most of the youngest pupils make strong progress in developing their early writing skills. They confidently mark-make and begin to write simple words and phrases in their play. By the time they reach Year 2, most pupils write effective sentences, developing stories with characters and descriptions to add interest to their writing. A majority of older pupils organise their writing suitably when transferring their skills to other areas of learning, for example when using a suitable range of punctuation and vocabulary in a retelling of the story of Queen Boudicca. However, as pupils move through the school, their progress in writing slows and a few pupils do not always make the progress they are capable of.

Across the school, most pupils make good progress in developing their Welsh language skills. Younger pupils remember a useful range of basic Welsh phrases and sentences. They respond well to greetings and ask simple questions. Older pupils build on their Welsh vocabulary well and often sustain simple conversations suitably.

Overall, many pupils make sound progress in developing their mathematical skills. Younger pupils develop their basic understanding of number well. By Year 2, pupils have a secure understanding of the properties of shapes and use this knowledge purposefully when constructing three-dimensional models. Older pupils develop an appropriate understanding of multiplication facts and generally apply their skills effectively to solve simple problems. The oldest pupils begin to transfer their numeracy skills appropriately to other areas of the curriculum. For example, pupils in Years 6 successfully calculate the cost of food for a family based on their weekly rations during the Second World War.

Most pupils develop their digital skills well during their time at the school. Younger pupils use digital apps to create effective artwork and gather data into bar charts as part of their wildlife study. Pupils in Years 3 and 4 use a range of digital devices and programmes to enhance their learning, for example when plotting the route of a community litter pick using mapping applications. Many of the oldest pupils develop enhanced digital skills, including coding to create websites.

Across the school, most pupils develop their artistic skills well in dance, music, and art. They use a range of materials, media and techniques to develop their skills in art. Pupils in Year 1, for example, combine pastels and clay to design their own imaginative love spoons. Older pupils show creative flair in their work based on the work of Pablo Picasso. Many pupils develop poise and expression through dance and enjoy learning to play a range of musical instruments.

Most pupils develop their physical skills well. The youngest pupils develop core strength and climb proficiently when using outdoor play equipment. They develop their fine motor skills successfully when moulding clay and using tools to create patterns. Across the school, pupils learn to balance successfully when scooting around markers on the yard on bikes and trikes and transfer these skills when learning to ride bikes safely in the locality. Older pupils develop control when taking part in ball games such as squash and tennis.

Well-being and attitudes to learning

Most pupils feel safe and happy in school. They are welcoming to visitors and keen to talk about their work. Many pupils behave appropriately in lessons and around the school. They show care and support for each other and respect for staff.

Most pupils make suitable choices about eating healthily, taking regular exercise, and staying hydrated. Older pupils describe the impact of exercise on their body and know why it is important to warm up and cool down. Most pupils know how to be safe when online. They know the importance of protecting their personal information and keeping passwords secure.

Most pupils learn how to identify and manage their emotions. Younger pupils, for example, recognise when they feel happy or sad and know how they can help each other to feel better. Most older pupils know when to tell if they have a problem or are worried. They understand what a healthy relationship is and know what to do if they see bullying or feel bullied. Many have a sound awareness of the purpose of rules and rewards. Generally, many pupils engage well with their learning and focus on tasks well. On occasion, when pupils find it difficult to manage their behaviour, they do not engage suitably in learning and disrupt the learning of others.

A majority of pupils are beginning to influence what they learn. However, they have limited influence over how they learn, for example to make suggestions about the resources they use or the way they present their work. They are beginning to assess their own work to identify what they need to improve. They respond suitably to feedback to make immediate improvements to their work but are less sure about the purpose of their learning.

Many pupils enjoy opportunities to take on responsibilities through their involvement in the school's pupil leadership groups. For example, the Criw Cymraeg successfully promotes the Welsh language across the school and the Eco Team lead litter picks, help save water and encourage less food waste. The School Council meets regularly and responds appropriately to pupils' suggestions, such as those designed to encourage good behaviour.

