



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

**Maesglas C.P. School
Maesglas Road
Newport
NP20 3DG**

Date of inspection: February 2012

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

Maesglas Primary School is situated on the western outskirts of the city of Newport. There are currently 193 pupils on roll and 54 pupils attend the nursery provision.

The headteacher and deputy headteacher took up their appointments in September 2010.

Many pupils come from socially and economically disadvantaged homes and around 42% of pupils are entitled to receive free school meals. This is well above the all-Wales average of around 20%.

Just over 69% of pupils' ethnic background is white British. The remaining pupils come from a wide range of ethnic groups. Around 20% of pupils speak English as a second language. No pupil speaks Welsh at home.

Twenty-two per cent of pupils have additional learning needs. A majority of these pupils are at the school action level for moderate learning difficulties. Five pupils have statements of special educational need.

The individual school budget per pupil for Maesglas Primary School in 2011-2012 means that the budget is £3,402 per pupil. The maximum per pupil in the primary schools in Newport is £7,916 and the minimum is £2,647. Maesglas Primary School is 20th out of the 48 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 the school is judged as adequate because:

- pupils' standards in the core subjects are in need of improvement;
- pupils do not make enough progress in developing their information and communication technology skills across the curriculum; and
- provision for the Foundation Phase is not well developed.

Prospects for improvement

The school has good prospects for improvement because:

- the recently appointed senior managers and the governors have a clear vision for the school, which is shared by all staff;
- leadership roles are developing well amongst all staff;
- staff work very effectively as a team and have high expectations of the pupils; and
- self-evaluation is well established and enables the school to identify clear and appropriate areas for improvement.

Recommendations

In order to improve the school needs to:

- R1 continue to improve the standards achieved by the pupils across the school;
- R2 improve the provision for developing pupils' information and communication technology skills across the curriculum;
- R3 ensure that the good practice in the nursery is shared across the Foundation Phase;
- R4 improve outdoor areas and make better use of accommodation to enhance teaching and learning within the Foundation Phase; and
- R5 ensure that the good practice observed in teaching is shared across the school.

What happens next?

The school will produce an action plan to show how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils' basic skills levels are lower than the local authority average when they start school. Outcomes for pupils at the age of seven in English, mathematics and science are generally good and have compared well with national averages as well as with those of similar schools across Wales, for the last four years. However, there has been a downward trend over the last three years. Girls consistently perform better than boys in mathematics at key stage 1, though this is not the case for English or science.

At the age of 11, the percentage of pupils reaching the expected level 4 in English, mathematics and science in combination is well below the average for similar schools. The results in English are the lowest in the family. Boys' performance is significantly lower than girls' at the higher than expected level. In the past four years, results in English and mathematics have generally been in the lower 50% when compared to those of similar schools.

There is no clear difference in the attainment over time of pupils receiving free school meals and those who do not.

In nearly all classes, most pupils make good progress over time. Standards achieved in lessons are appropriate to the age and ability of the pupils, taking into account their starting point.

Pupils with additional educational needs achieve well and consistently meet their learning targets.

The majority of pupils can recall previous learning well and most of the older pupils can apply their understanding of concepts in new situations. Pupils apply themselves enthusiastically to the learning activities in the lessons and work productively. They listen and communicate effectively with one another in lessons across the curriculum. They use a wide vocabulary, which is specific to the themes in question.

Pupils show good reading skills across the school. Most pupils in the Foundation Phase read at a level that is appropriate to their age and ability, and their writing skills are developing appropriately. In key stage 2, most pupils can read meaningfully and with clear expression. Most pupils write to a standard that is appropriate to their age and ability. Many of the older pupils can write in an extended way to a high standard, varying style for different contexts.

Many older pupils can use their literacy skills well in history lessons to recount information from the perspective of a Roman soldier. In science, they can use persuasive language effectively to explain the dangers of smoking. Across the school, many pupils can use their numeracy skills well in science to draw graphs effectively. In many lessons, pupils demonstrate mature thinking skills. Most pupils'

information and communication technology skills are developing well, but they do not use these skills well enough across the curriculum.

