



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

**Crindau Primary School
Aliesbury Street
Newport
NP20 5ND**

Date of inspection: May 2013

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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Context

Crindau Primary School caters for boys and girls aged three to 11 in the local authority of Newport. There are 383 pupils on role; this figure includes the 71 pupils that attend the nursery class, mostly on a part time basis, and the 20 pupils that attend the learning centre classes. Pupils in the learning centre classes have moderate or specific learning difficulties and come from across the city of Newport. The school is in an area of significant social and economic disadvantage and 33% of pupils are eligible for free school meals. This is higher than the national average (21%). The school identifies that 22% of pupils in mainstream classes have additional learning needs. Twenty-four pupils have statements of special educational need, including 17 pupils in the learning centre classes. This is above local and national averages.

Many of the pupils are from white British backgrounds and speak English as their first language. About 13% of pupils speak English as an additional language and receive additional language support. No pupils are from Welsh speaking families. A very few pupils are in the care of the local authority.

Since the last inspection, there have been considerable changes to the school staff. The acting headteacher has been in post since September 2012 and the acting deputy headteacher since January 2013. The individual school budget per pupil for Crindau Primary School in 2012-2013 means that the budget is £3,855 per pupil. The maximum per pupil in the primary schools in Newport is £10,837 and the minimum is £2,711. Crindau Primary School is 13th out of the 49 primary schools in Newport in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Good

Current performance

The current performance of Crindau primary school is adequate because:

- standards at the end of Foundation Phase are good;
- many pupils make good progress in oracy and reading;
- pupils' behaviour is good;
- there is effective provision to promote pupils' wellbeing;
- the school provides a wide range of experiences that gain pupils' interest;
- the learning environment is used effectively; and
- the quality of teaching is good.

However

- processes to raise standards are not sufficiently embedded;
- the standards and skills of boys and for those pupils in receipt of free school meals are below the expected attainment levels; and
- pupils' standards of extended writing are too variable.

Prospects for improvement

The prospects for improvement at Crindau primary school are good because:

- the acting headteacher and senior leadership team have a clear vision, which they convey clearly to staff, pupils and parents;
- there is a well-informed governing body that challenges the school effectively;
- self-evaluation procedures are well organised and accurate;
- there are clear plans for improvement that focus on raising standards; and
- all staff have a strong commitment to continuous improvement.

Recommendations

- R1 Improve the performance of boys and of those pupils in receipt of free school meals
- R2 Improve pupils' extended writing skills
- R3 Improve pupils' phonic knowledge and skills, especially in key stage 2
- R4 Ensure consistency in assessment for learning practices throughout the school

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils enter the nursery with levels of skills below those expected for their age. Nearly all pupils, including those with additional learning needs (ALN), generally make good progress as they move through the school.

Most pupils speaking and listening skills are developing well. For example, in the Foundation Phase, pupils show effective listening skills in a mathematical session as they show a clear understanding of positional language.

In key stage 2, older pupils listen well and speak confidently to the class. For example, in a Year 3 class, pupils discuss their experiences in an imaginary cave and produce interesting pieces of writing as a result.

In the Foundation Phase, the early reading skills of the younger pupils are developing appropriately. They understand that sounds have meaning and show an interest in books. By the end of the phase, many more able pupils read with a good degree of accuracy and understanding. Many pupils write short pieces independently, although very few write extended pieces using correct spelling and punctuation.

In key stage 2, older and more able pupils read with fluency and expression. They show good understanding of what they have read. However, a minority of pupils do not have a good enough knowledge of sounds and how they go together to make words. This adversely affects their spelling and reading skills. A few of the most able pupils write a good range of extended pieces across the curriculum. Many pupils write short pieces competently but a minority have not mastered punctuation to an appropriate level and do not write well enough at length.

Pupils' spoken Welsh is developing well. By the time pupils reach the end of key stage 2, they ask relevant questions and respond appropriately to a range of questions about themselves, their school and their hobbies. Older pupils read simple Welsh texts with a good degree of accuracy and understanding. Many write a range of pieces such as character descriptions, scripts and book reviews well.

Pupils' attainment at the expected outcome (outcome 5) in the Foundation Phase in 2012 in all three areas of learning is generally higher than average for other schools in the same family. The school is in the highest 25% of similar schools throughout Wales. Attainment at the higher outcome (outcome 6), in the assessed areas of learning is above the family and Wales averages. The school is in the highest 25% of similar schools for language, literacy and communication skills and personal, social and cultural development and in the higher 50% for mathematical development.

