



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

**A report on**

**Caerleon Lodge Hill Primary School**

**Roman Way  
Lodge hill  
Caerleon  
Newport  
NP18 3BY**

**Date of inspection: January 2023**

**by**

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

## About Caerleon Lodge Hill Primary School

Name of provider	Caerleon Lodge Hill Primary School
Local authority	Newport City Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	355
Pupils of statutory school age	271
Number in nursery classes	39
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 23.0%)	14.1%
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 16.1%)	11.4%
Percentage of pupils who speak Welsh at home	2.5%
Percentage of pupils with English as an additional language	3.7%
Date of headteacher appointment	01/04/2018
Date of previous Estyn inspection (if applicable)	13/05/2014
Start date of inspection	23/01/2023

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](http://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

The school has developed the new school building very well to create a welcoming, spacious learning environment, with extensive resources to support pupils' learning. Nearly all pupils speak very positively about their school, the staff and the exciting opportunities they have to learn new things. Most pupils feel that they are encouraged to do their best and this helps them feel safe and supported.

Relationships between all members of the school community are a strength of the school. Pupils and staff show high levels of respect for one another, they listen sensitively and support each other when needed. This creates a warm and caring ethos. Nearly all pupils behave well both in class and around the school, which supports pupils to work independently and collaboratively in class and learning zones.

Staff have a very good understanding of the individual needs of pupils, they use this knowledge to provide bespoke interventions to support pupils with their emotional, social and learning progress. All pupils have opportunities to take on responsibility in a good range of pupil voice groups and the staff work diligently to ensure pupils from the Learning Resource Base are fully integrated into whole school activities. The school is fully inclusive and celebrates this well.

Teachers plan exciting lessons and nearly all have a good understanding of how to challenge and support learning to ensure pupils make progress in lessons and over time. As a result, most pupils make good progress in all areas of learning. However, Welsh language skills are not always taught at an appropriate level and many pupils have limited understanding and confidence when speaking in Welsh.

The headteacher works closely with senior leaders, governors and pupils to monitor teaching, learning and progress. These monitoring activities provide valuable information to help the school move forward and progress. However, this information is not evaluated well enough and does not allow leaders to identify school priorities effectively.

Overall, pupils are proud of their school, they enjoy learning and speak enthusiastically about their experiences.

## **Recommendations**

R1 Monitor the impact of school improvement actions to evaluate their effectiveness and identify next steps.

R2 Improve pupils' Welsh oracy skills.

## **What happens next**

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

Estyn will invite the school to prepare a case study on its work in relation to how well they provide bespoke intervention for pupils and plan opportunities for inclusion, for dissemination on Estyn's website.

## Main evaluation

### Learning

On entry to school, most pupils' literacy, numeracy and social skills are at the expected level for their age. As they move through the school, nearly all pupils make sound progress with their literacy and numeracy skills. Nearly all pupils with additional learning needs (ALN), including those in the Learning Resource Base, make very good progress in all aspects of their learning. Most pupils with English as an additional language and those who are eligible for free school meals make above average progress and often achieve ambitious targets.

Throughout the school, pupils' speaking skills are generally strong and most pupils use a good range of vocabulary for a range of purposes. In reception, many pupils engage enthusiastically in conversations when in the role play area and by Year 6, most pupils are articulate and respond confidently when sharing their positive views about the school. Overall, pupils make good progress in reading. Younger pupils begin to use their phonic knowledge and picture cues to decode words. As they move through the school, nearly all pupils read well and with expression. Older pupils recognise alliteration, use root words to help decipher meaning and skim and scan tests effectively to find information.

Most pupils develop their writing skills effectively as they move through the school. The youngest pupils write words and simple sentences independently, for example when writing letters to Santa and during free play. By Year 3, most pupils write for a range of purposes. For instance, when writing imaginatively about a day in the life of a Celt, they construct sentences thoughtfully and use punctuation accurately. More able pupils skilfully adapt their writing for different audiences. By Year 6, most pupils write extensively for a range of purposes in literacy and across the curriculum. For example, when writing their views, in work titled 'I have a dream' to show appreciation of their diverse community. Most pupils take pride in their written work, younger pupils use legible handwriting and most older pupils write cursively. However, a few older pupils do not always present their work neatly.