Nursery pupils make a very good start in developing their early Welsh language skills, taking into consideration their linguistic backgrounds. Foundation Phase pupils build successfully on this good start and achieve appropriate standards in oral communication. This is developed further in key stage 2 and most pupils achieve Welsh language skills.

Most pupils use Welsh effectively in different contexts beyond their Welsh lessons in other subjects, during registration periods and assemblies, and in extra-curricular activities.

Wellbeing: Good

The standard of pupils' wellbeing is a strong feature of the school. Most pupils say that they are happy and feel safe and secure in school. Behaviour is consistently good and almost all pupils show courtesy, care and concern for each other and respect for staff and visitors.

Most pupils have a clear appreciation of the benefits of keeping healthy and taking regular exercise, and older pupils have a secure understanding of healthy eating.

Most pupils are enthusiastic and attentive learners. They apply themselves well in lessons and adopt a positive approach to learning activities. They regularly participate with interest and enthusiasm.

The decision-making skills of the pupils are developing well. Members of the School Council and Eco Council propose improvements to the school and feel that their views are listened to. They have been effective in promoting healthy eating choices in school life.

Pupils play an increasing role in the life of their school by performing at local events and engaging with older members of the community in activities such as gardening through a local initiative. This is helping the pupils to learn valuable social skills as well as promoting pride in their community.

Attendance is in the upper 50% when compared to that of similar schools and has been for the last three years.

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

Pupils receive a wide-ranging and balanced curriculum, which allows them to develop and build on their previous knowledge, understanding and skills. The key skills are developed effectively throughout the school.

Provision in the nursery is in keeping with the principles of the Foundation Phase and gives a good base in Foundation Phase education. However, opportunities to develop pupils' individual learning skills are underdeveloped from reception to Year 2.

The school provides pupils with good opportunities to write for different audiences and purposes and to write extended pieces of work regularly. Pupils draft and redraft their work purposefully and in response to good quality marking. Number skills are included in subjects across the curriculum and the work is appropriate for the age and ability of the pupils. The provision for developing pupils' information and communication technology skills is not sufficiently developed and integrated across the curriculum. Planning for the development of communication and thinking skills is good.

Pupils' individual needs are considered and targeted effectively. For example, at key stage 2, staff target pupils requiring more support and those needing extra challenge through effective grouping of pupils in mathematics. Also, a new phonics programme in the Foundation Phase and lower key stage 2 is effective in helping to raise standards in reading.

There is a wide range of extra-curricular activities and various visits that enrich learning.

The school promotes awareness of sustainability and energy conservation effectively. Members of the Eco Council take their responsibilities seriously and their efforts contributed to the school achieving the Green Flag Award. There are fewer opportunities for pupils to develop awareness of their role as global citizens across the curriculum.

Provision and planning for the Welsh language and the Welsh dimension are good. All pupils gain a broad understanding of life in Wales and Welsh culture through the provision of a wide range of interesting and relevant activities.

Teaching: Good

Overall, the quality of teaching is good.

Teachers' knowledge of the Foundation Phase is developing well and planning reflects the balance between child initiated and teacher led activities. Support staff are used effectively to assist groups of pupils in their learning.

Most staff assess pupils' work on a daily basis providing them with clear oral and written feedback that explains how they are doing and what they need to do to move forward. They provide pupils with good opportunities to build on their previous learning.

The pace of lessons is generally brisk and sustains pupils' interests and attention. Classroom activities meet the needs of the pupils well. Excellent relationships between pupils and both teaching and support staff ensure shared expectations of good behaviour.

Assessment procedures at the end of key stage 2 are effective and staff work collaboratively within the cluster to produce accurate pupil profiles used for moderation.

Teachers employ a range of teaching strategies to ensure the active engagement of pupils, and support staff make good contributions to pupils' learning, especially those with additional learning needs.