Apart from in mathematics, performance at the expected level (level 4) at the end key stage 2 in 2012 was not as good as in previous years. As a result, the school did not

compare well with the other schools in its family. The school was in the lower 50% of similar schools for the core subject indicator and English. Over the past four years, pupils' performance in English has generally been in the lower 50%. At the higher than expected level (level 5), more able pupils' performance is slightly higher than the family averages but below the national averages. The school is in the higher 50% of similar schools for English, mathematics and science. Girls continue to outperform boys in both the Foundation Phase and key stage 2 in all assessed areas and subjects.

Over time, pupils with additional learning needs make good progress so that by the end of key stage 2 almost all achieve in line with their targets. However, the performance of pupils entitled to free school meals has steadily declined over the last two years.

Wellbeing: Good

Nearly all pupils have positive attitudes to being healthy and taking care of themselves. They understand the importance of healthy eating and living. Many pupils participate keenly in the extra-curricular activities on offer to them. They know that they are safe in school and feel confident that staff provide help if it is needed. Most pupils are well motivated and show consideration of each other's needs and opinions.

Attendance levels are consistently high. For the last three years, the school's attendance has been in the top 25% when compared to that of similar schools. Nearly all pupils arrive before the start of the day so that lessons can start punctually. Behaviour around the school is generally good. Overall, pupils are extremely courteous to adults and work well with each other.

The school council is highly effective in representing the views of all pupils. It regularly organises surveys of pupils' opinions to inform the decisions it makes on improving pupils' experiences in school. The school council is beginning to influence aspects of teaching and learning.

As pupils progress through the school they become more independent and take responsibility for their own learning. They have a good understanding of their strengths as learners and know what they need to do to improve. Most pupils are keen to learn and enjoy coming to school.

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

The school provides a wide range of interesting and challenging learning experiences that engage nearly all pupils successfully. Teachers' planning covers all curriculum requirements well. Most pupils develop their skills, knowledge and understanding as they progress through the school. However, opportunities to develop pupils' extended writing and phonic skills across the curriculum are limited. Teachers provide a wide variety of enrichment activities for pupils in the good range of after-school clubs, including cooking, drama, journalism and radio. The homework

club provides pupils with opportunities to use information and communication technology (ICT) and school resources to complete their tasks. These opportunities complement and enhance pupils' learning well.

The school provides well for pupils with additional learning needs, including those in the learning centre classes.

Teachers' short and medium-term plans identify regular opportunities for pupils to develop reading, writing, literacy and numeracy skills and ICT skills well.

The school promotes pupils' understanding of Welsh culture and traditions well through local visits and visitors to school. For example, pupils visit the Big Pit mining museum and the museum of Welsh life in St Fagans to learn about life and work in Wales in the past. Provision for Welsh language development in class sessions is developing well. However, there are fewer opportunities for pupils to use Welsh outside these structured sessions.

The school acts sustainably in the way it uses consumable resources and looks to reduce its use of energy and water; the eco committee plays an important part in this. However, many pupils have a limited understanding of current environmental challenges. There is good provision to enable pupils to learn about global citizenship. Links with other countries such as India help pupils to gain an understanding of how other people live.

Teaching: Good

Teachers have good up-to-date knowledge of the curriculum and of suitable strategies for developing pupils' skills. The working relationships between all staff and pupils are good. These lead to a positive learning environment in all classes. In all lessons, the learning intentions are clear and shared with the pupils.

Throughout the school, most teachers ensure that activities meet the needs of the full range of abilities in their classes. Teachers ask a good range of open-ended questions that encourage pupils to think for themselves and to draw on their previous learning. Where teaching is less effective, lesson introductions are often too long and learning tasks are not always appropriate to meet the needs of all pupils.

Most teachers deploy support staff effectively to provide pupils' with well-focused assistance and feedback, which enhances pupils' learning.

The school tracks individual pupils' progress and wellbeing effectively through the use of a comprehensive computerised system. These records provide valuable information about pupil progress. In most cases teachers use the information well to plan effectively and to set appropriate objectives for their lessons.

In many classes, teachers use assessment for learning strategies effectively. Most teachers mark books thoroughly. In the best examples, written and oral feedback is thorough and, as a result, pupils fully understand what they need to do to improve. However the use of these strategies to enhance pupils' learning is not consistent throughout the school.

Reports to parents are detailed and informative and identify pupils' strengths and areas for development clearly.

Care, support and guidance: Good

The school is a well-organised and caring community, which reflects the commitment of all those involved in teaching and learning.

Effective arrangements exist to support the pupils' health and wellbeing. The school encourages pupils to get involved in their school and in the wider community and to show respect for others. Pupils' spiritual, moral, social and cultural development is developing well. A whole school approach to positive behaviour management provides all pupils with a good structure to support their moral development.

