



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

**A report on**

**Rogerstone Primary School  
Ebenezer Drive  
Highcross Estate  
Rogerstone  
Newport  
NP10 9YX**

**Date of inspection: March 2020**

**by**

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

## About Rogerstone Primary School

Rogerstone Primary School is in Newport local authority. There are 507 pupils between 3 and 11 years of age on roll, including 46 part-time nursery pupils. The school has two learning resource bases with places for up to 20 pupils with social and communication needs, autistic spectrum disorder, global delay and behavioural difficulties. These pupils come from across the local authority.

The three-year rolling average of pupils eligible for free school meals is around 9%, which is below the average for Wales of 18%. Most pupils are of white British ethnicity and come from homes where English is the first language. A very few have English as an additional language or speak Welsh at home. The school has identified approximately 22% of its pupils as having special needs. This is just above the national average of 21%. A few pupils have statements of special educational needs.

Estyn last inspected the school in December 2013. The headteacher was seconded to the school as headteacher in September 2013 and took up the position on a permanent basis in September 2014.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Rogerstone Primary School is a highly inclusive community with happy pupils and staff. Most pupils make good progress in improving their literacy, numeracy and information and communication technology (ICT) skills as they move through the school. Nearly all pupils with special needs, including those on the two learning resource bases, make strong progress from their individual start points. Nearly all pupils are independent learners who are resilient and cooperate well with each other. Members of the school's pupil groups have a very strong and highly influential voice within the school. They play an important role in improving the school experience for other pupils.

Teachers plan stimulating and relevant learning activities that help pupils develop as responsible global citizens. The school provides exceptional support for pupils with special needs.

The headteacher and deputy headteacher provide the school with outstanding leadership. They set high expectations for others and are positive role models in how to achieve this. The headteacher ensures that the work of the school focuses on high levels of wellbeing and improving teaching and learning. He plays a key role in developing other leaders at all levels effectively.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Excellent</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Excellent</b>
<b>Leadership and management</b>	<b>Excellent</b>

## **Recommendations**

R1 Strengthen the development of pupils as curious and independent learners by sharing existing effective practice in the foundation phase

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare case studies on its work in relation to developing leadership at all levels and on effective use of pupil voice to improve the school experience for all pupils, for dissemination on Estyn's website.

## Main findings

### Standards: Good

The majority of pupils enter the school with skills at the level expected for their age. As they move through the school, most make good progress in improving their literacy, numeracy and ICT skills. Nearly all pupils with additional learning needs, including those in the school's two learning resource bases, make at least the expected progress from their individual starting points.

Many pupils in the foundation phase speak clearly and listen well to others. They enjoy talking to adults about their work. For example, Year 2 pupils talk confidently to describe the properties of two-dimensional shapes. By the end of key stage 2, many pupils are confident, articulate speakers. They express their views maturely on a range of subjects. Most pupils listen well when others are speaking and appreciate that people may have different points of view.

In the foundation phase, most pupils learn early reading skills quickly. By Year 2, many pupils read texts accurately and with understanding. They use a range of different strategies when faced with unknown words. In key stage 2, most pupils enjoy reading a wide range of books and express preferences for different authors and genres. Many older pupils use skills, such as inference, to demonstrate a strong understanding of texts read. They explain clearly why authors have used certain phrases to add interest to their work. In the two learning resource bases, most pupils improve their reading skills well. Many of these older pupils read confidently and with suitable comprehension.

Most pupils in the foundation phase improve their writing rapidly. In Year 1, most pupils combine familiar words correctly to form short sentences, for example when writing recounts about a theatre trip. By Year 2, many pupils use adjectives successfully to add interest to their work, writing for instance 'the orange spiky-eared fox took the little tangy gooseberry out of the basket'. In key stage 2, pupils write regularly for a wide range of purposes. For example, Year 3 pupils write accurate instructions on how to brush their teeth using different 'bossy' verbs. Most pupils spell common words correctly and use a range of appropriate punctuation. Many pupils use imaginative vocabulary to make their writing appealing. For example, Year 6 pupils use highly emotive vocabulary to describe a man looking back on his life writing, 'isolated, the man's eyes dripped with tears from the devastating news that his wife died.' Many pupils write neatly and present their work with care. Across the school, pupils use their literacy skills well to support their learning across the curriculum. For example, pupils in the key stage 2 learning resource base create accurate lists in their topic work to identify renewable and non-renewable sources of energy.

