



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Mount Pleasant Primary
Ruskin Avenue
Rogerstone
Newport
NP10 0AB**

Date of inspection: March 2013

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication date: 17/05/13

Context

Mount Pleasant Primary School is in Rogerstone near Newport. There are 234 pupils on roll, down from 258 last year. Most pupils come from the local area, which is socially and economically advantaged.

Approximately three per cent of pupils are entitled to free school meals, which is well below local and national averages. The school considers eight per cent of pupils to have additional learning needs. A few pupils have statements of special educational needs. These figures are below local and national averages.

Most pupils come from white British backgrounds. No pupil has Welsh as the language of the home. No pupil was excluded in the previous year. No pupil is 'looked after' by the local authority.

The school was last inspected in the spring term 2007. The headteacher was appointed in September 2006.

The individual school budget per pupil for Mount Pleasant Primary School in 2012-2013 means that the budget is £3,045 per pupil. The maximum per pupil in the primary schools in Newport is £10,837 and the minimum is £2,711. Mount Pleasant Primary is 42nd out of the 49 primary schools in Newport in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Excellent

Current performance

The current performance of the school is good because:

- the standards by the end of key stage 2 are very high;
- pupils use their information and communication technology (ICT) skills very widely across the curriculum;
- pupils who are more able and talented and those with additional learning needs receive very good support and make very good progress;
- there is outstanding provision for pupils to learn about environmental issues;
- teaching, particularly in key stage 2, is of a consistently high quality; and
- planning for the development of skills is very detailed and well used.

Prospects for improvement

The prospects for improvement at the school are excellent because:-

- the headteacher and senior management team are very effective;
- the self-evaluation system is very rigorous and includes the views of all interested parties and has challenging, but attainable targets;
- the self-evaluation process is reviewed regularly and modified as new targets are identified;
- self-evaluation is sharply focused on improving outcomes for pupils;
- relationships between parents and the school are very constructive; and
- there has been outstanding progress in improving many areas of school life over recent years.

Recommendations

- R1 Raise standards in personal social development, wellbeing and cultural diversity, particularly at outcome 6
- R2 Improve the provision for developing pupils' skills in self- assessment and peer- assessment across the school to bring it up to the very high level attained in a few classes
- R3 Review the accuracy of procedures for judging standards in the end of Foundation Phase assessments

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

In communication in the Foundation Phase, nearly all speak and listen confidently. They have well developed vocabularies for their age and use appropriate specialist terms, for example in their mathematical development and in developing their knowledge and understanding of the world. Their reading skills are very good and they use them across the curriculum very effectively. All younger pupils break words down accurately and use sounding out strategies very competently. Many Foundation Phase pupils describe their stories and the main characters confidently and accurately. They discuss the books which they have enjoyed enthusiastically. They know a good range of fables and children's stories in detail. By the end of the Foundation Phase many pupils write independently and use basic punctuation correctly. Most pupils use their writing skills well in a wide range of styles.

Throughout key stage 2, many pupils make excellent progress in using their reading skills. They enjoy reading and energetically discuss their favourite authors. Many speak confidently to ask and answer questions and to express opinions. By the end of the key stage many pupils produce excellent examples of very well presented extended writing in English and across the curriculum. For example, when composing a modern version of 'The Tempest' they demonstrate very sophisticated vocabulary and understanding of the plot.

Pupils' numeracy skills are consistently good through the school. They are very well applied in science to measure, record and interpret data. Many pupils have very good problem-solving skills in mathematics and in resolving questions and challenges logically in other subjects.

Building on the solid start in Foundation Phase, nearly all pupils in key stage 2 develop their ICT skills to a high level which they use across the curriculum very successfully. Many pupils plan their ICT tasks very effectively to match their purpose and audience. They add and amend records in their own databases and explore patterns in the results in scientific experiments. They combine a variety of information and media to create and refine their own electronic ICT portfolios.

Nearly all pupils make good progress in Welsh language lessons and, by the end of key stage 2, standards are good. Pupils' speaking skills in Welsh develop well in the Foundation Phase. All pupils acquire a wide range of sentence patterns, which they use with confidence and accuracy in conversational activities. Pupils' reading and writing skills develop well. By the end of key stage 2, most pupils describe their activities using the past tense and use extended sentences to express likes and dislikes. Pupils' knowledge of the Welsh dimension is consistently good through the school.

