

A report on

Lliswerry Primary School

**Nash Road
Newport
NP19 4NG**

Date of inspection: June 2025

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Lliswerry Primary School

Name of provider	Lliswerry Primary School
Local authority	Newport City Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	622
Pupils of statutory school age	472
Number in nursery classes	68
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 22.9%)	30.5%
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 11.1%)	5.9%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	23.5%
Date of headteacher appointment	01/09/2018

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Date of previous Estyn inspection (if applicable)	01/05/2017
Start date of inspection	16/06/2025

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Lliswerry Primary School is a welcoming and inclusive school where staff ensure that pupils feel supported and listened to. The headteacher, along with leaders and staff, places a strong priority on the well-being of all pupils. The school focuses well on building positive relationships with parents and understanding the needs of pupils and their community. Home visits for all pupils, before they join the school, help staff to get to know families and enable pupils to settle quickly.

One of the school's notable strengths is the provision for supporting vulnerable learners. Leaders offer nurture provision across the school for pupils who need additional emotional support. Skilled staff monitor the well-being of pupils and provide flexible, high-quality support when appropriate. This has a positive impact, and most pupils behave well. They demonstrate positive attitudes towards each other, often showing respect, courtesy and empathy in their daily interactions.

The school celebrates the diversity of its community and opportunities for pupils to share their home languages and culture, supports a sense of belonging. The school promotes healthy lifestyles and is proactive in providing sporting opportunities for pupils. Many pupils enjoy physical education and sports and most develop their physical skills well.

In the Learning Resource Base, teaching is strong, and nearly all pupils make effective progress from their starting points. Across the school, many pupils including those eligible to free school meals and those with additional learning needs (ALN) make at least suitable progress in aspects of their learning. Leaders focus well on improving provision for pupils' literacy skills and, overall, most pupils make solid progress in this area. However, provision to support the development of pupils' mathematics and numeracy skills is not effective enough.

In general, teachers identify a clear focus for lessons and help pupils know how to complete a task successfully. Most teachers use questioning appropriately to encourage pupils to share their ideas and to check their understanding. However, in a majority of lessons, teaching does not develop pupils' skills well enough. The pace of learning is too slow, and teachers set tasks that do not challenge pupils sufficiently. This limits their progress in lessons and over time.

In a few areas, professional learning for staff has had a positive impact on improving learning, for instance on the development of pupils' early reading skills. However, professional learning activities are often too broad and as a result leaders are not always able to evaluate their impact on improving pupil outcomes. Leaders accurately identify many of the school's strengths and a few areas requiring improvement. However, evaluations of teaching are not robust enough to identify important weaknesses that impact negatively on pupils' progress. This also means that leaders do not take the necessary steps to address these issues.

Recommendations

We have made three recommendations to help the school continue to improve:

- R1. Ensure that leaders identify and prioritise areas for development effectively and secure the necessary improvements
- R2. Improve the quality of teaching to ensure that pupils consistently make effective progress across the curriculum
- R3. Ensure that pupils make strong progress in mathematics and numeracy with a particular focus on the understanding of key concepts

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main evaluation

The headteacher, along with leaders and staff, has built a strong vision for the well-being of all pupils. Through thoughtful leadership, she has established a nurturing, welcoming culture, where pupils feel safe, supported and listened to. The headteacher's strong focus on well-being extends to the staff team.

Leaders place a firm emphasis on understanding and supporting the school community. Family support workers provide beneficial assistance during term time and school holidays, ensuring that families have continuous access to advice and support. Leaders invest in a comprehensive induction program when pupils join the school. For instance, home visits for all pupils enable staff to build positive relationships with families and this enables pupils to settle quickly. Parents and carers value these opportunities highly.

One of the school's strengths is the provision for supporting vulnerable learners. Throughout the school, staff create calm, welcoming learning environments and safe spaces for pupils to explore their senses and feelings. This helps to ensure that pupils with social and emotional needs receive the support they need. Leaders have developed nurture provision across the school for pupils who need additional emotional support. Skilled staff monitor the well-being of pupils and provide flexible, high-quality support when needed. Carefully planned sessions meet the needs of individual pupils well.

