



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 Court Primary School
Whittle Drive
Newport
NP20 6NS**

Date of inspection: October 2011

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2011: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Context

Malpas Court Primary School is in the city of Newport. It educates 186 pupils, including 60 pupils in nursery and reception. There are nine full-time teachers for eight classes. There are two bases for pupils from the wider area with speech and language impairment. Nearly all pupils transfer to Newport High School at the end of primary school.

Forty-three per cent of pupils are eligible for free school meals; this is significantly higher than the county and national levels. The majority (69%) of pupils live in a Communities First ward which is in some of the most deprived areas of Wales. No pupils speak Welsh as their first language and 12% of pupils have English as an additional language.

The school has identified approximately 43% of pupils as having additional learning needs; this percentage is considerably higher than the national figure. Eleven pupils have statements of special educational needs. There were no recorded exclusions of any kind in the year prior to the inspection.

The individual school budget per pupil for Malpas Court Primary School in 2010-2011 means that the budget is £4,555 per pupil. The maximum per pupil in primary schools in Newport is £6,996 and the minimum is £2,612. Malpas Court Primary School is third out of the 48 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:

- end of key stage 1 pupils consistently perform according to expectations in terms of the level of challenge facing the school;
- pupils at the end of key stage 2 performed above expectations in all subjects in 2011 compared with those of other schools in their family;
- the achievement in terms of the pupils' learning and progress in lessons across the school is strong;
- pupils' literacy skills are developing well;
- the voice of the learners in decision-making is very well developed;
- pupils' understanding of global citizenship and their appreciation of diversity are significant strengths;
- pupils' thinking and problem solving skills are good throughout the school;
- pupils with additional learning needs are making good progress; and
- the pupils are extremely polite, work together effectively and behave well.

Prospects for improvement

The prospects for improvement are good because:

- the headteacher has successfully developed a strong vision for the future development of the school that everyone shares;
- the quality of team work is good, based upon an open leadership style and effective delivery of leadership roles at all levels;
- the self-evaluation process is well embedded, and staff and governors are working well together in taking the school forward;
- the school is responding well to local and national priorities; and
- a professional learning community is helping to improve standards effectively.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in information and communication technology (ICT) skills in key stage 2;
- R2 improve the attendance levels;
- R3 further develop the use of success criteria in development plans to make them easier to measure in relation to pupils' progress and improvements in standards;
and
- R4 increase the level of challenge in lessons to meet the needs of the more able pupils more appropriately.

What happens next?

The school will draw up an action plan that shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Compared to their starting points on entry to the school, pupils' achievement in learning is good and nearly all pupils make the expected progress in line with their ability. Most pupils can recall prior learning well and use this purposefully to acquire new knowledge and skills. Nearly all pupils work well together and respond appropriately to the tasks and the questions posed by teachers. Most pupils throughout the school use their thinking skills effectively.

Throughout the Foundation Phase, pupils' speaking and listening skills develop well. They speak confidently and many can use a growing vocabulary. In key stage 2, pupils listen attentively in lessons. Most can speak clearly using a good range of vocabulary to communicate their ideas and opinions.

Most pupils throughout the school are enthusiastic readers and have reading skills appropriate to their age and ability. In the Foundation Phase, they make good progress in acquiring their early reading skills. By the end of key stage 2, most pupils read competently for their age and stage of development, and use their reading skills effectively to access other areas of the curriculum.

Most pupils' written work across the school shows clear progression as they write well for an increasing variety of purposes. The standard of most pupils' handwriting and presentation is very good and they have pride in their work.

Pupils' ICT skills are developing well in the Foundation Phase. However, the standards of ICT skills by the end of Key Stage 2 are unsatisfactory. Although there are elements of good standards in their ICT skills with regard to communicating information, pupils do not have a sufficiently wide range of ICT skills, especially in data handling and modelling.

The Welsh language skills of many pupils are developing well, especially in the Foundation Phase. Standards in Welsh at the end of key stage 2 have improved significantly over the last two years and compare very favourably with those of similar schools.

Most pupils with additional learning needs and those who learn English as an additional language achieve well and make good progress against their individual targets. Those entitled to free school meals and the very few more able and talented pupils make good progress. In both key stages in 2011, boys outperformed girls in gaining the core subject indicator (the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum). However, over a four year period the girls outperform the boys.