Nursery pupils have a sound grasp of number and count objects and recognise numbers up to 10. Pupils in reception count objects beyond 20 and understand the concept of 'one more'. In Year 2, most pupils use mathematical vocabulary appropriately to describe the properties of shapes and use their knowledge to build three-dimensional shapes using cocktail sticks. Most pupils in the Learning Resource Base identify patterns and sequences when using a number line outdoors. Older pupils enjoy choosing and tackling challenges of varying difficulty to develop their mathematical reasoning skills. By Year 6, a few pupils draw line graphs with accuracy to support their learning in other subjects. For example, they present results of an investigation showing the impact of friction on car speed and distance travelled.

Younger pupils show their understanding of Welsh by responding appropriately to simple commands in Welsh and joining in with action songs. They develop a range of simple vocabulary relevant to their learning, including colours, numbers and shapes and they answer simple questions about themselves. However, older pupils do not practise new sentence patterns often enough to consolidate their learning. This

means, that they cannot sustain conversation and do not build on their early understanding and speaking skills.

Nearly all pupils' digital skills develop well, and they use technology appropriately across a wide range of activities. For example, pupils in Year 2 use the internet to research about owls and present their findings using digital notes. Pupils in Year 5 and Year 6 work collaboratively to create presentations for the pupil voice group, 'Heddlu Bach'. They use their coding skills to manoeuvre cars that they have designed and made, along a planned route.

Many pupils progress well in their physical development during their time at the school and have a good understanding of the importance of keeping fit. Pupils use the outdoor gym equipment confidently, showing good coordination. Nearly all pupils across the school demonstrate their creativity skilfully through dance, music and art. For example, older pupils talk with confidence about elements of art, such as line, shape, volume and colour.

### **Well-being and attitudes to learning**

Nearly all pupils are happy and demonstrate a positive attitude towards school and their learning. They are ready to participate in lessons and enjoy their learning experiences in a nurturing, caring and purposeful environment. Relationships between staff and pupils are strong and conducive to their good learning and sound well-being. Nearly all pupils show pride in their school and feel safe within its inclusive and caring ethos. They feel that adults in the school listen to their views effectively and take them in to account when considering decisions that affect them.

Most pupils demonstrate very good standards of behaviour in class and in the outside learning zones. This is also true when they move around the school and undertake activities such as group work, whole-school assemblies and during playtimes, including the lunch break. Nearly all pupils demonstrate high levels of consideration and respect towards each other and towards staff and visitors, showing high levels of collaboration. Nearly all pupils are keen to talk about their work and are proud of their achievements.

Nearly all pupils develop their physical skills well and make healthy choices, for example, they respond positively to opportunities to undertake a range of physical activities during the school day, such as in their badminton lessons, during breaktimes and when attending the after school football club.

Most pupils progress successfully as enthusiastic, independent learners. They are on task quickly, ready to learn and show confidence and resilience, for example, in the way they interact with adults and persevere with their work. Nearly all pupils have the skills to sustain concentration and are positive in their readiness to persevere and complete tasks. They are adept at looking for new ways to succeed when they face challenges and make use of the 'Learning Pit' as a tool to look after their well-being, when faced with difficult tasks. Interaction between nearly all pupils and staff is very good.

Nearly all pupils react beneficially to feedback from their peers and adults and use this to help them make valuable improvements. For example, during literacy lessons in Year 6, timely intervention from the teacher leads to pupils developing their specific topic vocabulary when researching the story of Santes Dwynwen. Nearly all

pupils engage positively with new, unfamiliar experiences and ideas and have the skills and knowledge to adapt their learning well. This is evident when pupils demonstrate strong thinking, reasoning and problem-solving skills during a Science, Technology, Engineering and Mathematics (STEM) week in Year 5 and Year 6.

Pupils, including those with additional learning needs and pupils who attend the Learning Resource Base, take an active part in the life of the school by taking on beneficial leadership roles through a wide range of pupil groups. They fulfil their responsibilities conscientiously. For example, the 'Heddlu Bach' group, in partnership with the local police created leaflets for parents to reduce dangerous parking outside the school.

Nearly all pupils are developing well as ethical and informed citizens. For example, they explore themes such as the inequalities in American society during the 1960's when looking at Black History. As a result of these types of activities, pupils' awareness of fairness, equality, sustainability and children's rights are maturing well. Many older pupils can discuss at length issues of inequality and the difference between right and wrong. For example, following a whole school assembly on the life of Ann Frank by the 'Rights Knights' pupils voice group, many pupils can discuss how basic human rights were taken away from individuals because of their religion during World War Two.

