



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

**A report on**

**Undy C.P. School**

**Pennyfarthing Lane  
Undy  
Newport  
Monmouthshire  
NP26 3LZ**

**Date of inspection: May 2023**

**by**

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

**This report is also available in Welsh**

## About Undy C.P. School

Name of provider	Undy C.P. School
Local authority	Monmouthshire County Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	378
Pupils of statutory school age	275
Number in nursery classes	55
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%)	5.0%
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%)	7.6%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/01/2020
Date of previous Estyn inspection (if applicable)	02/03/2015
Start date of inspection	15/05/2023
*	

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](https://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

Undy Primary School is a vibrant, inclusive school that places a high priority on the well-being of its pupils. The dedicated headteacher has established a highly positive ethos, which is based on a culture of self-reflection, high expectations and inclusion. Leaders and staff provide exceptional levels of care, support and guidance for pupils across the school. They recognise each pupil as an individual and, when appropriate, provide additional support that meets their needs successfully.

During their time in school, most pupils make effective progress in their learning across the curriculum and particularly strong progress in improving their listening and speaking skills. The school fosters an ambitious Welsh ethos where the appreciation of Welsh language and culture is highly valued. Nearly all staff are proactive in the development of Welsh language and incorporate Welsh skilfully into daily lessons. As a result, most pupils advance their Welsh language skills successfully. They are highly motivated to speak during Welsh lessons, around the school and at home.

Nearly all pupils behave well and show consideration for each other. For example, pupils involved in leadership groups listen to the opinions and ideas of others effectively and make useful improvements to the school in response. Staff have created an engaging learning environment where all pupils experience a range of interesting activities including sports or learning to play an instrument. Pupils have many valuable opportunities to learn through practical activities and first-hand experiences. However, in a minority of lessons, staff keep younger pupils sitting at desks or on the carpet for too long. As a result, a minority of pupils lose interest and miss out on valuable opportunities to learn through play and exploration.

## Recommendations

R1 Ensure that younger pupils receive an effective balance of adult directed and child led learning experiences

## 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 its highly effective provision for promoting the Welsh language within the school community and beyond.

## Main evaluation

### Learning

During their time at the school, most pupils including those who are eligible for free school meals make good progress in their learning and development across the curriculum. Pupils with additional learning needs (ALN) progress well from their individual starting points and achieve positively against their personal targets.

Most pupils make strong progress in their literacy skills and develop their listening and speaking skills particularly successfully. They articulate themselves clearly and communicate their thoughts and ideas with confidence. For example, in the reception class, many pupils explain their understanding of the life cycle of a butterfly clearly. Most older pupils build on this progress well, using technical vocabulary in a range of contexts. They take part in discussion with maturity, which supports them to analyse and reflect on their thoughts and ideas successfully.

Most pupils develop their reading skills well. Younger pupils learn letter sounds rapidly and blend them accurately to read simple words. They build on these skills successfully and, by Year 2, most pupils read simple texts with fluency and enthusiasm. Most older pupils engage with a range of texts showing a deep level of understanding. For example, they use their knowledge of a story setting to understand, and empathise with, a character's motivations.

Over time, most pupils become sophisticated writers. When they start school, the youngest pupils engage purposefully with a range of mark making opportunities using a variety of media. They begin to understand the purpose of writing well, such as when they make useful labels for vegetables growing in the garden. As pupils progress, most write purposefully in a variety of genres often showing a strong awareness of audience. Many write with enthusiasm and engage the reader successfully with ambitious use of vocabulary, punctuation and grammar. Most older pupils develop extended writing skills comprehensively and apply these well across the curriculum.

Throughout the school most pupils have strong Welsh language skills that they apply in a wide range of situations and contexts. They are highly motivated to speak during Welsh lessons, around the school and at home. Most pupils broaden their Welsh language skills systematically, building on their knowledge progressively. As they move through the first years of school, they use increasingly sophisticated language patterns with confidence. Many pupils engage in sustained discussions well, such as when they talk about their family life. Older pupils build on this firm foundation effectively. For example, they enjoy the challenge of translating aspects of their chronological reports from English to Welsh successfully.

Most pupils advance their mathematical skills effectively and apply their knowledge to new situations well. For example, pupils in Year 1 count in fives when calculating the value of their tally charts. By Year 3, pupils understand the importance of decimal notation and use this knowledge purposefully when calculating the change needed from £10.00. Most of the oldest pupils recall known number facts rapidly and use these efficiently when solving problems. They calculate percentages and convert

fractions to decimals with accuracy. A minority of confident mathematicians model their chosen methods to peers and respond positively to feedback about their effectiveness.

