

Estyn School Inspection Outcomes Annual Report 2022-23



1. Purpose of the Report

The purpose of the report is to provide Members with an update on the outcomes of Estyn school inspections and monitoring activity in Newport schools and the Pupil Referral Units (PRU), between September 2022 and July 2023.

2. Scope and Background

The report covers all schools and PRUs in the City of Newport that have been inspected by Estyn, as part of their core inspection or follow-up activity in the academic year 2022-2023.

The report explains the Estyn Inspection Framework for the inspection of maintained schools and PRUs and follow-up activity.

School and PRU inspections are governed by the Education Act 2005 and related regulations. Inspections must be conducted by teams of inspectors, led by HMI, Additional Inspector, or Registered Inspector, and must result in a published report.

Inspection teams no longer give overall grades for each inspection area. They make a robust and thorough evaluation of the school or PRU's provision and its impact on learning and wellbeing; for each of the inspection areas.

Where inspectors identify any interesting or innovative practice that is worthy of sharing more widely, they will invite the school to complete a case study, which they showcase on the Estyn website.

Where inspectors identify serious shortcomings in one or more inspection area, the school or PRU will normally require a statutory level of follow-up activity (significant improvement or special measures). In a few instances where inspectors have seriously considered but rejected significant improvement and special measures, they may decide that the provision requires monitoring through Estyn review.

3. Estyn Inspection Areas

The inspection areas are numbered 1-5, but they are all equally important. Within each inspection area there are different aspects which are inspected and reported on in the published inspection report.

Inspection Area	Aspects
1. Learning	Standards and progress in learning and skills

2. Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitudes to learning
3. Teaching and learning experiences	3.1 The breadth, balance, and appropriateness of the school's curriculum 3.2 Teaching and assessment
4. Care, support and guidance	4.1 Personal development (including spiritual, moral, social and cultural development and the provision of learning support) 4.2 Safeguarding
5. Quality and effectiveness of leaders and managers	5.1 Quality and effectiveness of leaders and managers 5.2 Self-evaluation processes and improvement planning 5.3 Professional learning

4. Estyn Follow-up

During all core inspections, the inspection team will consider whether the school or PRU needs any follow-up activity.

There are three types of follow-up activity:

- A. Special measures
- B. Significant improvement
- C. Estyn review

Special measures and significant improvement are statutory categories that apply to schools and PRUs causing concern as defined by the Education Act 2005 and any associated circulars. Estyn has a duty to inform the Minister for Education and Welsh Government officers when schools are placed in these categories, Estyn keep them informed of subsequent progress following monitoring inspections, as required by legislation.

A. Special Measures

Special measures are required to be taken in relation to a school if:

- a) the school is failing to give its pupils an acceptable standard of education, and
- b) the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

When a school has been placed in special measures the school's governing body is required to draft and send a draft Post Inspection Action Plan (PIAP) to Estyn within

20 working days of the report being published. Once Estyn judge the plan meets requirements, the school and the local authority send a copy to Welsh Government.

Estyn will then revisit the school at least every six months/ termly. Each visit will focus on the progress the school has made towards address a sample of recommendations. Over a 12-month period, Estyn would normally have evaluated progress against all the recommendations.

Multi- agency panel meetings will be held to support all secondary schools in special measures. The multi-agency panel will work together with the school to identify and agree its issues and support needs. The panel will be chaired by the LA Director of Education; and include portfolio holder, Governing Body, headteacher, Estyn, regional consortium, diocesan authority (where relevant) and Welsh Government representative. The local authority will draft a multi-agency agreement, which should bring clarity to the expectations of all parties and allow for effective co-operation in supporting schools.

In primary schools and Pupil referral Units the local authority support and monitor a schools progress through half-termly Team Around the School meetings.

At the end of each visit, Estyn will judge whether the school continues to require special measures or not. If progress is insufficient, the school will still require special measures. Estyn will continue to carry out monitoring visits until His Majesty's Inspectorate (HMI) decides that the school has improved enough to remove it from special measures.

B. Significant Improvement

Schools in need of significant improvement are likely to have fewer important areas for improvement than schools in need of special measures. If inspectors have seriously considered, but rejected, the judgement that the school needs special measures, it is highly likely that it will come into the category of schools requiring significant improvement.

