



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

A report on

St Andrew's Primary School

**Jenkins Street
Newport
NP19 OGR**

Date of inspection: January 2024

by

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

This inspection was undertaken as part of pilot inspection arrangements. As a result, this report may be slightly different in format to other published reports for providers in the sector.

About St Andrew's Primary School

| | |
|--|----------------------------|
| Name of provider | St Andrew's Primary School |
| Local authority | Newport City Council |
| Language of the provider | English |
| Religious character | N/A |
| Number of pupils on roll | 744 |
| Pupils of statutory school age | 573 |
| Number in nursery classes | 80 |
| Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.7%) | 35% |
| Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%) | 38.8% |
| Percentage of pupils who speak Welsh at home | 0.0% |
| Percentage of pupils with English as an additional language | 39% |
| Date of headteacher appointment | 01/04/2014 |
| Date of previous Estyn inspection (if applicable) | 01/11/2015 |
| Start date of inspection | 29/01/2024 |

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

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

Summary

St Andrew's Primary is a highly inclusive school community where pupils thrive. The headteacher provides inspirational leadership and together with her leadership team, secures outstanding support for pupils' well-being and learning. Leaders, teachers and support staff value every child for who they are and the unique contribution they make to the school family.

Leaders know pupils and their families well and understand the challenges they face. The school's sensitive approach to ensuring pupils' well-being and support for families, together with a rich and engaging curriculum, and high-quality teaching, ensures all pupils, including those from low-income families make strong progress.

Staff create a warm and welcoming environment that gives pupils a strong sense of belonging and all provide exceptionally high levels of care and support for pupils across the school. Pupils with additional learning needs (ALN), including those in the school's learning resource bases and nurture classes benefit from the expertise of motivated teachers and teaching assistants. As a result, pupils with ALN make strong progress.

Teachers have a secure understanding of Curriculum for Wales. They skilfully plan lessons that help pupils to make sense of their learning and to relate what they learn to their own life experiences. Pupils develop extremely well as independent learners. The school provides valuable opportunities for pupils to grow in confidence and develop work and life skills. An outstanding aspect of this work is the school's Radio Reach, where pupils create their own digital podcasts for broadcast across the school. Pupils show immense pride in this work.

Most pupils develop a range of skills well. They make strong progress in developing mathematical and numeracy skills. Pupils quickly develop a love of reading and develop sound writing skills. Teachers ensure that pupils develop a wide range of skills across other aspects of the curriculum. These opportunities enable pupils from nursery to Year 6 to develop their creativity, thinking and problem-solving as well as dexterity through activities such as woodwork. Pupils' Welsh language skills are at an early stage of development.

Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Improve pupils' Welsh speaking skills

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to provision for pupils in the early years to be disseminated on Estyn's website.

Main findings

St Andrew's Primary is a highly inclusive school community where staff and pupils thrive. Leaders, teachers, and support staff value every child for who they are and the unique contribution they make to the school family. Despite the considerable difficulties the school has faced during the past few years, leaders have tackled these with resolve and positivity.

Leaders have a comprehensive understanding of the challenges many of their pupils and families face. This, combined with the school's approach to ensuring pupils' well-being and support for their families, a rich and engaging curriculum, and high-quality teaching, ensures that all pupils, including those from low-income families, make strong progress.

The school's approach to supporting pupils' well-being runs through all aspects of school life. Welcoming, nurturing environments are thoughtfully developed to support well-being and promote learning. Staff create inviting, calm spaces where pupils from nursery to Year 6 feel happy, safe, and ready to learn. Leaders and staff work with dedication to provide exceptionally high levels of care and support for pupils across the school. Pupils know how well they are cared for, how to seek support and who to ask for help. These approaches, together with robust monitoring systems secure good rates of attendance for most pupils. Through positive working relationships, staff encourage pupils to set high expectations for themselves. They respond extremely well to guidance and, as a result, their behaviour is exemplary.

Pupils develop extremely well as independent learners. Teachers and staff have a secure understanding of child development and provide learning experiences and environments that develop the youngest pupils' awe, wonder and curiosity. Younger pupils confidently lead their own learning when independently learning in the classroom and in the outdoors. From a very young age they begin to develop teamwork purposefully. Nearly all older pupils engage well with their learning. They explain their work in detail and have a keen understanding of the impact of what they learn on their future aspirations. They enjoy completing challenges that test their physical and mental agility and talk about how these skills will help them to navigate life.

Teachers use questioning well to move learning on, challenge ideas and clarify understanding. Younger pupils use simple success criteria independently to check

and improve their work and, by the time they reach Year 6, pupils work purposefully in partnership with teachers to set and monitor personal goals. They respond well to the immediate feedback they receive that enables them to take appropriate next steps to improve their work.

The school's additional learning needs co-ordinator (ALNCo), supported by a motivated team of staff, ensures highly effective provision for pupils with additional learning needs (ALN). The school has robust systems to identify pupils with ALN and works well with other agencies to ensure they receive the specialist provision they need. Parents are appreciative of their many opportunities to talk to staff, and for the advice and support they provide. As a result, pupils with ALN make strong progress.

Staff in the school's learning resource bases are skilled in understanding and meeting the varied and complex needs of the pupils. They implement highly effective strategies to meet their social, emotional, and learning needs. They succeed in ensuring that pupils develop a sense of belonging to the school community and make strong progress towards their individual targets. The school's nurture provision is outstanding. Highly skilled staff monitor the well-being of pupils and carefully planned sessions meet the individual needs of vulnerable pupils effectively. Because of this, pupils deepen their understanding of emotions, form and maintain friendships and build their self-esteem effectively.