Across the school, most pupils extend their thinking skills successfully. They respond thoughtfully to purposeful questions asked by staff. For example, younger pupils come up with sensible ideas when considering how they know if it is day or night. In Year 2, pupils apply their problem-solving skills well as they experiment with different volumes of water to find the most cost-effective size of servings for their lemonade sale.

Most pupils throughout the school develop their digital skills successfully. Many younger pupils take photographs and save them in an app with little help. Most older pupils apply their digital skills purposefully to enrich their learning experiences across the curriculum. For example, during a science project, they create films, build spreadsheets and interpret a range of data from graphs successfully.

Most pupils enhance their creative and physical skills well. Younger pupils use a range of natural materials on a large scale, as they design sensitive portraits to express different emotions. Many older pupils create artwork of a high standard using equipment with great care. For example, they use a carving tool to cut out their lino print animal designs with precision.

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

The standard of pupils' well-being is a strength of the school. Most pupils feel safe and secure within its exceptionally caring environment. They are confident that adults will listen to their concerns and deal with any problems that may arise, sensitively.

Most pupils show great pride in their school. They work and play together happily and nearly all behave well in class and around the school. They are polite and treat their peers, staff, and visitors with respect. Older pupils show high levels of care for younger pupils. For example, they help them to have an enjoyable playtime through supportive chats or encouraging them to join in with games.

Pupils take their role very seriously in the many leadership groups. Most develop key interpersonal and leadership skills successfully as they take an active role in the life of the school. They introduce suggestion boxes to encourage pupils to share their ideas about any possible improvements that could be made. This leads to positive change. For example, Year 6 pupils receive their leavers' sweatshirts earlier in the year, giving them an extended opportunity to wear them in class. A few pupil voice groups play a strategic role in the running of the school. For instance, 'Learning Spies' take part in monitoring the quality of provision and identify useful actions for improvement, which they share with confidence.

Most pupils have positive attitudes to learning and develop their independence effectively. They engage competently in conversations about their learning and progress. Across the school, most pupils collaborate well and show respect for the ideas of others when working in small groups or pairs. They engage purposefully with the breadth of experiences on offer and, overall, they concentrate well for most of the time.

Pupils respond well to effective questioning and feedback from adults and as a result they know how to make improvements to their work, ensuring that they make good progress. If they encounter a difficulty, they know what to do to find a solution. This involves reflecting, recapping, and applying their prior knowledge well. Many pupils guide each other with their work very successfully across the school. For example, younger pupils remind a friend to write a letter the right way around. Older pupils confidently review each other's work on a regular basis. They provide useful written comments and verbal feedback. For instance, they suggest a classmate uses an asterisk to explain the technical vocabulary in their fact file. This supports pupils to make beneficial improvements to their work.

Many older pupils have a well-developed understanding of the United Nations rights of the Child such as the right to an education. They understand that with rights come responsibilities. For example, they explain that they have a responsibility to allow others in the class to learn during independent activities, by not disturbing them.

Most pupils develop as responsible citizens successfully. Older pupils have a good understanding of the impact of their actions on the environment. They stress the importance of recycling and think creatively about inventions that could protect the ozone layer. Younger pupils learn to value and look after the natural world such as when they grow pumpkin seeds or learn about the declining bee population.

Most pupils understand the importance of making healthy choices and how to keep themselves safe. They understand the importance of a balanced diet. For example, younger pupils identify many fruits that are good for them such as kiwi and mango and explain that it is unhealthy to eat too many sweets. Most pupils participate in a variety of physical activities with enthusiasm. They make good use of the wide range of equipment available to them at playtime, such as trikes and tennis racquets, which helps them to keep fit and enjoy physical activity.

## **Teaching and learning experiences**

The school has a clear vision to develop an authentic curriculum that engages all pupils well and meets their needs successfully. Skilled staff provide a broad range of learning experiences that promote the four purposes of Curriculum for Wales effectively. The school ensures that lessons build progressively on pupils' skills, enabling them to make strong progress in their learning.