The school works well with a range of external agencies and support services. These services provide useful guidance and support for staff, pupils and parents. For example, staff from the local supermarket work closely with parents in order to produce healthy lunchboxes.

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

Provision for pupils with additional learning needs is good. The school has effective procedures and systems in place to identify at an early stage any pupils with additional learning needs or support requirements. All pupils with additional learning needs have an appropriate individual education plan. Teachers regularly review these plans in consultation with pupils and parents. Staff in the learning centre support pupils very well to ensure that they make appropriate progress and play a full part in the life of the school.

Learning environment: Good

The school has a very positive ethos, which celebrates the diversity of its pupils and includes everyone on an equal basis.

This well-maintained school, over a century old, has been sensitively adapted to meet the needs of current-day pupils extremely well. The interior decor and furnishings are of good quality. The wall displays in most of the classrooms and the public areas are colourful and informative and celebrate pupils' achievement. This provides good support for pupils' learning. Toilets are of a high standard throughout the school.

The nursery and reception outdoor play area is a well-resourced area, which promotes pupils' learning well. The provision for outdoor play equipment for older pupils is good. Nearly all make effective use of the garden area, the play trail and off-site forest school. The quantity and quality of resources, including those for ICT, are good and meet the needs of pupils well.

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

Leadership: Good

Senior leaders and governors manage the school effectively and share a clear vision for its future direction. They have recently reviewed its mission statement and aims, which involved all stakeholders, including pupils and parents.

The acting headteacher provides very efficient and sensitive leadership. In the short time since her appointment there has been a number of staffing issues and changes. However, she has successfully redistributed responsibilities and introduced a number of systematic procedures and improvements. However, these procedures and improvements are relatively new and have not had sufficient time to impact fully on pupil outcomes.

The recently reconstituted senior leadership team is fully committed to moving the school forward. Members have clearly defined areas of responsibility and work together very well. They are knowledgeable about the school's needs and have high expectations. However, their work in securing improvement is at an early stage of development.

All teachers, except those who are newly qualified or on supply, have a co-ordinating role. They undertake their responsibilities efficiently and conscientiously and make a valuable contribution to school improvement through regular reviews and action plans.

Governors have a very good understanding and knowledge of the school and its strengths and areas for development. Most, including the chair and vice chair, provide very effective support as 'challenging colleagues' and visit regularly, for example to contribute to lessons and to lead assemblies. All have subject links and most meet periodically with their relevant subject co-ordinator. The weekly surgery for parents is an excellent example of governor engagement with the school and the local community.

The school works in collaboration with the local authority and other agencies to implement national and local priorities, including initiatives in Foundation Phase, literacy, numeracy and working with families.

Improving quality: Good

The school's self-evaluation systems are robust, and understood by all staff. They include a comprehensive range of planned activities to address key issues and to take appropriate action to raise standards and the quality of provision.

The school gathers and analyses first-hand information effectively from a range of sources and stakeholders. This feeds directly into the self-evaluation process. Parents and pupils are regularly surveyed for their opinions through questionnaires and various forums.

Senior leaders and subject co-ordinators systematically monitor pupils' learning and progress through classroom observations, scrutiny of work and listening to learners. They also analyse data comprehensively to compare the school's performance with that of other schools and to ensure that their own assessments are accurate and reliable. However, many of these systems are relatively new and as yet have not impacted positively on pupil performance.

There are clear links between the school's self-evaluation report and its school improvement plan. Both documents are appropriately detailed and identify relevant priorities with measurable outcomes and success criteria, in order to move the school forward.

Staff are fully involved in a good range of networks of professional practice, which are impacting positively on teaching and learning. The school is working effectively as part of a cluster professional learning community for developing provision for more able and talented pupils.

Partnership working: Good

The school works very effectively with a good range of partners. It keeps parents well informed about their children's progress and encourages them to be valued partners. The active parent-teacher and friends association, in particular, supports the school very well.

There are strong links with various local community groups such as the police, ambulance service, local supermarket and sports centres. Various local authority agencies such as the Gwent ethnic language service, and music service also provide good support. These partnerships enrich pupils' learning experiences and promote community cohesion.

The school has beneficial links with other schools in its cluster, which include joint training events and opportunities to share good practice. Arrangements for pupils to transfer to the secondary school of their choice are comprehensive, involving good curriculum links and visits. An effective and detailed transition plan is in place.

Staff regularly undertake moderation and standardisation activities both within the school and outside with other local schools. This ensures accuracy in the levelling of pupils' work.

