



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

**Malpas C.I.W. Infant School
Yewberry Close
Malpas
Newport
NP20 6WJ
United Kingdom**

Date of inspection: December 2014

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: 13/02/2015

Context

Malpas Infants School is in a residential area on the outskirts of Newport. It is a voluntary controlled Church-in-Wales school for 158 pupils aged three to seven years. The school is organised into six single-age classes.

Currently, around 8% of pupils are eligible for free school meals, which is well below the national average. The school has identified about 20% of pupils as having additional learning needs, which is slightly below the national average. A very few pupils have a statement of special educational needs. No pupils are looked after by the local authority.

A very few pupils come from an ethnic minority background. No pupils receive support for English as an additional language and no pupils speak Welsh as a first language at home.

The school was last inspected in October, 2008. The headteacher was appointed in September 2009.

The individual school budget for Malpas Infants in 2014-2015 means that the budget is £3,520 per pupil. The maximum per pupil in the primary schools in Newport is £5,443 and the minimum is £2,459. Malpas Infants is 19th out of the 50 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	Good

Current performance

The school's current performance is good because:

- most pupils make good progress and achieve well;
- pupils' information and communication technology skills are developing well;
- nearly all pupils have a good understanding of how to keep fit and healthy;
- the school's ethos ensures that pupils are positive, caring and thoughtful towards each other;
- most pupils with additional learning needs make good progress; and
- the overall quality of teaching is good.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for the school and provides purposeful strategic direction;
- the processes of self-evaluation are thorough and provide an accurate picture of the strengths and weaknesses of the school;
- the school responds well to local and national priorities;
- the governing body has a good understanding of its role and acts appropriately as a critical friend; and
- there is effective teamwork that focuses well on improving all aspects of the life and work of the school.

Recommendations

R1 Raise standards in Welsh across the school

R2 Develop pupils' extended writing and numeracy skills in other subjects

R3 Increase the level of challenge for pupils, especially the more able

R4 Raise the overall attendance rate

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

On entry to the school, many pupils have skills that are around the expected level for their age. By the end of the Foundation Phase, most pupils achieve good standards, but a few more able pupils do not always achieve as well as they could.

Speaking skills across the school are good. Most pupils speak confidently and many older pupils talk with confidence about their work and matters of interest. Many pupils can accurately recall their prior learning and respond enthusiastically to teachers' questioning. Listening skills are generally good, but a few pupils do not always listen well enough in lessons.

Pupils' reading skills are good across the school. Younger pupils enjoy looking at books and most show an enthusiasm for stories and are beginning to understand that written symbols have sounds and meaning. By the end of the Foundation Phase, more able pupils read a range of texts fluently and with good expression, using a range of strategies to decode unfamiliar words. Most pupils who receive targeted support make good progress and make significant improvements in their reading skills.

Many older pupils write successfully for a range of purposes. They generally use full stops and capital letters to demarcate sentences suitably and spell most phonetically regular words correctly. A few more able pupils are beginning to use interesting and imaginative vocabulary. Spelling is generally good. However, many pupils do not apply their extended writing skills sufficiently in other subjects.

Most pupils are developing effective basic number skills. They use these skills to good effect when measuring, identifying shape, using money and handling data. However, many pupils do not apply their numeracy skills sufficiently outside of mathematics lessons.

Standards in Welsh are generally adequate. Across the school, pupils demonstrate good attitudes to learning Welsh. However, pupils' spoken Welsh is often limited and most lack the confidence to use the language outside Welsh lessons. Most pupils do not write or read Welsh well enough.

Information and communication technology (ICT) skills develop well. Many pupils across the school can process and present information well in a variety of ways.

Pupils with additional learning needs make good progress against their personal targets. Those who are eligible for free school meals perform as well as other pupils in their classes.

In 2014, performance in the Foundation Phase at the expected outcome 5 placed the school in the higher 50% of similar schools for literacy and mathematical skills.

Attainment of pupils at the higher outcome 6 in 2014 placed the school in the bottom 25% of similar schools for literacy skills and the lower 50% for mathematical skills. In the previous two years, pupil performance at outcome 6 placed it in the top 25% for literacy skills and in the top 25% and higher 50% for mathematical skills.

In 2012, pupils eligible for free school meals did significantly less well in terms of achieving outcome 5 at the end of the Foundation Phase than other pupils. However, pupils eligible for free school meals closed the gap significantly on other pupils in 2013 as a result of the effective work by the school to ensure that all pupils achieve as well as they can.

Girls generally outperform boys at the higher-than-expected level in literacy skills, while the boys perform better than girls in mathematical skills.