Even including the pupils in the speech and language bases, attainment at the end of key stage 1 is good when compared to that of schools with a similar percentage of pupils entitled to free school meals. Over the last four years, pupils' attainment of the expected level (level 2 or above) in the core subject indicator has been good. However, pupils' performance in key stage 2 against the same benchmark is weaker overall.

The school's performance in 2011 when compared to that of its family of schools shows that it performs at around the level expected at the end of key stage 1. However, it performs at a much higher level than expected for the core subject indicator at the end of key stage 2.

Wellbeing: Good

All pupils have a secure understanding of how to follow a healthy lifestyle and feel safe in school. There are good relationships between staff and pupils. Pupils value the care and respect staff show towards them. Behaviour in class and throughout the school is very good. Pupils are courteous, polite and keen to talk to adults. They show genuine concern for others and a well-developed interest in diversity. They co-operate well with others in a range of activities. Nearly all pupils show a good understanding of what they need to do in order to improve their performance.

The decision-making skills of the pupils and the way they carry out their positions of responsibilities are strong features of the school. They carry out their roles with maturity and confidence. Most pupils are motivated and keen to learn. The role of the pupil committees in evaluating their learning and instigating improvements to the ways they learn are innovative and highly effective. Their actions have directly improved wellbeing by influencing behaviour policies and learning provision.

Attendance at 91.5% is below the average for similar schools despite the consistent efforts of the school to improve it. A minority of pupils arrive late for school.

Through participation in community events, pupils develop a suitable range of social and life skills.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a good range of learning experiences that meet the needs of pupils well. The wide-ranging intervention groups across the school support the development of pupils' basic skills and their wellbeing effectively and contribute well to raising standards. Teachers' planning clearly sets out the development of pupils' communication, numeracy, ICT and thinking skills. The activities give pupils regular opportunities to practise and apply their skills, and build on prior learning. The provision for developing thinking and problem solving skills is very good and promotes pupil independence well. However, there is insufficient provision in key stage 2 for the development of pupils' ICT skills.

The provision for Welsh language and the use of incidental Welsh is developing well. The school promotes the Welsh dimension successfully across all subjects in both key stages. The study of local history and art work with a Welsh dimension by pupils are good examples of this.

The school is effective in teaching pupils to act sustainably through developing their awareness of recycling and energy consumption. The promotion of global citizenship is a significant strength of the school. This permeates the everyday life of the school and underpins its inclusive ethos. The extensive links the school has with other schools, particularly in India, helps to develop within the pupils a mature understanding and broader knowledge of diversity in other cultures.

Teaching: Good

The very good relationship that exists between adults and pupils ensures a positive learning atmosphere that supports and encourages the pupils effectively. Teachers manage pupils' behaviour consistently well through the effective use of praise and rewards.

Teaching is good in nearly all lessons. Pupils are constantly encouraged to work independently and to produce work of a good standard. The teachers explain new concepts clearly and use effective questioning techniques. Nearly all lessons have a good pace. Teaching consistently ensures that most pupils are stimulated and motivated to develop into effective learners. Teachers and teaching assistants are knowledgeable and use an effective range of approaches to engage most pupils. However, the more able pupils are not always provided with enough challenge to meet their needs.

Teachers assess and track pupils' progress well across the school. They make effective use of assessment for learning strategies to engage and develop pupils' learning. Teachers give pupils clear and helpful oral feedback and most pupils assess their own understanding and mark the work of other pupils. However, in a few cases, written comments from teachers on pupils' work do not clearly identify what pupils need to do to improve.

The school takes an active part in arrangements with other schools for the joint assessment and moderation of pupils' work. This assists in the accuracy of the assessments at the end of each key stage.

Care, support and guidance: Good

The strong caring ethos is a strength of the school. All pupils are valued and the pupil committees provide very good opportunities to develop pupils' decision-making and problem solving skills. The school promotes pupils' spiritual, moral, social and cultural development effectively.

There are clear strategies to promote pupils' health and wellbeing that encourage pupils to get involved in a range of appropriate activities. Many of these receive effective support from a range of external specialist and support services. A well-planned personal and social education programme offers good provision and guidance to pupils.