When a school has been placed in significant improvement the school's governing body is required to draft and send a draft Post Inspection Action Plan (PIAP) to Estyn within 20 working days of the report being published. Once Estyn judge the plans meet requirements, the school and the local authority send a copy to Welsh Government.

Estyn will send a small team of Estyn inspectors to visit the school or PRU about 12-18 months after the publication of the inspection report. If the team judges that the school or PRU has made enough progress in relation to the recommendations, the team will recommend to HMI that the school or PRU be removed from the list of schools requiring significant improvement. If progress is insufficient, the team will normally identify the school or PRU as requiring special measures.

C. Estyn Review

If inspectors have seriously considered and rejected placing a school or PRU in a statutory category, but are concerned that follow-up is necessary, they may consider

whether it requires Estyn review. Normally, school or PRUs will need this level of activity when there are weaknesses in the quality of leadership and management that have an impact on pupils' outcomes.

Inspectors will work with the local authority to monitor the school's progress in addressing the recommendations highlighted in the report around 12-18 months after the report's publication. If there is clear evidence of progress and its impact on improving pupil outcomes, Estyn will remove the school from the list of schools requiring Estyn review and no further follow-up activity will take place. If clear progress is not evident, then, normally, inspectors will visit the school to observe and evaluate the improvements at first hand.

5. Current Estyn Inspection Indicators in Newport

Across Newport, one nursery school and ten primary schools have been inspected in 2022-2023: Newport Nursery, Tredegar Park Primary, Jubilee Park Primary, High Cross Primary, Milton Primary, Caerleon Lodge Hill Primary, Monnow Primary, Pillgwenlly Primary, St Mary's RC Primary, Pentrepoeth Primary and St Woolos Primary. Pillgwenlly Primary was added to Estyn's list of schools requiring Estyn review.

Malpas CIW Primary and Newport High School were removed from the Estyn statutory category of special measures and Ysgol Gyfun Gwent Is Coed was removed from Estyn's list of schools requiring review.

Newport is currently only one of two local authorities in Wales to have no schools in a statutory category.

Newport's Estyn inspection outcomes are strong, and are significantly better than all of the local authorities, that make up the South East Wales Consortium. Across the region 58% of schools have been invited to provide a best practice case study, whereas in Newport this is 70%. The national figure of the percentage of schools invited to provide a best practice case study is 27%.

Estyn School Inspections (Appendix 1)

1) Tredegar Park Primary

Tredegar Park Primary School was inspected in October 2022. Estyn commented that 'Tredegar Park Primary is a caring school with support for pupil well-being at its heart. The headteacher provides strong leadership and has solid support from senior leaders. Since the amalgamation of the infant and junior schools, leaders have worked tirelessly on the creation of a whole school vision that focuses well on the school's context and the community it serves. The school places a strong emphasis

on supporting the well-being of pupils and providing them with the vital skills they need for their futures.'

Estyn have requested that the school prepares a case study for dissemination on Estyn's website in relation to its Y Cartref provision and the development of pupils' skills for life. There were four recommendations for improvement that were identified which are:

- R1 Offer pupils appropriately challenging learning activities that develop their independent learning skills.
- R2 Ensure that monitoring activities focus shapely on improving teaching and pupil progress.
- R3 Strengthen pupils' independent reading skills.
- R4 Improve pupils' use of spoken Welsh.

2) Jubilee Park Primary

Jubilee Park Primary was inspected in October 2022. Estyn commented that, 'Since its opening five years ago, senior leaders have placed professional learning and effective engagement with research at the heart of the work of this new school. Over this time, leaders have developed a tangible culture of learning across the school community, including staff, pupils, governors, and parents. Staff at all levels work very effectively with staff in other local schools and across Wales.'

Estyn have requested that the school prepares a case study for dissemination on the Estyn website on its work in relation to creating a culture of professional learning and developing an anti-racism curriculum. There was one recommendation for improvement:

- R1 The school should continue its improvement journey; there are no specific recommendations relating to this inspection.

At the time of the inspection Jubilee Park was only one of two schools in Wales with no specific recommendations relating to its inspection.