In the foundation phase, many pupils develop secure number skills. In reception, they count objects up to 10 and use mathematical language such as longer and shorter correctly. By Year 2, most pupils add and subtract numbers up to 100 accurately. Many more able pupils calculate change from £10 correctly. In key stage 2, most pupils improve their numeracy skills well. By Year 6, many pupils use their number knowledge competently to solve a range of problems. For example, they

calculate the areas of compound shapes accurately by adding up smaller parts. Throughout the school, pupils use their numeracy skills regularly to support their learning in other subject areas.

As they move through the school nearly all pupils improve their Welsh language skills well and communicate in Welsh with enthusiasm. Many pupils in the nursery begin to talk about their favourite snack and by the end of the foundation phase, most pupils discuss their likes and dislikes confidently. By Year 6, many pupils describe a residential visit using the past tense correctly. Across the school, many pupils write for a wide range of purposes using taught language patterns. Most pupils develop their Welsh reading skills successfully.

Most pupils in the foundation phase make good progress in developing their skills in ICT. They use tablet computers competently to support their learning across the curriculum. For example, Year 1 pupils use an art package imaginatively to create icy polar landscapes. In key stage 2, most pupils make very effective use of a wide range of electronic devices confidently as they apply their ICT skills in different subjects. They use email safely to research staff's preferred smoothies and present their findings correctly in a spreadsheet. A positive feature of many pupils' work is the mature way they select the most appropriate effects to optimise their presentations. For example, when considering the impact of palm oil production on orangutans, most pupils combine images, text and music sensitively and effectively.

### **Wellbeing and attitudes to learning: Excellent**

Across the school, nearly all pupils display exceptional attitudes to learning and have high levels of wellbeing. Nearly all know what to do if they are worried or anxious. They have a secure understanding of how to keep themselves safe, including when using the internet.

Nearly all pupils enjoy coming to school. They are proud of their school community and happily engage with visitors. The behaviour of nearly all pupils in class and around the school is exemplary. They move calmly between activities and are ready and eager to learn at the start of lessons. Nearly all pupils co-operate well when working with a partner or in a small group. They listen to each other respectfully and politely and take turns in conversations.

Nearly all pupils are highly independent learners. They have positive attitudes to their work and are resilient and creative individuals. For example, Year 6 pupils persevere well when challenged to use a range of mathematical strategies to calculate the cost of purchasing large numbers of songs over the internet.

Nearly all pupils have a mature understanding of how to keep themselves healthy through eating a balanced diet and taking regular exercise. Most pupils make healthy food choices and many participate enthusiastically in the wide range of school sporting activities. This includes initiatives such as the weekly mile challenge and their participation in after school clubs including rugby and, at the pupils' request, girls' football.

Pupils of all ages and abilities, including those in the school's learning resource bases, take on a range of important and influential leadership roles within the school.

This includes the Criw Cymraeg, the eco group and the 'Heddlu Bach'. The work of many of these groups has allowed the school to improve its profile within the community. For example, pupils have undertaken litter picking activities in partnership with the local police. The school council is a highly effective body that plays a key role in improving the school experience for other pupils. For example, members suggested using card games during breaktimes. This has contributed to maintaining good behaviour and strong relationships between pupils.

Year 5 representatives from these groups have formed a well-established and highly influential pupil participation group. These pupils focus on improving pupils' education and wellbeing. Members undertake regular 'learning looks' and organise pupil questionnaires to gain their peers' views on teaching and learning experiences. Members give presentations to their peers on the new curriculum for Wales. As a result, many pupils know why and how their new topics combine different subject areas. The group have succeeded in persuading pupils to be more frugal with the school's resources in order to save money and have shared information on the importance of keeping a healthy mind. As a result, many pupils discuss the advantages of keeping the mind focused and using relaxation techniques to enhance their mental health. Members show very high levels of enthusiasm and maturity. They demonstrate a very positive attitude to their roles and are tenacious in their determination to improve their peers' experiences in school. The work of this group of influential pupils impacts strongly on the wellbeing of all pupils.

Nearly all pupils have a strong understanding of the importance of rights and values as demonstrated by their knowledge of the United Nations Convention on the Rights of the Child. They are also aware of the dangers of climate change. For example, Year 3 pupils explain the impact of global warming and how this has contributed to the recent wildfires in Australia.

Pupils regularly raise money for people less fortunate than themselves, for example by supporting a local cancer charity and taking part in national fundraising events.

### **Teaching and learning experiences: Good**

All members of staff have positive working relationships with pupils. Staff treat them with kindness and consideration and in most classes have high expectations of what they can achieve. Most teachers plan their classrooms carefully to create inviting places that are conducive to learning.