A range of strategies and detailed individual plans clearly identify suitable support for those pupils with additional learning needs. Pupils who are withdrawn for specific literacy and numeracy lessons receive well-planned support. Learning assistants provide valuable guidance and their work is effectively monitored.

The school has recently established a very well co-ordinated programme of intervention and support for pupils with additional learning needs. This sets out in detail the strategies teachers can use in mainstream classes. However, the school has not yet monitored and evaluated the impact of this strategy.

The school has an appropriate policy and has procedures for safeguarding.

Learning environment: Good

The school buildings are well maintained and spacious. Pupils benefit from a wide range of resources that are appropriate to their needs. Staff and pupils use the resources well. Outdoor learning areas have been developed creatively to provide purposeful areas for teaching and learning. Imaginative displays celebrate the caring and inclusive ethos that is evident throughout the school.

The school is a close and inclusive community and its ethos ensures that all pupils are valued and respected. All pupils are offered equal access to the range of activities offered. The school has an appropriate policy on racial equality. There are very good opportunities within the curriculum and in the daily life of the school for pupils to recognise, respect and celebrate diversity.

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

Leadership: Good

The headteacher has successfully developed a strong vision for the future development of the school that everyone shares. The quality of teamwork is good and staff at all levels fulfil their leadership and management roles effectively.

Performance management arrangements are appropriate and they support school improvement and the implementation of school priorities well.

The governing body fulfils its statutory obligations conscientiously and has a good understanding of how the school is performing. Governors are involved in working with curriculum leaders in evaluating strengths and weaknesses in subject areas and this helps them to challenge the school and make informed judgements when deciding on priorities. The governors collaborate with all members of staff on closure days in devising the school development plan.

The school has responded particularly well to local and national priorities. It has focused appropriately on key national priorities, such as assessment for learning and the Foundation Phase. The school is in the early stages of using the School Effectiveness Framework as a means of planning for school improvement and is effectively including its pupils in this process.

Improving quality: Good

The school's self-evaluation process is thorough and involves all staff, governors, parents and pupils. Staff and governors use an appropriately wide range of evidence as part of the ongoing self-evaluation process. This includes classroom observations, scrutiny of books, listening to learners and the preparation of reports that identify strengths and areas that need developing. Staff and governors contribute well to the development of an appropriate school development plan on the basis of the wide-ranging evidence from self-evaluation. Joint discussions then lead to using these reports as a basis for the school development plan that all staff and governors contribute to during a closure day.

The school development plan sets out clearly the strategies for raising standards as well as the resources, timescales and methods to monitor the implementation of the plan. However, it does not set out clear, measurable targets in relation to pupils' progress or improvement in standards. As a result, it is difficult for the governing body to hold the school accountable for improvement in standards and progress against the targets.

Over the recent years there have been a number of successful local networks of learning communities and one international network. These contribute effectively towards improving pupil outcomes as well as supporting the professional development of the staff.

Partnership working: Good

The school has established effective strategic partnerships with governors, parents and a range of external agencies.

The school works closely with staff from cluster schools to plan activities that ensure good transition arrangements and continuity of learning. Pupils benefit from the collaboration with education students from local university.

The school makes effective use of the community and local businesses and shares its resources with other schools to extend provision and opportunities for pupils. A particularly strong feature is the long-standing partnership with a local construction company that has greatly benefited the pupils' understanding of the world of work.

The school's partnerships with the cluster schools in moderation of pupils' work contribute well towards joint quality assurance.

Resource management: Good

The school manages its staff and resources well. There is effective deployment of teachers and support staff, and their roles and responsibilities are clear. Performance management procedures for teachers are appropriate and agreed targets link closely to the school development plan. Support staff also receive training based on their appraisals with the headteacher. Planning, preparation and assessment time for teachers is appropriate. The school is well resourced and good use is made of the indoor and outdoor space available.

The governing body is careful in keeping an eye on the budget. Financial resources are linked appropriately to priorities for raising standards and improving provision through the school development plan. Overall, pupils make good progress in relation to their starting points on entry to the school. They achieve outcomes by the end of key stage 2 that are above expectations considering the high percentage of free school meals pupils and those with additional learning needs, the high levels of deprivation and the inclusion of speech and language impairment base pupils. As a result, the school offers good value for money.