Annual reports to parents are informative and provide opportunities for parents to comment on their children's achievements.

Care, support and guidance: Good

A strength of the school is the inclusive philosophy and the way it values the achievements of all pupils. It is a very well-ordered and caring community where adults and pupils show respect to each other.

Effective arrangements support pupils' health and wellbeing, including their spiritual, moral, social and cultural development. These include celebration assemblies, consistent use of positive praise and the nurture group for key stage 2 pupils. A variety of other activities promote self-esteem and confidence. There is an appropriate anti-bullying policy and all staff promote good behaviour effectively. Most parents and nearly all pupils feel able to approach staff for advice and guidance when required.

The school has appropriate policies and has procedures for Safeguarding.

Provision for pupils with additional learning needs is good. These pupils integrate fully into the life of the school and are effectively supported by outside agencies. The most vulnerable pupils in key stage 2 are effectively supported by the nurture class. Arrangements are in place for the identification and monitoring of pupils with additional learning needs, but the school's tracking of these pupils' attainment lacks rigour. Parents are offered appropriate opportunities to help write and review individual education plans, which are regularly evaluated and updated.

Learning environment: Adequate

The school is a warm caring and orderly environment. Pupils feel valued and their efforts are celebrated and rewarded through creative displays throughout the school.

The school is beginning to meet the needs of an increasingly diverse pupil intake. The opportunities within the curriculum for pupils to recognise, respect and celebrate diversity are underdeveloped.

Pupils benefit from spacious classrooms and large grassed areas outside. The school has recently improved the range of resources available to support the learning needs of most pupils. However, in the Foundation Phase, there are not enough resources to fully support the pupils' learning. Access to the outdoor provision for younger pupils is limited and there are insufficient outside resources to engage all pupils in the Foundation Phase

The exterior of the building requires some repair and the toilet facilities are in need of refurbishment.

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

Leadership: Good

Since their recent appointments, the headteacher and deputy headteacher have established a good team spirit and a clear vision for the school. This is having a very positive impact on the standards achieved by the pupils and the quality of teaching.

Comprehensive policies and plans have been implemented which focus well on meeting the wide range of pupils' needs. Leaders have clear roles and responsibilities and focus appropriately on school improvement targets.

Senior leaders work well across the school to support and challenge colleagues. Teachers are encouraged to take responsibility for whole school leadership in curriculum areas and are beginning to challenge and support others.

The governing body shares the school's vision and is highly supportive of the school. It meets regularly and has appropriate sub-committees in place. Governors visit classes, observe activities and monitor the school's performance. The role of the governing body to challenge school performance is well developed and is based on a secure analysis of data.

Staff performance is regularly monitored and evaluated through an inclusive and rigorous performance management and appraisal system, which provides staff with useful written feedback on what they need to do to improve. All staff contribute effectively to school planning and improvement.

Improving quality: Good

The school management team takes responsibility for self-evaluation and uses a good range of evidence as part of the rigorous process. Staff and governors contribute effectively and their views are valued and incorporated well into the self-evaluation report.

As a result of the secure self-evaluation processes, leaders know the strengths and areas for improvement well. The school has produced an appropriate school improvement plan linked closely to the self-evaluation report.

The current school improvement plan is well written and identifies the main areas the school is aiming to improve. Responsibilities, actions, timescales and procedures for monitoring progress are clearly set out. All staff are aware of the school's priorities for improvement and their role in bringing about the desired results.

All staff have access to a wide range of appropriate courses, which impacts well on improving standards of groups of learners.

The school has established effective networks of professional practice within the school and with other schools and partners. This is increasingly having a positive impact on the outcomes for pupils.

The school is collecting and using a wide range of data to monitor the progress of pupils over time. This is used effectively to inform school improvement and improve pupil outcomes.

Partnership working: Good

The school works closely with an extensive range of partners. It is developing useful partnerships with the community, the local authority, parents and carers and other schools in the area.