Overall, most pupils enter the Foundation Phase with average or above average skills. In the initial end of Foundation Phase assessments in 2012, all pupils reached

the expected outcome (outcome 5 or above) in language, literacy and communication. In mathematical development and personal social development, wellbeing and cultural diversity nearly all reached this standard. The school achieved outcomes in these areas and in the Foundation Phase indicator (all areas combined) which were above the family, local authority and national averages.

At the higher level (outcome 6), results were lower than the family, local authority and national averages in language, literacy and communication and in personal and social development, wellbeing and cultural diversity. They were close to these averages in mathematical development.

In the teacher assessments at the end of key stage 2, the proportion of pupils who gained the expected level (level 4 or above) in English, mathematics and science was well above the family, local authority and national averages. At the higher level (level 5), results in these subjects were also very high and well above the averages. Over the last four years, the school has maintained very high standards in these assessments when compared to the family, local authority and national averages.

When compared with similar schools with a very low proportion of pupils with free school meals, the school's performance at the end of the Foundation Phase is very good in language, literacy and communication where its performance placed it in the top 25% of similar school for attaining outcome 5. It was in the higher 50% of similar schools in mathematical development, but in the lower 50% for pupils' personal and social development, wellbeing and cultural diversity. At outcome 6, results were lower, especially in pupils' personal and social development, wellbeing and cultural diversity where the school's performance placed it in the lowest 25%.

At the end of key stage 2, the proportion of pupils attaining the expected level (level 4) is very good compared with the situation in other schools with a similar proportion of pupils entitled to free school meals. In English, mathematics and science, and in these subjects combined, the school's performance placed it in the top 25% of similar schools at the expected level (level 4) and the higher-than-expected level (level 5).

Across the school all pupils identified as being more able and talented make very good progress and attain very high standards. Those with additional learning needs make at least the progress expected towards the targets set for them.

Wellbeing: Good

Pupils have a good understanding of what they need to do to be fit and healthy and they are proud to support the provision within the school to eat healthily. They participate enthusiastically in a good range of sports.

Pupils' behaviour is very good. Pupils are friendly and polite and relate well to adults and other pupils. Older pupils develop very good decision-making skills through the work of the several pupil participation groups, such as the pupil research group. They know how to gain information from others in discussions. As a result of their high level of involvement in and commitment to these activities, pupils are confident and communicate well.

Pupils readily take responsibility for their actions towards others and their work. Many pupils work well independently and evaluate effectively their own work and that of others. Pupils are very well prepared for the next step in their learning. They are motivated to learn and sustain concentration for lengthy periods of time. They work hard in lessons, are good listeners and adopt a positive approach to learning. Pupils make valuable contributions to what and how they learn.

Attendance rates have been consistently high for the last five years and the school is in the top 25% for attendance when compared with similar schools. Pupils' overall rates of attendance are above the average for the family, local authority and Wales. Nearly all pupils are punctual.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The curriculum is broad, balanced and coherent. It meets the needs of different groups of pupils very effectively. The systematic planning of the curriculum ensures that learning builds well on what pupils already know and can do through a three year plan that maps areas and topics to be taught. Teachers involve pupils actively in choosing some of the content for each theme. Lessons are planned to include a range of tasks which provide a high level of challenge for pupils of all abilities. The school provides a very wide range of extra-curricular activities, outside visits and visitors, which enrich pupils' learning very successfully.

Planning for the development of pupils' of literacy, numeracy and ICT skills is very thorough and comprehensive. An outstanding feature is the way in which teachers map ICT skills extensively across the curriculum. In many lessons, teachers plan carefully which skills they will teach and how pupils will know they have achieved them. A good range of effective intervention programmes is in place to address any needs that may arise promptly and effectively. More challenging tasks for the more able and talented pupils in key stage 2 ensure that these pupils often achieve very high standards.

