

A report on

Raglan V.C. Primary School

**Station Road
Raglan
Monmouthshire
NP15 2EP**

Date of inspection: February 2026

by

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

This report is also available in Welsh

About Raglan V.C. Primary School

Name of provider	Raglan V.C. Primary School
Local authority	Monmouthshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Church in Wales
Number of pupils on roll	165
Pupils of statutory school age	141
Number in nursery classes	0
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 21.7%)	4.5%
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 9.2%)	*
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*3%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2021

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Date of previous Estyn inspection (if applicable)	22/11/2016
Start date of inspection	23/02/2026

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

The headteacher and staff at Raglan V.C. Primary School provide a warm, welcoming school environment where pupils feel safe and cared for. Staff build positive relationships with pupils and provide valuable support and guidance. Nearly all pupils behave well and show respect and tolerance towards each other.

Pupil leadership groups impact positively on change to bring mutual benefits to the school and the wider community. They sustain positive working relationships with local groups and businesses to generate support and funding, and this engagement provides pupils with valuable, real-life working experiences.

Leaders and staff work in partnership with other professionals to provide beneficial support for pupils with additional learning needs (ALN). This helps many pupils with ALN to make good progress.

Many pupils develop their literacy and digital skills well. They make suitable progress developing their mathematical skills but do not have regular opportunities to apply their skills through problem-solving and reasoning activities.

Teachers provide valuable opportunities for pupils to develop their spiritual, moral and cultural awareness. Pupils gain an increasing understanding of a range of faiths and cultures, and this helps them to become empathetic, respectful learners who appreciate the beliefs and traditions of others.

Overall, teaching is effective. Teachers plan authentic learning experiences that engage pupils and support them to build their skills progressively. However, there are inconsistencies in the level of challenge in lessons, which limits pupils' development as independent learners.

Leaders have established systematic processes to track and monitor the progress pupils make. They use a range of monitoring activities appropriately to identify the school's strengths and areas for development and use this information purposefully to support school improvement strategies. Governors support leaders' work well. They work closely with leaders to manage pupils' attendance effectively.

Recommendations

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

- R1 Refine teaching to ensure consistent and appropriate challenge that develops pupils' independent learning skills
- R2 Strengthen opportunities for pupils to develop their mathematical problem solving and reasoning skills, in real-life contexts

What happens next

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

Main evaluation

Raglan V.C. Primary School provides a warm and welcoming environment where pupils feel safe, valued and ready to learn. Nearly all pupils behave well and show consideration and kindness towards one another. A shared love of learning is promoted among staff and pupils. This sense of enthusiasm and commitment reflects the school's vision and helps foster positive attitudes towards learning.

The headteacher builds positive and trusting relationships with staff and pupils. This contributes to a nurturing environment where pupils and adults feel supported and cared for. The school places a high priority on the well-being of pupils and staff. Teachers create carefully planned spaces that provide safe spaces for pupils to reflect and regulate their feelings and emotions.

Staff identify and support pupils with additional learning needs (ALN) effectively. They work with other professionals to plan targeted interventions and support. Leaders provide specialised training to enable staff to deliver bespoke programmes that meet the individual needs of pupils with ALN. Teachers align their work carefully to ensure that pupils have meaningful opportunities to transfer and apply the skills developed through interventions to their classroom learning. Leaders review and monitor the impact of this work regularly, and as a result, most pupils with ALN make good progress.

Leaders work closely with staff to design a curriculum that reflects pupils' needs, interests and the local context. The school's 'Inspire' curriculum takes good account of pupils' views and adapts themes and topics to reflect community events and global issues. Teachers plan valuable opportunities for pupils to work with local businesses and organisations. This creates authentic learning experiences that enrich pupils' understanding and give purpose to their learning. The school's approach to curriculum design continues to evolve. Recent partnership work with other schools is strengthening staff understanding of progression and is beginning to improve the planned progression of skills across the curriculum.

Many pupils make good progress over time in developing their literacy skills. Across the school, pupils' oracy skills develop well, and they use these successfully for a wide range of purposes across the curriculum. Teachers implement a systematic approach to teaching reading, and this supports many pupils to make good progress. Teachers make purposeful links between pupils' oracy and reading skills and this helps to strengthen pupils' writing skills.

