



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

A report on

**Malpas Park Primary School
Wavell Drive
Malpas
NP20 6LE**

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by

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

About Malpas Park Primary School

Malpas Park Primary School is on the northern edge of the city of Newport. There are currently 233 pupils on roll, including 32 who attend the nursery on a part-time basis. Around 80% of pupils come from outside the school's immediate catchment area.

The school has eight classes. On average over the past three years, around 9% of pupils have been eligible for free school meals. This is well below the average for Wales (19%). Nearly all pupils are from a white ethnic background. A very few pupils have English as an additional language. No pupils speak Welsh as a first language.

The school identifies that about 22% of pupils have additional learning needs, which is close to the national average. A very few pupils have a statement of special educational needs.

The headteacher was appointed in 2011. The school was last inspected in May 2014.

The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to the curriculum and to professional learning.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Nearly all pupils at Malpas Park Primary School show positive attitudes towards learning and are enthusiastic about the topics they study. Most make good progress in the development of their literacy and numeracy skills as they move through the school and achieve well by the end of key stage 2. Many pupils also make worthwhile contributions to what and how they learn and take on leadership roles in influential pupil groups.

The school provides a vibrant and purposeful environment for learning. Teachers plan exciting and engaging experiences that are responsive to the interests and needs of pupils. All staff show ambition for pupils' achievement and track their progress rigorously. They intervene effectively to address individual needs and ensure that most pupils achieve well.

The headteacher successfully nurtures a strong collective spirit among all members of the school community. Leaders plan well in taking forward improvements and show a clear commitment to securing high standards of attainment and wellbeing.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Improve pupils' use of Welsh
- R2 Improve the quality and effectiveness of teachers' written feedback and the opportunities they provide for pupils to assess their own work
- R3 Increase opportunities for pupils to apply their numeracy skills across the curriculum, particularly in key stage 2
- R4 Ensure that the self-evaluation process identifies accurately the key priorities for improvement

What happens next

The school will produce an action plan to show how it is going to address the recommendations.

Main findings

Standards: Good

Most pupils start school with skills that are at or above those expected for their age. Most make good progress as they move through the school and achieve well by the end of key stage 2. Pupils with additional learning needs achieve well from their starting points.

Throughout the school, most pupils listen attentively and make good progress in their speaking skills. In the foundation phase, nearly all pupils enjoy listening to stories and show a good understanding of key messages, such as the importance of always trying and not giving up. They share their ideas confidently and develop their use of subject-specific vocabulary very well. In key stage 2, most pupils listen carefully to instructions so that they know, for example, how to carry out a task. However, a minority begin to lose their focus if required to listen for too long. By Year 6, many pupils converse sensibly and thoughtfully with one another.

In the foundation phase, most pupils make good progress in reading for a wide range of purposes. More confident readers are developing fluency and use their knowledge of letters and sounds effectively to break up longer, unfamiliar words. By Year 2, most pupils can explain the purpose of an index, glossary and contents page. During key stage 2, most pupils become more skilled at using a range of strategies to read for different purposes. For example, in Year 6, most pupils differentiate between a close reading of a literary text to infer characters' motives, and skimming and scanning a non-fiction text to locate specific information.

In the foundation phase, most pupils make good progress in their writing skills. Many pupils in nursery and reception develop their pencil control well. By Year 2, most pupils write independently for a wide range of purposes and audiences. For example, they create passports, persuasive tourist leaflets about India and effective descriptions of the Great Barrier Reef for their 'trip around the world' topic.

During key stage 2, most pupils write to a good standard in their work across the curriculum, although their handwriting and presentation are sometimes untidy. Most pupils use a variety of genres appropriately. For example, pupils in Year 4 create storyboards to plan an advert promoting their forthcoming 'fashion show'. By Year 6, most pupils plan and draft their work effectively. More able pupils write well-structured, imaginative stories and enjoy choosing words for effect, for example 'The forest was towering like a crowd of vivid green umbrellas, an eerie green gloom'.