Appendix 1

Commentary on performance data

The data for the school includes the attainment of pupils in the two speech and learning bases for pupils from the authority and neighbouring authorities.

Even including the pupils in the speech and language bases attainment at the end of key stage 1 is good when compared to that of schools with a similar percentage of pupils entitled to free school meals. Over the last four years, pupils' attainment of the expected level (level 2 or above) in English, mathematics and science (the core subject indicator) has been good. However, pupils' performance in key stage 2 against the same benchmark is weaker overall.

The school's performance in 2011, when compared to that of its family of schools with regard the level of challenge, shows that it performs at around the level expected at the end of key stage 1. However, it performs at a much higher level than expected for the core subject indicator at the end of key stage 2.

Overall, pupils make good progress in relation to their starting points on entry to the school. They achieve outcomes by the end of key stage 2 that are above expectations considering the high percentage of free school meals pupils and those with additional learning needs, the high levels of deprivation and the inclusion of speech and language impairment base pupils.

In comparison with the average for schools in Wales, the school is performing consistently lower at the end of key stage 2 in all subjects.

In 2011 in key stage 1, boys outperformed girls in all subjects and performed far better than boys in the same family of schools and better than the Welsh average. However, over the last four years, girls have performed better in gaining the core subject indicator. In key stage 2 in 2011, boys slightly outperformed girls in gaining the core subject indicator and mathematics. However, while girls outperformed boys in English and science, the gap between them was significantly less than the family and all-Wales averages. Over four years, girls consistently outperformed boys in gaining the core subject indicator. There is no real gender gap pattern in gaining level 5 in English or mathematics over the same period. While girls outperformed boys in gaining level 5 in science, the gap has been narrowing.

The percentage of pupils in key stage 1 that gained the higher level (level 3) in English and science in 2011 was higher than the average for the family of schools, but lower in mathematics. While achievement in English has been higher than the family average for three of the last four years and fairly close to the all-Wales average, achievement in mathematics has been lower than the family and Wales averages for the last four years.

The percentage of pupils in key stage 2 gaining the higher level (level 5) in all subjects in 2011 was significantly lower than family and Wales averages. However, all pupils met their cognitive ability test predictions.

Appendix 2

Stakeholder satisfaction report

Responses to the questionnaire for parents

We received 25 responses from parents and they unanimously state that:

- the school is well run and overall they are satisfied with the school;
- their child was helped to settle in well when he or she started at the school;
- their child is making good progress at school and they are kept well informed about their child's progress;
- they believe that teaching is good at the school and the staff expect their child to work hard and to do his or her best;
- they feel comfortable about approaching the school with questions, suggestions or a problem;
- their child is encouraged to be healthy and to take regular exercise;
- the school helps their child to become more mature and take on responsibility; and
- their child is safe at school.

Nearly all state that:

- their child likes the school.

Many state that:

- their child receives appropriate additional support in relation to any particular individual needs; and
- there is a good range of activities including trips or visits.

A minority do not know or state that:

- pupils do not always behave well in school;
- the homework that is given does not always build well on what their child learns in school;
- staff do not always treat all children fairly and with respect;
- they do not understand the school's procedure for dealing with complaints; and
- they do not believe that their child is well prepared for moving on to the next school.

Responses to the questionnaire for pupils

We received 72 responses from pupils and they unanimously state that:

- teachers and other adults in the school help them to learn and make progress;
- they know what to do and whom to ask if they find the work hard; and
- the school teaches them how to keep healthy.

Nearly all state that:

- they feel safe in the school;
- the school deals well with any bullying;
- they know whom to talk with if they are worried or upset;
- there are lots of chances at school to get regular exercise; and
- they have enough books, equipment, and computers to do their work.

Most state that:

- they are doing well at school; and
- homework helps them to understand and improve their work in school.

Just under a half of the responses state that:

- other children do not always behave well and sometimes stop them getting on with their work.

A few state that:

- other children do not always behave well at playtime and lunch time.

Appendix 3

The inspection team

Maldwyn Pryse	Reporting Inspector
Glyn Griffiths	Team Inspector
Deirdre Emberson	Lay Inspector
Gavin Cass	Peer Inspector
Mrs Guy (Headteacher)	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Key stage 1	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