### **Teaching and learning experiences**

Nearly all staff create inclusive and positive learning environments for pupils. These are welcoming, well-resourced, and exciting places to learn. The school makes very good use of the outdoors, and most teachers plan authentic learning experiences for pupils to use their skills in the outdoor classrooms. Across the school, staff have high expectations of behaviour, this contributes positively to the calm and caring ethos of the school.

Leaders and staff work collaboratively with cluster schools and the local authority, to develop a shared vision for the Curriculum for Wales. As a result of this work, teachers have a good understanding of the curriculum and plan worthwhile learning experiences. In the best examples, lessons support pupils to develop their understanding of how they become effective learners linked to the Four Purposes of the Curriculum for Wales. Teachers plan effectively for pupils' learning through a whole school approach and review these each term to plan for the term ahead.

Across the school, nearly all teachers provide a broad range of worthwhile learning experiences that support and meet the needs of the pupils well. As a result, most pupils make good progress. Support staff work closely with teachers and contribute passionately to pupils' learning and well-being. Staff ensure that pupils feel listened to, therefore, pupils are confident to ask questions if they need support with their learning. Many staff make effective use of visitors, celebrations and bespoke topics to engage pupils' interest effectively. For example, trips to Cardiff Castle and a residential visit for pupils in Year 6.

The rich curriculum provides a good range of opportunities for pupils to develop their awareness of the rich history and culture of Caerleon. Appropriate plans and resources are in place for staff to develop pupils' Welsh language skills. However, many staff do not have secure enough skills in teaching Welsh to develop pupils' understanding and oracy progressively, particularly for the older pupils. The school's

provision for personal and social education effectively encourages pupils' understanding of their own well-being and promotes pupils' tolerance and understanding of those around them successfully.

In most cases, teachers use questioning effectively to build on pupils' previous learning and move learning on. In nearly all cases, pace is appropriate and suitable to the age of the pupils and activities. This ensures pupils develop their key skills progressively as they move through the school. Nearly all teachers support the development of pupils' numeracy and literacy skills well, including across the curriculum.

Many teachers provide pupils with helpful written feedback and consistently promote effective self and peer assessment opportunities. For example, the 'Emoji Exits', and 'Learning Pits' approaches develop pupils' understanding of their next steps in learning effectively. Most teachers provide pupils with valuable verbal feedback throughout activities. In the best examples, many teachers' comments are sensitive and encouraging and they give sufficient time for pupils to celebrate their successes. As a result, most pupils develop the confidence to work independently. However, in a very few cases, teachers give too much direction, which does not allow pupils to develop their independence well enough.

### **Care, support and guidance**

The school is a caring community, and the staff encourage pupils to contribute positively to its supportive and friendly ethos. The trusting relationships between staff and pupils are a strong feature of the school. Teachers and support staff understand pupils' needs effectively and they respond with sensitivity to the pupils' emotional and social needs. This supportive and warm atmosphere helps nearly all pupils settle in easily to school life and it contributes significantly to their happiness in school and their overall well-being. These diligent and thoughtful practices encourage pupils to develop resilient attitudes to their learning.

The provision for pupils identified as having ALN is highly effective and a strength of the school. The school's ALN co-ordinator works efficiently in partnership with staff members and parents to ensure early identification, tracking and support for individuals and groups of pupils. Comprehensive pupil progress reviews result in staff members having a deep understanding of the needs of all pupils. The school works beneficially with a range of specialist services to secure additional, timely resources and to offer specialist support to pupils with a range of learning, emotional and social needs. These arrangements ensure that nearly all targeted pupils make strong progress in relation to their starting points.

The care, support and learning experiences provided by staff in the Learning Resource Base are very strong. The school provides personalised learning programmes and authentic learning experiences for pupils, which match their needs exceptionally well. These have a very positive impact on their individual progress and achievements. Staff in the Learning Resource Base work effectively with the staff in mainstream classes to facilitate pupils' integration into the daily life of the school. As a result, pupils from the Learning Resource Base enjoy taking part in whole school topic work and feel fully included in school activities.

Teachers provide an interesting range of opportunities for pupils to grasp the importance of inclusion and diversity. For example, older pupils have a well-

considered understanding of different types of families and loving relationships, and they discuss these matters with ease. They understand that it is perfectly alright to be different. This provision helps many pupils to appreciate and understand the needs and rights of others, both locally and as members of a diverse world. For example, pupils can discuss the injustice of Rosa Parks being challenged because she refused to vacate her seat on a bus to a white person because of her race, in the United States of America during the 1960's. This develops pupils' understanding of challenging stereotypes in society and pupils' attitudes, choices, and expectations.