In most classes, staff encourage pupils to become independent, inquisitive and resilient learners. Nearly all teachers employ effective strategies for pupils to use so that they are not over reliant on an adult for immediate help. As a result, most pupils understand the next steps in their learning and what to do if they are stuck. Most teachers provide pupils with useful feedback on their work, both verbally and in writing. They use questioning effectively to assess pupils' understanding and to move their learning on. Most teachers pause lessons appropriately to highlight and share examples of high-quality pupils' work with the rest of the class. As a result of careful ongoing assessment, nearly all teachers ensure that they plan activities that meet the needs of all pupils.

Nearly all teachers provide pupils with stimulating and relevant learning experiences. They give pupils regular opportunities to choose what and how they learn. Across the school, teaching assistants make valuable contributions to pupils' learning and wellbeing.

In the foundation phase, most teachers encourage the development of pupils' independent skills well. However, in a minority of classes, on occasions there is too much adult direction. As a result, in these classes, pupils have limited opportunities to make choices and to learn through exploration. In addition, there are occasionally missed opportunities for adults to extend pupils' learning, particularly when using the outdoors.

The school has created a well thought out and interesting curriculum. Teachers have begun to consider how this aligns with the four purposes of the new curriculum for Wales. They work together to plan engaging topics that provide purposeful opportunities for pupils to improve their understanding of current affairs and to develop their literacy, numeracy and ICT skills in real life contexts. This approach to learning enables pupils to talk knowledgeably about current issues that are important to them. For example, in key stage 2, pupils have regular opportunities to present information on climate change and to think about what they can do to slow it down.

Across the school, most members of staff promote the Welsh language well. They encourage pupils to use their Welsh language skills regularly in classrooms and other school activities. In addition, the school provides pupils with worthwhile chances to learn about the culture and heritage of Wales by studying Welsh musicians, such as The Stereophonics and Tom Jones, as well as the work of the artist, Martyn Evans. The school uses their locality well to support pupils' understanding of life in Wales now and in the past. Visits to local historical attractions such as Big Pit and Cardiff Castle enrich pupils' learning experiences. Competitions as part of the school's annual eisteddfod give pupils opportunities to learn songs and participate in traditional Welsh cultural events. In addition to this, the annual 'Roggiefest' provides exciting opportunities for pupils to develop their expressive art skills.

### **Care, support and guidance: Excellent**

The school provides pupils with a safe, stimulating and inclusive environment in which to learn and develop as confident, ambitious individuals.

Provision for pupils with special needs, notably those in the two learning resource base classes, is exceptionally strong. Staff identify and address accurately, pupils' specific learning needs at an early stage. Leaders put in place effective systems to ensure that all relevant members of staff are clear about the assistance that each pupil requires. Pupils with special needs benefit from high quality support from skilled staff. For example, teachers and teaching assistants use a very wide range of successful intervention programmes to help pupils to improve their social, emotional, literacy and numeracy skills. Effective examples include bespoke phonics sessions and one-to-one sessions on managing anxieties. Teachers from other schools visit regularly to observe this outstanding provision.

Staff work successfully with parents and external agencies to create bespoke plans for pupils with special educational needs that identify and address their next steps in learning clearly. The school uses expert advice, such as that from specialist speech and language therapists and educational psychologists, very well to support and

meet the needs of pupils. Staff ensure highly effective arrangements to enable parents of pupils with special needs to support their children at home. For example, staff provide workshops and individual sessions for parents to give them valuable advice on different special needs. This work helps to ensure that nearly all pupils with special educational needs make very strong progress towards meeting their individual targets.

Teachers track and evaluate the progress of all pupils regularly. They use this information to identify pupils in need of additional support and to help set further targets for improvement for all pupils. The deputy headteacher meets regularly with class teachers to challenge them robustly over the progress of individual pupils and to verify that teachers' ongoing assessment of pupils' standards is accurate.

The school's provision for promoting pupils' personal development has many exceptional features. There is a wide range of extra-curricular activities, including sports clubs and creative activities. Staff regularly consult pupils over what activities they would like the school to arrange. As a result, the clubs meet the interest of a wide range of pupils highly effectively. The school's provision for enabling pupils to take on roles of responsibility is wide ranging and highly effective. It gives pupils of all ages valuable opportunities to develop their leadership skills. Staff facilitate numerous inclusive pupil voice groups and ensure that their work has a significant impact on school life. For example, the innovative pupil participation group have the opportunity to give staff a 'pupils' eye view' of many aspects of teaching and learning and this enables teachers to adapt their practice accordingly. Staff ensure that pupils have a strong understanding of how to keep themselves safe, including when online. There are appropriate arrangements for promoting healthy eating and drinking.