Many pupils make uneven progress in developing their basic skills in Welsh. By Year 2, most respond appropriately to simple greetings and instructions. They use a suitable range of vocabulary, for instance to describe the weather. Most pupils sing songs and rhymes enthusiastically. However, many pupils make slow progress in building on these skills as they move through the school. For example, many older pupils in key stage 2 are not confident enough to respond readily to familiar questions in Welsh. A very few more able pupils produce longer pieces of written work of a good standard using the past and present tense. Across the school, pupils' ability to read texts in Welsh varies too much.

In the foundation phase, most pupils have good mathematical skills for their age. They complete a variety of tasks using a broad set of skills to handle number, shape, measures and data confidently. By the end of Year 2, many pupils use their mathematical skills in real-life contexts effectively. For example, they use co-ordinates to record the location of clues in an aerial photograph of the school grounds accurately when working as detectives during an 'FBI investigation'.

In key stage 2, most pupils make effective use of a suitable range of written and mental strategies to calculate correctly. They apply and extend these strategies successfully as they move through the school. Many pupils use their data handling skills confidently to produce graphs of their findings in scientific investigations, for example when recording changes in temperature across a range of locations in the school. However, most pupils do not use their numeracy skills in other areas of the curriculum to the same standard.

Across the school, most pupils develop good skills in using word processing software. In the foundation phase, most pupils use tablets confidently to take photographs and read quick response codes. They use simple programming skills to move electronic toys in different directions. In key stage 2, most pupils use tablets effectively to research topics of interest and to create their own books. Many use a variety of applications competently to produce movies and presentations about, for example, World War 2.

Wellbeing and attitudes to learning: Good

All pupils feel safe and secure in school and show concern for one another. For example, older pupils who are 'buddies' provide friendly support for younger pupils during break times and lunch times. This helps them form a strong sense of responsibility. Most pupils have a good understanding of how to stay safe online.

Nearly all pupils behave very well in classes and around the school. They respond positively to the school's 'code 321', which helps them to manage their behaviour maturely. Nearly all pupils settle to their work well and are considerate when listening to others. They co-operate well, share resources readily and demonstrate empathy for other pupils.

Across the school, pupils often make purposeful choices about their learning. For example, pupils contribute their ideas to planning at the start of new topics and display them in 'topic webs' on their classroom walls. Many talk enthusiastically about the topics they study and the ideas they have contributed to their learning. For example, Year 4 pupils describe how they enjoyed creating imaginary sea creatures as part of their project on 'The Blue Planet' following a suggestion from a pupil in class.

Pupils are developing effective leadership roles and responsibilities as members of the school and eco council, digital wizards, super ambassadors and sports ambassadors. They take these responsibilities seriously and show a strong commitment to improving the school. For example, a pupil voice group recently reviewed pupils' responses to questionnaires about their views of school. As a result, they are helping to update the school's anti-bullying policy. They also help to initiate intergenerational activities, such as cooking and playing traditional games with older people in the community. Pupils value the new skills they acquire through these activities.

Nearly all pupils have a good understanding of how to live healthily. They understand the importance of being active and many pupils relish taking part in outdoor learning activities, such as making dens and running the daily mile. Many pupils participate in the good range of clubs the school provides. They enjoy pursuing interests with their friends and developing their creative and social skills together. Pupils value the 'drop in' wellbeing club where they can seek adult support if they experience difficulties at lunch time.

Most pupils are developing well as ethical, informed citizens. For example, most Year 5 pupils show keen awareness of the damage plastic pollution causes the environment. In Year 4, most pupils have a good understanding of the impact of deforestation. Nearly all pupils understand how their personal choices have an impact on the environment. Most are aware of children's rights through the effective work of the school ambassadors.

Most pupils appreciate the importance of attending school regularly. Pupils' rates of attendance have improved recently and compare favourably with those in similar schools. However, a very few pupils do not always arrive at school on time.

Teaching and learning experiences: Good

The overall quality of teaching is good. Teachers plan many interesting learning experiences for pupils, particularly through topics, such as 'Under the log', 'Through the key hole' and 'Transformations'. Throughout the school, there are strong working relationships between teachers and pupils and there is a positive atmosphere for learning in all classes.

In the foundation phase, teachers demonstrate a secure understanding of how young pupils learn. They provide many exciting opportunities for pupils to learn through play and practical activities, both indoors and outside. There is a good balance between adult-led, whole-class sessions and independent, individual and small group activities. Skilled teachers and support staff demonstrate a very good understanding of when to intervene in pupils' learning and when to allow pupils to follow their own interests. For example, after staff demonstrate how to use available resources, pupils in the nursery class hunt for bugs in the garden and take photographs of baby slugs to record their findings independently.