Resource management: Adequate

The school has a full complement of staff, who have appropriate experience and expertise. However, a high level of absence and changes in personnel has impacted on the continuity of staffing, resulting in a number of new appointments and relatively weaker standards in a few classes.

All staff have appropriate job descriptions and fully understand their roles and responsibilities. Teamwork is a strength of the school and staff learn from each other through a coaching approach to develop their expertise.

Staff development is well organised through frequent in-house training events and external courses, linked to priorities in the school improvement plan and performance management reviews.

There are effective performance management processes in place for all staff where targets are set, monitored and evaluated. These targets are closely linked to school improvement targets.

The school meets all requirements of the national workload agreement and teachers' planning, preparation and assessment time and senior leaders' management time are appropriately covered.

The school manages its accommodation, resources and budget well and good financial controls are in place. Expenditure is closely linked to priorities in the school improvement plan.

Due to the identified shortcomings in pupils' achievement, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2012, at the end of the Foundation Phase, pupil attainment of the expected outcome (outcome 5), in all three assessed areas of learning was slightly higher than the family averages but below, the local authority and Wales averages. The school was amongst the highest 25% of similar schools in Wales. Attainment in language, literacy and communication skills placed the school well above the family and national averages and in the higher 25% of similar schools. In mathematical development, attainment was below the family and Wales averages and placed the school in the higher 50% of similar schools. However, performance in personal and social development, wellbeing and cultural diversity was a little lower than the family average and marginally higher than the Wales average. This placed the school among the lower 50% of similar schools. Attainment at the higher outcome (outcome 6) in all three assessed areas of learning was above the family and Wales averages. This placed the school among the highest 25% of similar schools.

Apart from pupils' results in mathematics, performance at the end key stage 2 in 2012 was not as good as in previous years. As a result, the school did not compare well with the other schools in its family. The school was in lower 50% of similar schools in relation performance of pupils in the core subject indicator and in English. At the higher level 5, more able pupils' performance in all three core subjects remained below the family and Wales averages. However, when compared to other similar schools, the school was in the higher 50%.

Over time, pupils with additional learning needs make good progress so that by the end of key stage 2 almost all achieve in line with their targets. In both the Foundation Phase and key stage 2 girls continually outperform boys in all areas of the curriculum including the higher outcomes or levels. Results indicate that, across the school, there is considerable difference in the performance of pupils entitled to free school meals and those who are not.

Appendix 2

Stakeholder satisfaction report

Stakeholder satisfaction report

Responses to parent and carers questionnaires

Twenty-seven parents or carers completed the questionnaire. Responses were slightly more positive than national norms overall.

All parents or carers say that:

- they are satisfied with the school;
- their child likes school;
- their child was helped to settle in well when he/she started in school;
- their child is making good progress;
- pupils behave well in school;
- teaching is good;
- staff expect their child to work hard and to do his/her best;
- the school helps their child become more mature and take on responsibility;
- there is a good range of activities including trips or visits; and
- the school is well run.

Nearly all parents or carers say that:

- their child is encouraged to be healthy and to take regular exercise;
- their child is safe at school;
- their child receives appropriate additional support in relation to any particular individual needs;
- they are kept well informed about their child's progress; and
- they feel comfortable about approaching the school with questions, suggestions or a problem.

Most parents or carers say that:

- the homework given builds well on what their child learns in school;
- staff treat all children fairly and with respect;
- they understand the school's procedure for dealing with complaints; and
- their child is well prepared for moving on to the next school.

Responses to learner questionnaires

One hundred and one pupils in key stage 2 completed the questionnaire. Apart from the comments 'other children behave well and I can get my work done' and 'nearly all children behave well at playtime and lunchtime', responses were more positive than the national norms.

All pupils say they that they:

- know whom to talk to if they are worried or upset.

Nearly all pupils say that:

- they are doing well at school;
- they feel safe in school;
- they know whom to talk to if they are worried or upset;
- they know whom to ask if they find the work hard; and
- they have enough books, equipment and computers to do their work.

Most pupils say that:

- the school deals well with bullying;
- the school teaches us how to be healthy; and
- there are lots of chances at school to get regular exercise.

The majority of pupils say that:

- homework helps them to understand and improve their work in school;
- other children behave well and they can get their work done; and
- nearly all children behave well at playtime and lunchtime.

Appendix 3

The inspection team

Peter Roach	Reporting Inspector
Buddug Bates	Team Inspector
David Ellis	Team Inspector
Edward Tipper	Lay Inspector
Helen King	Peer Inspector
Marie Ward	School 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 entitled to 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 entitled to 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 entitled to 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.