The school provides pupils with worthwhile opportunities to develop spiritually, morally, socially and culturally. For example, teachers and support staff lead extra-curricular groups that enable pupils to develop their cultural understanding as they perform in the school orchestra. Staff plan regular enrichment activities to provide pupils with valuable opportunities to become ethically informed citizens who show concern for the natural world. Staff encourage pupils to improve their moral awareness as they care for those less fortunate than themselves through fund-raising activities to support local and national charities. Teachers provide pupils with extensive opportunities to develop their creative skills, for example in their annual eisteddfod, through an extra-curricular dance group and whole-class music lessons.

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

### **Leadership and management: Excellent**

The headteacher and deputy headteacher provide the school with strong and skilful leadership. This has steered a highly effective improvement journey with the wellbeing of all pupils and staff at the heart of the process. They lead by example, and set high expectations for staff, and support and challenge them to meet these successfully. Together with an effective and conscientious extended leadership team, they have established a clear vision for the school. This focuses strongly on improving teaching and learning and developing pupils as individuals within an inclusive setting.

All staff understand their roles and responsibilities well and are highly committed to fulfilling them. The grouping of staff into teams creates a positive culture of sharing effective practice. As a result, staff are a highly motivated and support one another successfully. A significant strength of leadership is the way that senior leaders are proactive in building the leadership capacity of staff at all levels. The headteacher, deputy headteacher and curriculum reform lead teacher, mentor and coach others exceptionally well. They encourage new curriculum leaders and other teachers to be innovative in developing strategies to implement the new curriculum for Wales. As a result, leaders at every level and staff are not afraid to take calculated risks in the interests of raising pupils' achievement. The redesigned and enriched new curriculum offers pupils a wealth of stimulating and challenging learning experiences, which engage them purposefully. These have a significant impact on pupils' progress and lead to high levels of pupils' wellbeing. For example, pupils in the key stage 2 learning resource base benefit from making a meal for their parents and acting as waiters in the onsite 'Beanies' Café. This develops pupils' oracy skills and self-esteem successfully.

A strong feature of the school is the provision of varied and purposeful opportunities for staff to develop professionally. The school makes effective use of collaboration with other local schools, and the sharing of good practice, to support professional learning. This work has a positive impact on many aspects of the school's work. It is particularly valuable in supporting the school in addressing priorities for improvement, such as planning for the new curriculum in Wales and making the professional standards for teaching and learning part of everyday working. Leaders value and develop pupils' opinions to bring about improvement. They involve the pupil participation group successfully in discussions about what makes an effective learning environment.

Members of the governing body know the school well and undertake their roles effectively. Governors have valuable professional expertise and a varied range of interests, which they use purposefully to support the school. Governors have a sound knowledge of the school's performance data and its strengths and areas for development. Individual governors support the school's activities effectively. For example, they undertake regular learning walks and hold meetings with pupils to gather information about the impact of school initiatives. As a result, governors challenge the leadership team effectively as critical friends and hold the school suitably to account for its performance.

A well-planned programme of monitoring activities and meetings enables leaders to identify clearly the principle strengths and areas for improvement in the school's work. This informs school improvement planning successfully and supports staff to target and challenge pupils of all abilities to achieve well. Leaders at every level complete annual action plans for improvement. They monitor and evaluate these robustly to measure the impact on improvements to teaching and learning. This strengthens leaders' ability to make accurate judgements about improvements to pupil outcomes and what constitutes strong teaching. This has led to worthwhile developments, such as improving provision for the teaching of pupils' reading, spelling and the application of numeracy skills across areas of learning.

Parents have beneficial opportunities to express their views about the school, through completing regular questionnaires and online surveys. In response to

suggestions and requests from parents, the school has delivered workshops on the new curriculum for Wales and internet safety. Leaders listen to the views of pupils regularly when making changes to topics. Pupils make valuable contributions to what they would like to learn and discuss maturely why they are learning about a particular aspect.

The headteacher and governing body manage school finances effectively and keep spending under careful review. There are clear plans in place to meet future provision and curriculum needs. The school uses a range of grants purposefully, including the pupil development grant, to raise standards of literacy and numeracy, and to develop pupils' wellbeing successfully.

Leaders and staff make beneficial use of all available space to support pupils' learning and wellbeing effectively. They have created a stimulating learning environment both inside and outside where teachers want to teach and pupils want to learn.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent 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 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' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses 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.wales](mailto:publications@estyn.gov.wales)

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