Provision for the development of Welsh skills is good. The enthusiastic approach of all staff supports pupils' positive attitudes towards learning a second language. Planning for teaching Welsh is coherent and ensures that pupils build successfully on what they already know. Opportunities to use incidental Welsh are developing well. The Welsh dimension is well integrated into several aspects of the curriculum.

The provision for sustainable development is excellent and is a strength of the school. Pupils have a deep understanding of the reasons for re-using materials and conserving energy. Awareness of the need to protect their environment permeates everyday life in the school. Pupils are involved in a wide range of activities, such as recycling spectacles, clothes, paper and plastic, energy conservation and in developing the school grounds to attract wildlife. They have a sound awareness of their role in the wider world through the study of other cultures.

Teaching: Good

The overall quality of teaching has some very strong features, particularly in the very skilful way in which lessons are organised and taught in key stage 2. In the best examples, in classes for older pupils, teaching builds very effectively on prior learning and challenges and extends all pupils appropriately.

Teachers have very good knowledge of the subjects they teach and many make their lessons come to life, especially in mathematics and in ICT. They promote pupils' interests and understanding very effectively, for example in understanding mathematical laws and in expressing ideas clearly in English. A particular strength is the very well organised way in which learning support assistants work closely with teachers to extend the learning of specific pupils within all classes.

In many lessons, teachers encourage pupils to think things out for themselves. The teaching provides very regular opportunities, particularly for older pupils, to be self-critical and to feel that they have responsibilities for their own learning. In many lessons, pupils learn well because of the high expectations that teachers have for them to succeed. The teaching builds confidence among all pupils to work hard and purposefully.

Teachers and learning support assistants use very effective assessment strategies to identify and review regularly the targets for improvement in pupils' learning and to identify which pupils need additional support or challenge. Many older pupils know and talk knowledgeably about their individual targets. The school keeps very comprehensive records of progress and uses them extensively to predict the standards individual pupils and groups should reach. The information is also used rigorously to assess the success of teaching and the training needs of teachers.

Marking of work is generally very thorough and is linked to the learning objective. Oral feedback to pupils is constructive and helpful. In the best examples, older pupils are encouraged to make judgements about their own learning and realistically review the learning of others. However, this is not a consistent feature in every class in all subjects and areas of learning.

Parents and carers are very well informed of their child's progress and the next steps in their learning. The reports to parents are detailed and give an appropriate account of each child's all round development.

Care, support and guidance: Good

There are well-developed systems in place to promote pupils' healthy living and active lifestyles. All pupils have regular access to a wide range of sporting activities often led by specialist coaches. Many pupils take part enthusiastically in these within and after the school day. Clear strategies for monitoring attendance have been effective in raising the attendance level for all pupils.

The school is a well ordered, calm, supportive community which values all pupils. Pupils are well cared for and there are good working relationships between staff and

pupils. Pupils are confident that they can turn to staff with any issues that arise. They feel staff listen to them and support them well.

The school promotes pupils' personal, social, moral and cultural development well through stimulating learning experiences in lessons and collective worship. It has an effective programme to develop the social and emotional aspects of pupils' learning. This provision promotes pupils' self-esteem and the values of honesty and fairness appropriately. It encourages pupils to reflect meaningfully on their own and about other people's lives and beliefs.

The school has very good external support from specialist teachers, educational psychologists, medical nursing specialists and other external agencies to help pupils achieve as well as they can. There are extensive links with the secondary school to which most pupils transfer and these initiatives help the oldest pupils to experience a smooth and very successful transition.

The school provides very effective support for pupils with additional learning needs, particularly at the early stages of intervention. Learning assistants are effectively deployed to meet the needs of identified pupils through very detailed and highly organised planning. Individual education plans are reviewed regularly and parents are kept well informed and involved. All pupils make good progress towards their targets as a result of the effective support they receive.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a caring and fully inclusive community where staff and pupils demonstrate mutual trust and respect. There are well-established, clear policies in place to ensure equality of opportunity. All pupils have equal access to the curriculum and to extra-curricular activities. There is a strong emphasis on recognising and celebrating diversity through a variety of curriculum initiatives and displays.