In key stage 2, teachers usually organise lessons effectively and make good use of the time and resources available. They sometimes spend too long talking at the start of a lesson and pupils begin to lose their focus and interest. However, most lessons engage pupils in their learning successfully.

Teachers plan pupils' learning well and make good use of 'feed forward' evaluations from the previous week's lessons to identify clear next steps in learning for all pupils. As a result, teachers adapt tasks well to meet the needs and abilities of most pupils.

Teachers provide clear learning objectives in lessons so that pupils understand what they expect of them. Most pupils know their individual targets in English and mathematics and find these useful in helping them to make progress. However, teachers' written feedback on pupils' work does not consistently guide pupils well enough about how to improve specific areas of their work. Opportunities for pupils to evaluate their own and others' work are also inconsistent in their regularity and effectiveness from class to class.

The school is taking part in the curriculum pioneer programme and is piloting different approaches to planning for pupils' learning experiences. Throughout the school, 'immersion days' at the start of a topic stimulate pupils' enthusiasm for learning very successfully. For instance, the transition project for pupils in Years 2 and 3 uses a 'crime scene investigation' to generate excited speculation about the person who had 'broken into' the school shed and had been sleeping there.

An important part of the school's pioneer work with regard to the curriculum is its increasing and imaginative use of the outdoor environment to extend pupils' learning. For example, the 'crime scene investigation' project led to pupils following 'clues' in the shed and on the field, and designing and making shelters for the homeless person in the wooded area. Such experiences are having a very positive impact on pupils' attitudes to learning and their wellbeing, but it is too early to evaluate the full impact on the development of their literacy, numeracy and ICT skills.

Across the school, teachers plan systematically for pupils to use their reading and writing skills for real purposes. They also provide various activities for pupils to apply their numeracy skills in practical, real-life contexts in other areas of learning. However, overall, there are insufficient opportunities for pupils to apply their numeracy skills across the curriculum, particularly in key stage 2. Teachers plan good opportunities for pupils to use a range of ICT applications, but they are at an early stage in ensuring that pupils build their skills progressively as they move through school.

There is an annual 'Welsh week' in school when pupils learn about the life of Saint David, sing Welsh songs, engage in handwriting in Welsh and participate in Welsh story competitions. However, overall, the school's promotion of the Welsh language and pupils' awareness of the heritage and culture of Wales are underdeveloped.

Care, support and guidance: Good

The school is a caring community that helps to develop pupils' personal, social and emotional skills well. There are effective systems for tracking the progress of all pupils. Teachers accurately identify underperforming pupils and use a variety of interventions to improve their progress quickly. The school has devised its own 'reds and greens' tracking system to monitor pupils' attainment and to help to ensure that all pupils are on track to achieve the progress expected of them.

Staff work closely with a wide range of professional agencies to deliver effective programmes for pupils with identified needs. For example, staff have worked very effectively with the hearing impairment service to support specific pupils to make good progress in their learning. Well-trained learning support assistants contribute very positively to the breadth and quality of the support for pupils. For instance, the school uses its own emotional learning support assistants to run tailored interventions that have a positive influence on the behaviour and wellbeing of individual pupils. Leaders have also developed an effective approach called the 'hosted learning protocol' to support any pupil who might be at risk of exclusion. All pupils with individual development plans have child-friendly targets that the school reviews, discusses and updates regularly with pupils and their parents.

The school has strong working relationships with parents and it provides many creative opportunities for them to participate in school life. For example, the parent-school association's 'grow a pound' initiative encouraged original ways to make profit from an enterprise venture. This provided pupils with a very good opportunity to use their problem-solving and entrepreneurial skills in a purposeful way. The school's detailed newsletters and use of social media provide easily accessible, helpful advice for parents about pupils' learning and school matters. A mathematics workshop for parents helped them understand the school's methods of teaching so that they could then use these strategies at home with their children.