Pupils' ability to reflect on some fundamental questions and on their own beliefs or values are developed well during lessons. For example, older pupils explore the significance of Yom Kippur to the Jewish faith and Year 3 pupils research how Christmas is celebrated around the world.

The school's ethos promotes pupils' spiritual and moral development beneficially. Staff encourage pupils to consider the views of others sensitively and to acknowledge and respect the importance of values such as tolerance. The school is an inclusive and homely community where staff know the needs of their pupils well. School staff promote the importance of good behaviour, courtesy, and respect very successfully.

Staff ensure that pupils' welfare and safety are an integral part of school life. This positive ethos, along with effective curriculum opportunities to develop understanding of equality and diversity helps staff to respond effectively to the very few instances of recorded bullying at the school. The safeguarding culture is strong, and all staff understand their roles and responsibilities in contributing to the safety and well-being of the pupils. The school provides a good range of opportunities for pupils to learn the importance of staying safe, including online safety.

Staff provide many opportunities for pupils to take part in physical activity sessions, both in lessons and extra-curricular clubs, such as football and badminton. The very well-equipped school grounds which include climbing frames, adventure trails and outdoor gym equipment help motivate pupils to keep fit and to develop their physical skills well.

## **Leadership and management**

The headteacher and all members of the school community have created a clear vision for the school and its curriculum. They have a strong focus on developing the whole child in preparation for being a life-long learner. This is understood by all staff and evident in the work of the school. The headteacher has high expectations for developing an inclusive school for all pupils, including those in the Learning Resource Base. The enthusiastic senior leadership team support the headteacher in all aspects of school development effectively and help to provide support for others. Nearly all staff are eager and carry out their roles and responsibilities effectively. Across the school, staff benefit from structured performance management and tailored professional learning opportunities. For example, staff describe the improved progress that pupils make as a result of them researching and implementing new approaches to developing learners' independence.

Leaders implement the school's monitoring cycle diligently and use a range of activities, including lesson observations and book looks, to gather first-hand evidence of the effectiveness of the school's provision and its impact on outcomes for pupils.

A more recent addition to this cycle are the individual pupil progress meetings. Teaching staff contribute to these meetings knowledgably, to ensure there is a holistic understanding of each pupil and what is needed to support their next steps in learning.

The school has identified whole school priorities for improvement. These often focus on developing national and local priorities, alongside pupil progress in literacy and numeracy. In a few instances, the school measures the impact of its improvement actions well to identify future priorities. However, senior leaders do not always use the outcomes of monitoring activities or evaluate the impact of improvement plans well enough. As a result, the school's priorities do not always reflect the precise needs of the school.

The school works closely with schools in the cluster to ensure equity for pupils and to support the transition of pupils to secondary school. As part of this work, staff work collaboratively on projects to develop the curriculum. Staff benefit greatly from working with teachers in other schools and this helps to improve their teaching skills. In addition to this, staff work well with the regional consortium to develop a deeper understanding of the school's requirements for the delivery of the Curriculum for Wales. Many staff have benefit greatly from professional learning around the curriculum's cross-cutting themes and learn how to develop teaching across the school. For example, in the recent development of the Relationships and Sexuality Education curriculum.

The school is well resourced to support delivery of the curriculum. Senior leaders manage the budget well and where it has a surplus of funds, they plan effective ways of spending to further develop provision. For example, leaders and governors are currently working on the development of an outdoor classroom.

The school's governing body are enthusiastic and keen to support the school. In addition to attending meetings, a significant number of governors are link governors that regularly meet with a subject area lead to monitor provision and outcomes for pupils. Governors regularly visit the school and receive updates from the headteacher regarding strengths and areas for development. They use this information to challenge leaders and hold the school to account effectively. Governors sit on a wide variety of committees and challenge the headteacher as critical friends. Governors discharge their duties diligently by ensuring the school provide suitable provision for healthy eating and drinking.

Leaders and staff work hard to develop relationships with parents. For example, in the nursery they invite parents into school to see how and what their children learn. Across the school, there are opportunities for parents to meet with teachers to discuss their child's progress. As a result, relationships between the school and parents are good.

## 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](http://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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