Across the school, staff deliver engaging learning experiences that capture pupils' interest well. For example, during a topic about bees, pupils discuss their declining number knowledgeably and consider how to provide a bee friendly environment on the school grounds. Adults consider the views of pupils when planning provision to ensure they respond to their interests and build on previous learning successfully. They provide rich provision indoors and outside that help pupils to learn effectively. For example, older pupils use a weather station purposefully to build on their numeracy and literacy skills when measuring rainfall, calculating cloud cover and writing weather reports.

An outstanding aspect of the curriculum is the highly effective approach to engaging the school community in speaking the Welsh language. Leaders foster a strong ethos where the development of Welsh heritage, culture and language is highly valued. All

staff are proactive in the promotion of Welsh language and incorporate it skilfully into daily lessons. The use of incidental Welsh is a strength throughout the school. Staff encourage the use of Welsh at home effectively. For example, pupils take home a Draig Goch (Red Dragon) class book and mascot to record family events using specific Welsh vocabulary. The Criw Cymraeg work hard to promote the use of Welsh language with staff and pupils throughout the school successfully. For example, they share 'phrase of the moment' with parents and invite schools from the local area to see their highly effective practice. The high profile given to Welsh language across the school has a positive impact on the development of pupils' skills and their enjoyment of the language.

Staff have excellent working relationships with pupils. This creates a warm and caring ethos throughout the school, which supports learning well. Teaching meets the needs of individual pupils successfully. Knowledgeable and competent support staff work skilfully with pupils, and this has a positive impact on their progress across the school. Most teachers provide lessons that are motivating and engage pupils' interest effectively. They provide clear instructions and expectations to ensure that pupils know what they need to do to complete tasks successfully. Teachers provide many stimulating activities that challenge all pupils effectively. They plan valuable opportunities for pupils to learn through practical activities and first-hand experiences. However, in a minority of sessions, adult directed activities dominate, and staff keep young pupils sitting at desks or on the carpet for too long. As a result, a minority of pupils lose interest and miss out on valuable opportunities to lead their own learning through play and exploration.

Staff have a thorough understanding of pupils' strengths and areas for development. They identify any gaps in learning effectively and use day-to-day assessment strategies systematically to improve learning outcomes for pupils. Practitioners' verbal feedback during lessons and activities helps pupils to know how well they are doing and how to improve their work. This encourages pupils to persevere and succeed in their tasks. Most staff use questioning techniques purposefully to challenge pupils' thinking and assess understanding. They provide pupils with highly effective opportunities to reflect on their own learning and that of their peers. From the youngest classes, staff encourage pupils to think about what they have learnt and how they can improve.

The school provides a stimulating range of additional learning experiences through the use of extracurricular clubs and external providers. They ensure that all pupils develop their skills in the expressive arts progressively. For example, reception pupils learn to play the violin tunefully and older pupils develop percussion and dance skills successfully. As a result, all pupils develop their musical skills well and benefit from opportunities to take part in class performances for a variety of audiences.

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

Leaders and staff work with dedication to provide exceptional levels of care, support and guidance for pupils across the school. They nurture warm and caring relationships with pupils, know them well and work thoughtfully to provide support that meets their needs effectively.

The provision for supporting pupils' social and emotional needs is highly beneficial. Leaders have developed a well-being strategy that underpins the caring and nurturing culture of the school successfully. Most staff use a range of approaches that ensure that children feel safe and secure. For instance, a useful daily 'check in' encourages pupils to communicate how they are feeling, and the resulting support helps them to regulate their emotions. Staff teach older pupils breathing techniques and strategies for positive thinking, which contribute well to raising their self-esteem and confidence. Younger pupils have opportunities to experience the calming effects of nature such as when they lie on the grass to listen to the birds singing. The school provides well for pupils' spiritual, moral and ethical development. The messages related through collective worship and classroom activities encourage pupils to reflect on their own beliefs and values effectively.

Carefully considered provision ensures that the well-being of individual pupils is a central focus to the school's work. The school recognises the unique circumstances of its pupils and, when appropriate, strives to provide support tailored specifically to their individual needs. These initiatives have a positive impact on pupils' engagement and resilience. For example, staff work closely with a young carers organisation to provide regular nurture and enrichment activities for the school's young carers. As a result, these pupils feel well supported and a few have been able to share their experiences with the school community during an assembly.

The ALN Co-ordinator, supported by a motivated team of staff, ensures highly effective provision for pupils with ALN across the school. As a result, most pupils with ALN make strong progress over time. The school has robust systems to identify pupils with ALN and ensure that they receive the provision they need. Staff ensure that pupils who require additional support have useful educational plans, which identify specific, achievable targets. All pupils have beneficial one-page profiles which help staff know and understand them well. Effective work with outside agencies ensures that pupils with ALN receive any additional specialist provision they need.