Wellbeing: Adequate

Nearly all pupils enjoy coming to school. They feel safe in school and are confident that staff will deal effectively with any concerns in relation to their health and wellbeing. Pupils have a sound understanding of how to stay healthy and they appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development.

When pupils co-operate on tasks or move around the school, they generally act responsibly and show respect and care towards each other and visitors. This results in a positive learning environment that promotes effective learning. However, a few pupils are occasionally a little restless in classes and do not listen well enough to staff or other pupils.

Pupils have a strong commitment to the school and, as they mature, they undertake additional responsibilities, for example through caring for younger children on the yard. The school council and eco group undertake their work conscientiously and are a strong influence on school life and the curriculum.

Attendance rates over the past few years have placed the school consistently in the lower 50% when compared with similar schools. The overall attendance rate for 2013-14 indicates a marked improvement, due to effective strategies used by the school, but it is still lower than similar schools.

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

The school provides a wide range of interesting learning experiences that meet pupils' needs well. Teachers work successfully to plan topics and themes that cover all areas of learning for the Foundation Phase. There is good use of withdrawal groups to support children who need extra help with their learning.

The school has incorporated the literacy and numeracy framework effectively into termly plans. Most teachers plan for the development of pupils' speaking, listening and reading skills well throughout the school. Opportunities to promote pupils' extended writing and numeracy skills are developing appropriately, but their impact has yet to come through in terms of the quality of pupils' work across the curriculum.

The range of additional experiences, which includes various educational visits, a Welsh week or fortnight and opportunities to compete in eisteddfodau, enriches pupils' experiences considerably. The school takes full advantage of visits by local artists which help pupils to develop their understanding of various artistic techniques well.

In all classes, there are appropriate opportunities for pupils to practise agreed language patterns daily. However, there are fewer opportunities for pupils to use the language outside of Welsh lessons. Teachers plan engaging activities to develop the Welsh dimension, for example through visits to important Welsh landmarks such as St Fagans and the Newport Wetlands.

The school's curriculum promotes education for sustainable development, environmental education and global citizenship well. The school promotes global citizenship effectively through its links with a school in the Maldives and through fair trade activities.

Teaching: Good

Teachers have good subject knowledge and they use an appropriate range of teaching strategies and resources to ensure that nearly all pupils take part actively in their learning. Most lessons develop at a good pace and there are regular opportunities for pupils to share and to develop ideas through effective partner and group work. Most teachers use effective questioning techniques that encourage pupils to contribute to discussion and extend their learning.

In a very few sessions, where teaching is less effective, the pace of learning is not brisk enough; teachers do not promote Welsh consistently; and the tasks set do not always challenge the more able pupils well enough.

Teachers and support staff collaborate well and create a supportive learning environment for pupils in all classes.

The school has effective systems to track pupils' progress and achievements across the school. There is good use of this information to monitor pupils' progress and wellbeing. Teachers mark pupils' work regularly and pupils respond well to teachers' oral feedback and written comments. There are sufficient opportunities for pupils to assess their own work and to set their own personal targets.

Annual reports to parents on their children's progress are detailed and informative. They meet statutory requirements.

Care, support and guidance: Good

The school is a caring community that values all its pupils. It promotes their spiritual, moral, social and cultural development well.

The school makes good arrangements for promoting healthy eating and drinking. There is suitable provision for the development of pupils' personal and social education. All necessary health and safety measures are in place and the level of security of the school site is good.

There are appropriate procedures and policies to encourage pupils to develop self-discipline and to attend school regularly. The school has adopted a suitable range of policies and systems to promote good attendance. These have improved the overall rate of attendance, but it is still lower than similar schools.

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

Provision for pupils who have additional learning needs is effective. Teachers identify pupils' needs at an early stage and ensure appropriate support for them within classes. Teachers devise appropriate individual education plans and put in place sensitive and suitable interventions for pupils. The school makes effective use of the support of external specialist services when necessary.

Learning environment: Good

The school has a positive, inclusive and caring ethos. All pupils have equal access to every area of the school's provision. Staff ensure that pupils are free from any harassment or oppressive behaviour. As a result, pupils treat each other with mutual respect. The school celebrates diversity effectively and pupils feel equally valued regardless of their background or circumstances.

The well-maintained buildings and grounds are secure and meet the needs of pupils effectively. All classrooms are bright and stimulating. The outside areas are well developed and pupils use them successfully for outdoor learning. Toilet facilities for disabled pupils are adequate, but the school is working to improve them.

The school has a suitable range of learning resources of good quality. The provision for ICT is up-to-date and meets the needs of pupils well.