Teachers provide regular opportunities for pupils to develop their Welsh language skills progressively. Many younger pupils enjoy learning through songs. As they move through the school, older pupils build on their vocabulary and sentence patterns to ask and answer increasingly complex questions with growing confidence.

Many pupils make appropriate progress in developing their mathematical and numeracy skills. Teachers provide a range of suitable activities that help pupils build a secure understanding of key mathematical concepts. When given the opportunity, most older pupils demonstrate a good understanding of number and use this confidently to solve calculations mentally and in written form. However, there are limited opportunities for pupils to build on and apply their numeracy skills purposefully in problem-solving and reasoning tasks.

Most pupils know how to stay safe online and older pupils are beginning to understand the positive and negative uses of artificial intelligence. Teachers provide valuable opportunities for older pupils to apply their scientific knowledge to talk about sustainability and global issues. Through themed events, pupils develop their creative and entrepreneurial skills well. They begin to make connections in their learning, linking knowledge to the world of work and real-world contexts.

Teachers provide valuable opportunities throughout the year to develop pupils' spiritual, moral and cultural awareness. Strong links with local churches enable pupils, families and community members to celebrate key events together. Visits to a range of religious buildings helps to develop pupils' understanding and promotes respectful attitudes towards different faiths.

Spotlight: Pupil leadership groups influencing change in the community.

Pupil leadership groups, known as the Raglan Change Makers, make a valuable contribution to school life and the wider community. Pupils from different age groups take on purposeful leadership roles. They work with staff and local organisations to identify priorities for improvement, such as road safety and reducing loneliness in the community. Pupils work with the community to gather support for their projects and are often successful in securing grants and funding. This enables them to realise their goals and brings mutual benefits to the school and the local community. Consequently, pupils gain a strong sense of pride and responsibility, and they recognise the positive impact their voice and actions can have on others.

Teachers seek pupils' views about what and how they would like to learn. They use this information to plan learning experiences that engage pupils' interest and promote enjoyment of lessons. Teachers offer suitable opportunities for pupils to work collaboratively. Most pupils demonstrate effective listening skills, communicate clearly and show respect when working with others. In the most effective lessons, teachers plan activities that extend pupils' learning. They use questioning effectively to deepen understanding. In these lessons, pupils respond well to valuable feedback to make improvements to their work. However, there are inconsistencies in the level of challenge in lessons and there are limited opportunities for pupils to take ownership of their learning and develop independent learning skills.

Leaders recognise the importance of developing a culture of learning among staff at all levels. Building on the positive relationships and shared accountability for standards, leaders develop carefully considered training opportunities that reflect staff needs, interests and the school's priorities. Worthwhile training opportunities help motivate and engage staff. They support staff to take increasing responsibility for their professional development. As a result, staff feel valued and motivated to strengthen their knowledge, skills and expertise. This is strengthening the quality of teaching across the school.

Leaders have established structured systems to monitor standards in teaching and learning. They gather a wide range of evidence, including through learning walks, book scrutiny and assessment information, to identify the school's strengths and areas for improvement. They use this evidence, alongside national and local priorities, to inform school improvement. Leaders identify a broad range of school priorities and have appropriate systems in place to review progress.

Governors fulfil their statutory duties and have a clear appreciation of their roles and responsibilities. They have a good understanding of the school and its work. Governors engage in self-evaluation activities to develop a clearer understanding of classroom practice. They are beginning to use this information, alongside the information presented to them in reports and meetings, to provide appropriate challenge and support to leaders.

Leaders work with governors to track and monitor pupils' attendance. Attendance rates are consistently good. Leaders and governors monitor the school's finances effectively and ensure that grant funding is used appropriately to support pupils' needs. They ensure that funding is considered carefully alongside the school's strategic priorities.

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.

Leaders work with governors and the local authority to manage the school's finances carefully. There has been a large surplus at the school, although this is decreasing year on year and next year is estimated to be in-line with recommended spends. Leaders have plans in place that allocate surplus monies to sustain staffing costs (and this helps provide additional adult support to meet the increasing needs of pupils with ALN).

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.

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Publication date: 29/04/2026