A dedicated team of support staff provide a programme of interventions for pupils to improve their literacy and numeracy skills when required. Staff work closely together to ensure that these interventions meet pupils' needs well. As a result, most pupils accessing these programmes make effective progress.

The school provides strong opportunities for pupils to join leadership groups. Staff ensure that they are purposeful and involve pupils in reviewing and improving important aspects of school life. For example, they support pupils in the 'Heddlu Bach' group to play a significant role in promoting road safety outside the school gates. This enhances the school's ethos of promoting a culture of safety very well.

Staff ensure that pupils have opportunities to participate in a wide range of extra-curricular activities such as coding, sewing and netball. These clubs support pupils to learn new skills and grow in confidence. For example, pupils attending the cycling club have developed their skills successfully and are now able to take part in a beneficial group bike ride within the local area.

The school monitors pupils' attendance robustly. This has a positive impact on improving attendance rates for pupils. There is a strong culture of safeguarding within



the school and the school's arrangements to keep pupils safe meet requirements and give no cause for concern.

## **Leadership and management**

The headteacher provides strong and effective leadership for the school and its community. She leads the school purposefully and promotes a highly positive ethos for all aspects of the school's work. Leaders have created a clear vision for the education and well-being of all its members, staff and pupils alike. It is based securely on a culture of self-reflection, high expectations and inclusion, and is implemented successfully by all staff.

There is a well-established team ethos throughout the school. Leaders, staff and governors have a thorough understanding of the needs of all pupils. They work passionately and with commitment. As a result, the school is a vibrant, stimulating learning community. Leaders have created a strong sense of autonomy that supports this ethos. As a result, staff feel that they have a voice and are empowered to innovate and try out new ideas in order to improve learning experiences for pupils without fear of failure.

Leaders have established a range of thorough monitoring activities to identify the school's strengths and areas for development accurately. They gather a broad range of first-hand evidence to inform their views. The school values the opinions of all stakeholders. For example, leaders regularly ask pupils and parents for their views about various aspects of school life. Older pupils and representative groups such as the 'Criw Cymraeg' work closely with leaders to monitor the school's work, such as evaluating learning environments and giving helpful feedback to class teachers. This purposeful collaborative working supports the school in its drive to self-improve. Leaders use the findings from the self-evaluation processes effectively to inform the development of the school's improvement plan.

Professional learning is effective in developing the skills and knowledge of staff and the overall quality of provision to meet the specific needs of the school and its pupils. Activities to promote professional development for all staff link well with the school's priorities for improvement. Teachers work productively in triads observing each other's teaching and engaging in valuable professional dialogue in order to refine and improve their practice for the benefit of all learners. Staff have recently started working closely with a local school to share strong aspects of teaching and learn from each other. They visit each other's schools to scrutinise books and learning environments. Staff from Undy Primary School have shared their good practice in creating a positive approach to teaching the Welsh language.

The governing body is well informed, effective and committed to supporting the school. Regular meetings to discuss finance and curriculum development, as well as frequent visits enable governors to strengthen their understanding of the standards achieved and the quality of provision. They challenge sensibly as critical friends and effectively hold the school to account for its performance. Governors keep suitable oversight of healthy eating and drinking and have a secure understanding of their role in safeguarding. They monitor the expenditure and the impact of the school's resources prudently. Governors support the headteacher well in responding to financial challenges. For example, they tackled a significant deficit budget efficiently.

Governors are currently reducing a surplus in a way that ensures quality resources across the school to enhance the learning experience for all learners.

Leaders pay good attention to addressing national priorities, such as the implementation of the ALNET act and planning purposeful opportunities for pupils to develop their Welsh language skills in formal and informal situations. They place a strong emphasis on ensuring good progress in a wide range of skills and this results in positive outcomes for nearly all pupils, including their well-being. Leaders manage the budget carefully and allocate resources to meet the school's needs well. This includes the pupil development grant, which leaders use effectively to support pupils eligible for free school meals.

Parents and carers are kept well informed of school developments. For example, leaders use regular emails and an electronic messaging service to communicate effectively. Additionally, staff and senior leaders meet parents at drop-off and pick-up times to maintain close contact with parents and carers. As a result, many parents feel well informed and consider themselves important members of the school community.

## 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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