The school teaches pupils how to stay safe on line effectively. Teachers and pupils work well together to hold an annual 'safer internet week' to develop pupils' understanding of risks and how to manage them sensibly. The school has successfully improved pupils' attendance through clear communication with parents and the deployment of a readily approachable safeguarding support assistant. However, it continues to address the punctuality of a very few pupils who arrive late. The school's arrangements for safeguarding are thorough and give no cause for concern.

The school makes appropriate arrangements to promote healthy eating and drinking. It adopts a 'fruity morning' snack time and encourages pupils to use water bottles in class. Nearly all pupils understand the importance of healthy eating, but they do not always put this into effect in the food choices they make during break times. Staff provide many opportunities for pupils to engage in physical activity throughout the day and through the extensive range of extra-curricular clubs.

All pupils receive worthwhile opportunities to take on responsibilities and to play a full part in school life. They have valuable opportunities to be active in the community, for instance by participating in a local dance festival and singing with the school choir in local musical events. The school provides effective opportunities for pupils to express themselves creatively through dance, music, art and drama. For example, pupils participated in a dance showcase to demonstrate their skills for parents.

The school promotes the values of honesty, toleration and respect through assemblies, drama and storytelling well. Many pupils have developed an understanding of the cultures of other countries, for example through topic work on India and China. However, there are limited opportunities for pupils to develop their spiritual awareness or knowledge and understanding of other faiths and beliefs.

Leadership and management: Good

The headteacher provides calm and purposeful direction to the work of the school. She communicates high expectations of all members of the school community. Experienced senior leaders and other members of staff at all levels support the headteacher well. They work efficiently as a united team and share the headteacher's determination to create a dynamic and exciting environment for learning. All staff have clear roles and responsibilities which link well to their skills and interest. Many teachers and learning support assistants play a leading role in driving forward initiatives that have a positive impact on the school's overall performance.

Members of the school's governing body have a good knowledge of the day-to-day work of the school and its strategic priorities. They scrutinise relevant information from the headteacher about improvement priorities and use this information to hold leaders to account effectively. For example, they evaluate the benefit of actions to improve pupils' attendance through regular reviews of pupils' progress. Governors visit classes, meet with pupils and run a reading group for more able pupils to develop their higher-order reading skills. These activities strengthen their understanding of the school's performance notably.

Leaders use a wide range of first-hand evidence to identify the school's strengths and weaknesses. They consider findings from lesson observations, discussions with pupils, scrutiny of pupils' work and the views of parents carefully. The headteacher also shadows pupils to gain evidence about their experience of school life. This 'Day in the Life' activity provides valuable insight into the school's effectiveness in meeting the needs of individual pupils. There is a clear link between the outcomes of self-evaluation activity and the objectives in the school development plan. However, the school has not prioritised the need to improve pupils' use of the Welsh language enough.

The school's planning for improvement is generally effective. Leaders implement specific actions and assign responsibilities and resources to secure progress. They measure the impact of agreed actions against clear criteria. As a result, the school has made good headway in meeting a number of identified priorities, such as raising pupils' standards in literacy and improving the wellbeing of vulnerable pupils.

Senior leaders act as purposeful role models for professional learning and have created a culture where all staff feel valued and supported. As a result, they engage fully in opportunities to innovate and to improve their skills. The school's participation as a pioneer in the Welsh Government's curriculum reform programme provides a strong focus for this activity. Teachers and learning support assistants demonstrate a consistent enthusiasm to provide learning experiences, which are responsive to the aspirations and needs of pupils.

Regular staff meetings support purposeful collaboration between teachers, and training, within and beyond the school, matches identified priorities closely. This supports improvement in aspects of the school's provision well, for example through networking between staff and teachers in other schools. This has increased teachers' knowledge and confidence in using the school's grounds to support pupils' learning. As a result, all pupils now benefit from the focused use of outdoor learning, which has improved their motivation and engagement.

Leaders ensure that the learning environment and staffing are appropriate to deliver the curriculum effectively. They use the school's finances efficiently to meet long-term needs and to improve identified aspects of provision effectively. For example, the school has recently invested in further resources to develop pupils' information and communication technology (ICT) skills and this is beginning to have a positive impact on pupils' progress in applying their skills across the curriculum. Governors monitor the school's spending decisions closely, ensuring that the school uses its devolved budget and grant funding to benefit the wellbeing and progress of pupils.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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