Teaching and learning experiences

The school has developed its curriculum to align well with the principles of Curriculum for Wales. Staff are beginning to consider pupils' needs and interests when planning learning experiences. In the youngest classes, teachers include valuable opportunities for play and a varied choice of activities. The outdoor learning environment is used well to enhance learning. On occasion both schools in the federation work closely together to enrich learning and engage pupils in highly purposeful experiences. The current topic on farm to fork practices, for example, enables them to learn about where their food comes from in practical ways, supported by members of the local community.

Teachers use educational visits and visitors suitably to provide authentic contexts for learning. Younger pupils recently benefited from a visit to Monmouth where they identified prominent features in the locality and learned about the influential people who have put Monmouth on the map.

Staff work effectively in partnership with others to strengthen learning experiences. For example, their work with a Welsh climate change charity enables pupils to participate in stimulating projects that develop their understanding of the impact of deforestation. Opportunities for pupils to work with local artists improve their knowledge of the arts. As a result, many pupils produce an interesting variety of artwork, and develop their dance and musical skills well.

Teachers are beginning to develop pupils' understanding of equity and diversity. Older pupils learn about the impact of inequality through the stories of people from the Windrush generation. They consider the impact of fairtrade policies on the livelihoods of farmers involved in chocolate production. Teachers plan opportunities

for pupils to learn about world religions and to celebrate cultural and religious festivals. The curriculum includes a few opportunities for pupils to learn about the history and culture of Wales. However, the school's work to develop pupils' knowledge and understanding of their locality and the diverse nature of Wales is generally at an early stage.

Pupils enjoy opportunities to take part in the school's extra-curricular provision. Staff run clubs and activities such as basketball, football and choir, supporting pupils to further develop their physical and artistic skills. In addition, the school arranges beneficial residential experiences for pupils across the federation that enable them to develop their problem-solving and teamwork.

Many teachers set clear intentions for pupils' progress. Teachers and staff in the younger classes adapt teaching skilfully to support the youngest pupils to develop their skills, knowledge and understanding. They ensure that pupils develop their curiosity and communication skills. Teaching assistants provide valuable support for pupils' learning throughout the school. Teaching assistants who work with the youngest pupils adapt their support skilfully to support pupils to move their learning forward swiftly. However, teachers in the older classes do not always have high enough expectations for pupils' learning and, as a result, a few pupils do not always make the progress they should.

Teachers are beginning to plan learning experiences that support pupils to transfer their knowledge and skills to other areas of the curriculum. The youngest pupils develop their numeracy skills well when calculating the total price of a leek and a Welsh cake for customers visiting their class shop. The oldest pupils write thoughtful poetry reflecting the mood of the Second World War using personification and simile when transferring their literacy skills.

The school's work to improve pupils' digital skills is a strength. Younger pupils categorise animals into branching databases and create art and music using digital programmes. Older pupils produce cookery videos and organise their work using mobile devices. They combine skills when using QR codes to find the instructions for making paper aeroplanes during an investigation on air resistance and then record the results of the investigation in digital graphs, using their knowledge of measure.

Staff in the youngest classes use observation and questioning skilfully to meet the needs of all pupils and to move their learning on well. In the older classes, teachers use questioning suitably to recall previous learning and to support pupils to extend their knowledge. They are beginning to provide feedback that enables pupils to correct errors. However, in these classes, teachers do not use assessment information effectively to inform planning. They do not always use feedback sufficiently well to ensure that pupils make appropriate progress in all aspects of their learning.

Care, support and guidance

Across the school, staff generally develop positive working relationships with pupils and ensure that they feel supported and cared for. Many staff use a calm and positive approach to managing behaviour and encourage all pupils to engage and participate fully in the life of the school. Staff demonstrate genuine care, warmth and

concern towards all pupils and work hard to create a nurturing school community. Throughout the school, teachers provide calming spaces that pupils use when they need to regulate their behaviour and staff make time for pupils to discuss their emotions each day. However, the agreed approaches to managing pupil behaviour are not always implemented consistently across the school and, as a result, pupils do not always engage appropriately in learning.

Staff support pupils to participate widely in the life of the school, for example through taking on leadership roles. Pupils in the Eco Committee and Criw Cymraeg, for example, are beginning to influence the life of the school, promoting the Welsh language and organising litter picks. The school's Heddlu Bach group works with the local police force to raise pupils' awareness of community safety as well as an understanding of the world of work.