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

The school has very clear aims and values, based on its mission statement and Christian ethos. The headteacher provides strong, purposeful and sensitive leadership. She sets appropriately high expectations for staff and pupils.

The school has well-defined leadership roles, with clear structures and systems to support staff. Regular senior management meetings, staff meetings and sound performance management processes for all staff contribute well to improvements in teaching and learning. Good relations between staff, and the smooth running of day-to-day administration, have a positive effect on the whole learning environment.

Governors are supportive of the school and have a suitable knowledge and understanding of its performance and needs. They reflect well on their own performance as governors and have recently set their own action plan to improve their effectiveness. Governors link to various subjects and visit classes regularly, for example to take part in learning walks. They receive presentations from subject leaders and ensure that all statutory requirements are in place, including mandatory governor training.

The school addresses local and national priorities well. For example, literacy, numeracy, reducing poverty and raising attendance are prominent features of its current school improvement plan.

Improving quality: Good

The school has thorough and well-established systems for self-evaluation. Leaders and managers use a wide range of first-hand evidence to inform their judgements about standards and provision. This evidence includes an accurate analysis of pupil outcomes, regular observations of teaching staff, scrutiny of pupils' work and gathering the views of governors, parents and pupils.

The self-evaluation report is detailed and honest. It contains clear links to the school improvement plan and a range of other strategic documents. It is organised well and presents an accurate assessment of the school's strengths and areas for development.

The school uses these areas for development to determine appropriate priorities for school improvement. The school improvement plan, which is a lengthy, working document, includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales and clear success criteria. Implementation of the plan is having a positive impact on provision and standards in the school; for example in supporting vulnerable pupils.

Progress towards meeting all recommendations from the last inspection has been strong, especially in creating effective outdoor areas to target the specific needs of different groups of pupils.

Partnership working: Good

The school has developed a good range of relevant partnerships. These include close links with the church, the local community and support services. These partnerships have a positive effect on pupils' wellbeing and the standards they achieve.

Relationships with parents are good. Parents receive regular and detailed information about the school's life and work through the school website. Parents are happy to approach the school if they have a concern and they attend sessions where they work alongside their children to gain a better understanding of how their children learn.

Visitors from the community make a positive contribution to pupils' learning experiences. The Parent and Teacher Association and local businesses are effective in raising funds to improve the learning environment, for example providing a large sandpit and an outdoor classroom.

There are effective arrangements to help pupils settle into school. Visits to local nurseries and planned visits to the school ensure that pupils settle quickly. There are effective transition arrangements with the adjoining junior school to prepare pupils for their move to Year 3.

The close link with other schools in the cluster provides effective opportunities for staff to co-operate with others to standardise and to moderate teachers' assessments of pupils' work.

Resource management: Good

There are enough qualified teaching and support staff within the school. The school uses staff expertise well and makes good use of their particular talents to improve provision and to raise pupils' standards.

All teachers have appropriate planning, preparation and assessment time each week, which the school organises effectively. Performance management procedures, led by the senior leadership team, are effective and meet statutory requirements. All staff participate and have relevant personal and professional targets, based on their individual needs and whole-school priorities.

The school is developing effectively as a learning community and staff have benefited from professional co-operation with other schools; for example, they have worked to improve aspects of literacy, numeracy and ICT. Teachers' involvement in networks of professional practice contributes successfully to improving pupils' wellbeing and the learning skills of vulnerable pupils.

The school manages its accommodation, resources and budget well and good financial controls are in place. Spending decisions focus clearly on school priorities and achieving best value. The pupil deprivation grant is spent well; for example to create art, musical and nurture therapy groups. In view of the standards achieved and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6803001 - MALPAS CHURCH INFANT SCHOOL

Number of pupils on roll	159
Pupils eligible for free school meals (FSM) - 3 year average	7.4
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	54	43	57
Achieving the Foundation Phase indicator (FPI) (%)	94.4	100.0	94.7
Benchmark quartile	2	1	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	54	43	57
Achieving outcome 5+ (%)	94.4	100.0	94.7
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	48.1	51.2	29.8
Benchmark quartile	1	1	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	54	43	57
Achieving outcome 5+ (%)	94.4	100.0	98.2
Benchmark quartile	3	1	2
Achieving outcome 6+ (%)	42.6	39.5	28.1
Benchmark quartile	1	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	54	43	57
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	51.9	74.4	57.9
Benchmark quartile	2	1	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Mrs. Gillian Kellam	Peer Inspector
Mrs Annette James (Headteacher)	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 eligible for 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 eligible for 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 eligible for 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.