The main building is attractive and welcoming. However, the quality of the demountable classrooms is only adequate as they are cramped and have no toilet facilities. Throughout the classrooms and communal areas displays are of a high quality and celebrate pupils' work well. There are many resources of good quality in all areas to promote pupils' learning and teachers and their pupils use them well. The school has developed its outside areas into very rich and valuable learning resource. They include areas to attract wildlife and to grow vegetables.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher leads the school very successfully and has achieved much since the time of the last inspection in improving the school. He has communicated a very clear vision to all staff, governors and parents about his expectations for the school.

He has planned and organised very skilfully to meet the ambitious targets he has set. All staff have a common commitment to reach and exceed these targets.

The senior management team is very well informed and works very effectively as a group. They play an important role in working with all staff to promote a very positive ethos in which all staff know how they can contribute to the school's achievements. Across the school, teachers work closely in subject specific teams and plan very effectively to identify weaknesses and to put in place strategies to meet them. There are very rigorous arrangements to guide teachers' professional development and to link those to the school's own priorities.

The governing body is well aware of the school's needs and is an active, supportive partner in judging the school's progress and future priorities. It successfully holds the professional leadership to account for the quality of education the school provides.

There has been very good progress in addressing local and national priorities. The Foundation Phase meets the principles and practices set out for these pupils. The school has promoted very high standards in literacy and in developing the skills pupils need to be successful learners. There is excellent provision for the awareness of ecological issues and for pupils to have a voice in judging the quality of education the school provides.

Improving quality: Excellent

The school has an excellent ethos of continuous improvement that is well established and central to its strategic planning. There is a very clear focus on improving outcomes for pupils through an outstanding and very effective on-going systematic cycle of review that focuses on teaching, standards and the curriculum. A particular strength is the way in which the plan is continuously updated and modified in the light of new information.

The school has very rigorous and robust systems to collect, analyse and evaluate information from a wide range of reliable sources. Performance data is used very effectively to inform school improvement planning and to assess standards. The highly effective self-evaluation process fully engages on a termly basis all staff, parents, pupils and others with an active involvement with the school. This is of exceptional quality. Its impact on raising standards and in promoting a very strong shared sense of purpose and direction is clearly visible throughout the school.

All staff are involved fully in the process of school improvement and use the school improvement plan extremely effectively to achieve progress against the school's priorities. All team meetings have school improvement as a focus and all staff have a key role in implementing strategies for the desired improvements.

The school has exceptionally strong learning communities where good practice is shared extremely effectively within teams. All staff reflect extensively on their own practice and evaluate their impact on pupils' learning and wellbeing very critically.

Partnership working: Good

The school has an extensive range of very effective partnerships. The multi-agency support from the local authority has been particularly effective in securing good outcomes for pupils' learning. The many partnerships with parents form a strength of the school. The school maintains effective links with pupils' homes through many innovative arrangements.

Well-established transition arrangements enable pupils to be well prepared when they enter the school and when they prepare for the next stage in their education. The school works closely with other local schools to agree standards. A particularly strong feature is the enthusiastic way in which the school has become involved in sharing its practices with other schools locally and nationally.

The school has strong links with local churches and other organisations in the community. A good number of local businesses support successful enterprise initiatives which enrich pupils' learning experiences.

Resource management: Good

The school deploys teachers very well to make the best use of their knowledge and skills and to deliver the curriculum effectively. They use the time given for planning, preparation and assessment purposefully to improve pupils' learning experiences. All support staff make a valuable contribution to pupils' learning across the school. The school has responded appropriately to the conditions in the national agreement on "Raising Standards and Tackling Workload".

The headteacher, alongside the school's own business manager and the governing body, manages the budget efficiently to meet the priorities identified in the school improvement plan. The school uses its overall resources very well.

Given the quality of education provided and the excellent standards achieved by the end of key stage 2, the school gives very good value for money.

Appendix 1

Commentary on performance data

In the 2012, teacher assessments at the end of the Foundation Phase show that pupils performed very well at the expected level (outcome 5 and above) in language, literacy and communication and in mathematical development. The results were well above family, local and national averages. In personal and social development, wellbeing and cultural diversity, results at outcome 5 were in line with these averages. The combined results were well above.