Leaders, teachers, and teaching assistants have a secure understanding of the principles and concepts that underpin Curriculum for Wales. The school's curriculum focuses consistently on the needs, interests and contributions of pupils. Carefully planned authentic learning experiences are often highly engaging. Teachers skilfully weave learning through planned and unplanned contexts, supporting pupils to make relevant links across and between areas of the curriculum and to their own experiences. Nearly all teachers select and adapt a range of teaching and assessment approaches. These rich learning experiences and opportunities allow nearly all pupils to make strong progress in most areas of the curriculum and to transfer the skills they develop successfully to other aspects of their learning.

Staff are improving approaches to developing pupils' understanding of relationships. They support pupils to develop their awareness of LGBTQ+ inclusivity and consider the range of people who form families and communities. Younger pupils express their emotions, ask questions, and share their experiences. By the time they reach Year 6, pupils are comfortable discussing the changes that happen during puberty and identify the signs of unsafe relationships, knowing how to respond appropriately both in person and online.

Leaders and staff celebrate and embrace the school's diverse community as well as the diverse nature of Wales and the wider world. Pupils learn about the lived experiences of people from a range of backgrounds and develop their understanding of the need for empathy and respect. They extend their knowledge when exploring the lives of influential members of the global majority. Year 5 pupils read about Maggie Aderin-Pocock, the first black woman to win a gold medal in the Physics News Award. Pupils in Year 4 investigate the countries that children in their class

come from and create a pledge to value everyone no matter their skin colour, religion, or beliefs.

Across the school, teachers enable pupils to develop and build on most aspects of their literacy, numeracy and digital competence skills successfully. Most pupils make strong progress in developing their understanding of mathematical concepts and, by the time pupils reach Year 6, they transfer data handling, number, and measure skills to their work across the curriculum with confidence. For example, they collect and plot data on a line graph to represent the change in evacuation statistics over time.

Teachers provide purposeful opportunities for pupils to develop their digital skills well and to use them in their learning. Pupils in Year 3 use their knowledge of coding to support learning and older pupils explore how the digital world is advancing, for example through artificial intelligence.

Staff place a strong focus on developing early reading skills and create a positive culture of reading. Pupils develop their reading skills successfully and soon develop fluency. Older pupils develop inference and deduction skills confidently and as a result of teacher's intuitive planning they begin to respond constructively to increasingly complex texts. For example, when analysing poetry they express their opinions, and identify how the work can support them to make changes in their own and others' lives.

Teachers generally plan opportunities for younger pupils to write purposefully in response to authentic learning experiences. As a result, many younger pupils make good progress. They begin to form sentences and use descriptive vocabulary to describe their own and others' personal characteristics in response to the artwork they produce. Older pupils discuss how to improve their work regularly and use an increasingly sophisticated vocabulary in their work. Although they develop their writing skills suitably, opportunities for them to write purposefully, linking their writing to their learning across the curriculum, are limited. A few pupils do not take enough care when presenting their work.

The school provides plentiful opportunities for pupils to explore and discover art. From a young age, pupils investigate colour through a range of media including paint, clay, and collage. They consider the influence and techniques of local and global artists and often use art as a stimulus for learning across the curriculum. Teachers plan sequences of lessons that enable pupils to develop their techniques, use their imagination and develop their expression through art effectively.

Pupils celebrate the culture and traditions that reflect life in Wales. They consider the stories, poetry and art that exemplify the landscape, industries, and people. A few staff across the school use incidental Welsh naturally. Many younger pupils develop suitable Welsh oracy skills but, in general, pupils' Welsh language skills are at an early stage of development. Pupils are introduced to suitable language patterns but are overly reliant on prompts or written Welsh, rather than being able to speak with confidence.

The headteacher provides assured and inspirational leadership. She works closely with a dynamic senior leadership team and leaders at every level to evaluate the school's work accurately and bring about improvements at a brisk pace. Leaders know the school's strengths, aspects of its work that need to be embedded and the areas that require improvement. The school's well-established self-evaluation and improvement cycle draws effectively on a wide range of evidence and feeds purposefully into its exceptional provision for professional learning for all staff. Over time, this has had an outstanding impact on improving the quality of teaching and learning in the school.

Cameo – developing pupils' speaking skills

The school's strategic approach to professional development is highly effective. Through high-quality training, continuous professional reflection and considered performance management, leaders develop a team of skilled teachers and teaching assistants, well-equipped to support pupils' needs. Staff are committed to providing equity of access to learning and implement change successfully to improve outcomes for all pupils. For example, the school's work to improve speaking and listening skills for all pupils, including those who are new to English, is exceptional. Pupils excel in situations that enable them to express themselves purposefully and constructively, for example when producing podcasts for the school radio station where they combine their digital expertise with presentation skills as well as creating content for broadcast.

The school makes a notable contribution to developing teaching across the region. Staff lead workshops sharing expertise in mathematics and designing meaningful learning experiences for the youngest pupils. As a lead partnership school, St Andrew's has a culture that recognises initial teacher education as one of its core responsibilities. The school provides a model of high-quality pedagogical practice for students and newly qualified teachers.

Governors are well informed and take an active role in the life of the school. They are aware of the school's strengths and areas for development and are developing their role as a critical friend suitably.

Statutory compliance

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

The school has appropriate arrangements for promoting healthy eating and drinking.

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

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

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

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

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

Appendix 1: Numbers – quantities and proportions

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

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

Copies of the report

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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

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Publication date: 03/04/2024