Staff are beginning to develop pupils' understanding of diversity and inclusion. Leaders and teachers plan suitable opportunities for pupils to explore human rights and values, and as a result they develop important attitudes such as empathy and acceptance.

Visitors and visits enhance pupils' experiences, support learning and strengthen local community links. For example, younger pupils visit a centre in Cardiff to support their science investigations and pupils in Year 5 rehearse and perform at the local theatre. A local musician delivers percussion workshops to Year 1 as part of their Around the World topic and older pupils learn about deforestation through partnership with a climate change charity.

The federation's ALN team works effectively in partnership with staff across both schools to identify, monitor and review the progress of pupils with ALN. Staff support pupils with their learning and social and emotional needs well through thoughtful interventions. The school works closely with a wide range of agencies to provide bespoke support for pupils and their families. As a result, most pupils with ALN make good progress in learning and well-being.

Staff communicate effectively with parents and carers, keeping them well informed of their child's progress. Staff ensure that any questions or worries a parent may have are listened to and acted upon in a timely and understanding manner. Staff plan regular opportunities for parents to be involved in their child's learning, for example through workshops designed to raise awareness around Curriculum for Wales and ALN reform.

The school has robust procedures for safeguarding pupils and all staff understand and implement the school's safeguarding policies and processes consistently. Leaders gather feedback from staff on the effectiveness of training to strengthen the school's approaches further and seek opportunities in the curriculum to address pupils' understanding of their own safety. As a result, there is a strong culture of safeguarding across the school.

Leadership and management

Leaders have succeeded in bringing the two schools of Kymin View Primary and Llandogo Primary together during the challenges presented by the COVID-19

pandemic. Across the federation, leaders have a shared vision to create independent learners with a strong sense of belonging. The senior leadership team works with staff to improve the quality of provision and provide equitable experiences through a relevant curriculum. Overall, leaders are achieving this aim, creating a highly inclusive environment and shared professional development opportunities. Leaders and staff place the well-being of staff and pupils at the heart of their work and maintain a sound culture of safeguarding. However, the federation's plans for improvement do not always accurately reflect the unique needs of each school closely enough.

School leaders are developing a strong sense of teamwork across the federation of schools. Teachers have collaborated well to develop their own knowledge of Welsh to improve pupils' Welsh language skills. Collective professional learning opportunities across the federation align purposefully to current improvement priorities, such as the development of pupils' digital skills. This approach has a positive impact on pupils' progress. Staff collaborate purposefully with local schools, for example to develop a consistent approach to assessment.

Leaders and governors monitor the school's finances, including grant funding, carefully and focus spending decisions appropriately on meeting the needs of pupils. The school has developed its indoor and extensive outdoor environment well to create a rich and stimulating learning environment, and the pupil development grant is used suitably to support vulnerable pupils. Leaders and governors carefully consider the impact of socio-economic disadvantage on pupils and take steps to reduce costs for families to remove barriers to learning and to ensure that no child is excluded from the full range of curriculum experiences on offer.

The governing body is developing its role as a critical friend suitably. The headteacher provides detailed reports to governors to ensure that they are well informed about the school's improvement journey and progress towards national priorities such as ALN reform. Governors have a good understanding of their role in promoting healthy eating and drinking and in securing staff well-being.

Across the federation, leaders use assessment information appropriately to monitor pupils' progress and to strengthen self-evaluation. There are appropriate arrangements in place to manage the performance of all staff, linked to school improvement priorities. Where this strategy has been successful staff have demonstrably improved learning experiences, teaching approaches and pupils' knowledge and skills.

Leaders identify professional development opportunities that support teachers and teaching assistants to develop a range of worthwhile approaches to teaching and intervention. These approaches improve outcomes for many pupils. Monitoring activities focus suitably on the progress pupils make and identify clear ways forward for teachers, for example to improve Welsh language immersion. Generally, staff are deployed suitably and are developing their roles as middle leaders to support school improvement.

Staff communicate productively with parents, who feel well equipped to support their child's learning at home.

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

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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