At the higher level (outcome 6) results in language literacy and communication were below family and local averages and above the national average. In mathematical development, results were just above the family average and above local and national averages. In personal and social development, wellbeing and cultural diversity results were well below family, local and national averages.

When compared with those of schools with a similarly low proportion of pupils entitled to free school meals, the results at outcome 5 and above were in the top 25% for language, literacy and communication. In mathematical development, the school was in the higher 50%, but in personal and social development, wellbeing and cultural diversity the school was in the lower 50%.

At the higher-than-expected outcome (outcome 6), results in mathematical development placed the school in the higher 50% of similar schools. However, the school was in the lower 50% for language, literacy and communication and in the lowest 25% for personal and social development, wellbeing and cultural diversity.

In the teacher assessments at the end of key stage 2 in 2012, the overall combined results were very high and above family, local and national averages. This has been the case since 2008. In English, all pupils reached the expected level (level 4). Results at level 4 in English have been consistently very high. At the higher level (level 5), results in 2012 were well above family, local and national averages.

In 2012, results in mathematics at level 4 were very high with all pupils reaching level 4. The results were well above family, local and national averages as they have been since 2008. At level 5, results were also very high and well above these averages as they also have been since 2008.

In science, results at level 4 were again very high with all pupils reaching the expected levels. Since 2008 all pupils have reached this level. At level 5, the results have been strong and well above family, local and national averages over this period.

When compared with schools with a similar proportion of free school meals, the results at level 4 and level 5 in 2012 placed the school in the top 25% in all subjects.

Over time there has been little difference in the performance of boys compared to girls. In 2012, when the combined results are compared, boys and girls reached similar standards. The same was true in English at level 4, but girls out performed

boys at level 5 as they did in science. In mathematics, the results were similar at level 4, but girls out performed boys at level 5.

At the end of the Foundation Phase in 2012, the results for girls and boys overall were similar. They were close to the family average, but were better than local and national averages. However, boys underperformed at outcome 6 in language, literacy and communication and in mathematical development compared to girls. In personal and social development, wellbeing and cultural diversity, the difference was very much greater, although the results were close to family, local and national averages overall.

Over time there had been little difference between the performance of the small number of pupils entitled to free school meals and those not entitled to them. Pupils with additional learning needs often make very good progress towards the targets set for them.

Appendix 2

Stakeholder satisfaction report

Learner questionnaire

One hundred and forty pupils completed the questionnaire. Their responses are in line or more positive than other schools in Wales.

All pupils agree that:

- they are safe in school;
- teachers help them to become healthy;
- teachers and other adults are helpful; and
- they know what to do and whom to ask if they find the work hard.

Nearly all pupils agree that:

- the school deals well with bullying;
- they know whom to talk to if they are upset;
- they have lots of chances for exercise;
- they are doing well at school;
- homework helps them to understand and improve their work in school;
- they have enough books, equipment and computers to do their work;
- other children behave well and they can get on with their work; and
- other children behave well at play times and at lunch times.

Parents' questionnaire

There were 24 responses to the parent's questionnaire. Their responses are in line with or more positive than those of other parents in Wales.

All parents who responded agree that:

- they are satisfied with the school;
- their child likes school;
- their child is making good progress;
- pupils behave well;
- teaching is good;
- staff expect their child to work hard and do his or her best;
- teachers treat all children fairly and with respect;
- their child is encouraged to be healthy and to take regular exercise;
- they are comfortable about approaching the school about questions suggestions or a problem;
- the school helps their child to become mature and take on responsibility;
- there is a good range of activities including field trips and visits; and
- the school is well run.

Nearly all those who responded agree that:

- their child was helped to settle in well when they started at school;
- their child is safe in school;
- their child receives appropriate support in relation to their needs;
- homework builds well on school work;
- they are kept well informed about their child's progress; and
- their child is well prepared for moving on to the next school.

Most parents agree that:

- they understand the school's procedures for dealing with complaints.

Appendix 3

The inspection team

Peter Mathias	Reporting Inspector
Rhiannon Harris	Team Inspector
Deirdre Emberson	Lay Inspector
Rachel Mitchell	Peer Inspector
Andrew Northgrave-Williams	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.