There are good partnership arrangements with the local comprehensive school, which allows for effective transition arrangements for older pupils to their next stage of education.

A professional learning community with two other Newport schools is impacting well on the effectiveness of the nurture groups at the school.

Links with local businesses, organisations in the community and a number of outside agencies ensure that pupils benefit from a range of valuable learning experiences. This promotes the pupils' social development and their understanding of the world of work.

Pupils work collaboratively with local elderly residents on 'Grandbuddies' scheme and won Newport Primary Schools Newport in Bloom competition for best garden.

The school is working closely with the local authority to bring about improvements in standards, provision and leadership.

Resource management: Adequate

The school has a good range of experienced, specialist teachers and other staff who are deployed appropriately to meet the needs of individual pupils.

Staff have appropriate planning, preparation and assessment time. This enables staff to be effective in ensuring that the pupils are provided with a wide variety of personal and learning experiences. The resources available in the classrooms are used effectively to meet learning needs.

Most areas of the school effectively meet the learning needs of the pupils. However, outdoor learning areas are underdeveloped, particularly for pupils in the Foundation Phase.

The school's financial management is efficient. In view of the adequate standards achieved by the pupils, the effective teaching and careful management of resources, the school provides adequate value for money.

Appendix 1

Commentary on performance data

Maesglas Primary School is in the fifth band in terms of the proportion of its pupils entitled to free school meals.

In key stage 1, compared to schools in Wales with similar proportions of pupils entitled to free school meals, the school has been in the top 25% of schools for the core subject indicator. However, in the most recent data, results have fallen to the lower 50% of those for similar schools for science and mathematics.

In key stage 2, the proportion of pupils attaining the core subject indicator has placed the school in the lower 50% in comparison to similar schools for three of the past five years. It has been in the lowest 25% of similar schools for the last year. Performance in English has been in the lower 50% when compared to that of similar schools for two of the past three years. In terms of mathematics performance, the school has been in the lower 50% of similar schools for the last five years. However, results in science have placed the school in the upper 50% of similar schools for the last three years.

Pupils' performance at the expected levels at the end of key stage 1 and key stage 2 for the last year is weak when compared to that of schools in Wales with similar proportions of pupils entitled to free school meals.

In key stage 1, there is a significant difference in the performance levels of boys and girls in the core subject indicator at key stage 1, with the girls generally performing better than the boys.

In key stage 2, the proportion of pupils attaining the core subject indicator shows no significant difference between the performance of boys and girls.

Over the past two years, in key stage 1 and key stage 2, the performance of the group of pupils entitled to free school meals has been on average above that of pupils not entitled to free school meals.

Appendix 2

Stakeholder satisfaction report

Parent questionnaire

Thirty-seven parents completed questionnaires and, overall, almost all are satisfied or very satisfied with the school and feel that it is well run. Almost all of them agree that their child likes school, feels safe there and was helped to settle in when they started at the school. Almost all parents feel that their children make good progress, that teaching is good and that staff expect the children to work hard. Almost all parents agree that the school encourages children to take on responsibility, be healthy and take regular exercise. Almost all parents agree that pupils behave well in school. A few parents do not feel that the school keeps them well enough informed about their child's progress.

Learner questionnaire

Sixty-three pupils responded to the questionnaire and, overall, are very positive about their school. Almost all pupils agree that they feel safe and are doing well in the school. Nearly all pupils feel that the school deals well with bullying and that they have someone to talk to if they are worried. All pupils agree that the school teaches them to be healthy. Most pupils feel that they have enough books and equipment and that children behave well so they can get their work done. However, around a third of the pupils think that at times behaviour around the school is not good enough.

Appendix 3

The inspection team

Mike Munting	Reporting Inspector
Mike Hayes	Team Inspector
Deirdre Emberson	Lay Inspector
Ann Roberts	Peer Inspector
Phillip Harry (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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.