Overall, pupils enter the school with language, and social skills that are below those expected for their age. By the time they leave the school, many pupils including those eligible for free school meals and those with additional learning needs (ALN) make at least suitable progress in aspects of their learning. In the Learning Resource Base (LRB), nearly all pupils make strong progress from their starting points.

Across the school, staff are good language role models and place a high priority on enhancing pupils' listening and speaking skills. This has a positive impact, and most pupils develop these skills well. Overall, provision to enhance pupils' reading and writing skills is effective and most pupils make solid progress in these areas. A recent focus on improving early reading skills has strengthened younger pupils' development as readers. Many pupils make sound progress in learning Welsh although they rarely use the language informally.

In the youngest classes, staff provide beneficial opportunities for pupils to broaden their mathematical understanding through play and exploration. For instance, in the reception classes, pupils develop their understanding of shape and space purposefully as they create complex models of castles using wooden blocks. However, in general, teaching does not focus well enough on ensuring that pupils understand key mathematical concepts.

Teachers do not provide pupils with enough practical resources, or purposeful opportunities to apply their numeracy skills across the curriculum.

Most pupils' digital skills develop well. They make effective use of technology to support their learning across a range of curriculum areas. Older pupils demonstrate increasing competence in using digital tools such as spreadsheets and use coding to design simple programs.

In general, teachers identify a clear focus for lessons. They provide guidance that helps pupils know how to complete a task successfully. Most teachers use questioning appropriately to encourage pupils to share their ideas and to check their understanding. In a few cases, teachers use questioning particularly well to encourage pupils to deepen their thinking and develop their ideas. However, in a majority of lessons, there are important weaknesses in teaching. Teachers' expectations of what pupils can achieve are not ambitious enough. Activities regularly lack a strong purpose and teaching proceeds at a slow pace. Often, pupils spend too much time listening to staff or being over-directed. This means that, in a majority of lessons, the pace of learning is too slow, and pupils' independent learning skills are underdeveloped.

In a minority of cases, teachers continually assess pupils' progress in their learning and provide them with beneficial oral feedback. This supports pupils to make effective progress and know what the next steps are in their learning. However, too often, teachers do not understand pupils' learning needs well enough. They do not challenge pupils sufficiently to build on what they already know or can do.

The school is developing an appropriate curriculum that engages pupils of all ages. Teachers are beginning to include pupils' ideas when planning lessons and topics. Staff make good use of the local area, community and amenities when planning pupils' learning. The school's provision for the spiritual, moral, social and cultural development of pupils is effective. The school celebrates the diversity of its community, and opportunities for pupils to share their home languages and culture support a sense of belonging.

Across the school, most pupils behave well. They demonstrate positive attitudes towards each other, often showing respect, courtesy and empathy in their daily interactions. Staff provide valuable opportunities for pupils to contribute to the school through a range of pupil leadership groups.

The school promotes healthy lifestyles well and is proactive in providing sporting opportunities. For instance, the school established the first girls' football tournament in the area. Throughout the school, many pupils enjoy physical education and sports and most develop their physical skills well.

Leaders demonstrate a clear commitment to improving pupils' learning. In a few areas, professional learning for staff has had a positive impact on pupils' academic progress such as the enhancement of early reading skills. However, professional learning activities are often too broad and as a result leaders are not always able to evaluate their impact on improving pupil outcomes. Leaders evaluate the school's work using a wide range of first-hand evidence. They accurately identify many of the school's strengths and a few of the areas requiring improvement. However, evaluations are not robust enough to clearly identify and prioritise important areas of teaching and learning that require improvement. This also means that leaders do not take the necessary steps to address these issues.

The school has effective processes to identify and support pupils with ALN and works well with external agencies to ensure that they receive the specialist provision they need. Staff work together successfully to provide tailored, flexible support, including beneficial interventions. This ensures that, across the school, many pupils with ALN make good progress from their starting points.

In the LRB, staff demonstrate a deep understanding of pupils' varied and complex needs. They adapt teaching and learning activities effectively to meet the specific learning needs of pupils, ensuring accessibility and engagement. Robust assessment processes mean that planning meets the needs of pupils well and nearly all make good progress from their individual starting points.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers 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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (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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