3) High Cross Primary

High Cross Primary was inspected in October 2022. Estyn commented that, 'High Cross Primary school is a happy school where pupils show respect and consideration in lessons, playtimes and as they move around the school. They are enthusiastic in lessons and enjoy their learning. When they first join the school, many pupils have communication and numeracy skills at or above the level expected for children of their age. They build successfully from these starting points and develop effective literacy and mathematical skills as they move through the school. They make particularly good progress in their oracy and reading skills. Pupils with additional learning needs (ALN) make good progress in their learning.'

There were three recommendations for improvement:

- R1 Ensure that school development targets are specific and focus sharply on improving outcomes for pupils.
- R2 Secure progression in pupils' learning by ensuring that the curriculum builds systematically and coherently on their existing skills, knowledge and understanding.
- R3 Improve pupils' digital skills.

4) Milton Primary

Milton Primary School was inspected in October 2022. Estyn commented that, 'Milton Primary is an inclusive, supportive school where pupils make good progress and develop resilience and independence. It is a school that takes inspiration from, and supports, its local area. Leaders and teachers recognise pupils' particular strengths and areas of need and support them as individuals. They develop engaging learning experiences that are purposeful and stem from pupils' thoughts and ideas. They support all pupils, including those with additional learning needs, well.'

There were three recommendations for improvement:

- R1 Improve pupils' Welsh and information and communication technology (ICT) skills.
- R2 Ensure that independent learning tasks challenge pupils consistently well.
- R3 Sharpen evaluation and improvement strategies so that they focus more on pupils' learning.

5) Caerleon Lodge Hill Primary

Caerleon Lodge Hill Primary School was inspected in January 2023. Estyn commented that, 'The school has developed the new school building very well to create a welcoming, spacious learning environment, with extensive resources to support pupils' learning. Nearly all pupils speak very positively about their school, the staff and the exciting opportunities they have to learn new things. Most pupils feel that they are encouraged to do their best and this helps them feel safe and supported. Relationships between all members of the school community are a strength of the school.'

Estyn have requested that the school prepares a case study for dissemination on the Estyn website on its work in relation to how well they provide bespoke intervention for pupils and plan opportunities for inclusion. There were two recommendations for improvement:

- R1 Monitor the impact of school improvement actions to evaluate their effectiveness and identify next steps.
- R2 Improve pupils' Welsh oracy skills.

6) Monnow Primary

Monnow Primary School was inspected in February 2023. Estyn commented, 'Many pupils start Monnow Primary School with underdeveloped social and communication skills. From these starting points, they often make strong progress in their development as learners and members of the school community. They engage positively with the wide range of experiences that the school provides. Across the school, pupils' behaviour, and engagement during periods of independent and unsupervised learning are extremely good. This is a direct result of the influence of the school's learning environment, relationships between staff and pupils, and the quality and relevance of teaching and the curriculum. These factors combine to foster a very strong sense of 'cynefin' (belonging) amongst pupils, including those with additional learning needs (ALN) in mainstream classes and the school's learning resource bases.'

Estyn have requested that the school prepare two case study for dissemination on the Estyn website on its work in relation to the effectiveness of the learning environment in supporting pupils to develop their skills, confidence and independence and the use of literature to inspire a curriculum. There were three recommendations for improvement:

- R1 Improve attendance.
- R2 Improve standards in Welsh.
- R3 Further develop professional learning to improve consistency of teaching and the work of teaching assistants.

7) Newport Nursery

Newport Nursery was inspected in March 2023. Estyn commented, 'Newport Nursery School is a happy, nurturing, and inclusive school. Pupils enjoy attending the setting and settle quickly into new routines. Staff build strong relationships with pupils and know them well.'

Estyn have requested that the school prepare a case study for dissemination on the Estyn website on its work in relation to the impact of professional learning on outcomes for pupils with specific additional learning needs. There were two recommendations for improvement:

- R1 Ensure that teachers create learning experiences and environments that enable pupils to become independent, curious, and creative learners.
- R2 Develop the school's curriculum to reflect the learning needs of early years pupils.

8) Pillgwenlly Primary

Pillgwenlly Primary School was inspected in April 2023. Estyn commented, 'Pupils at Pillgwenlly Primary School are polite, friendly, and caring. They are eager to learn, work with others effectively and enjoy taking on leadership roles. They show a good awareness of important issues, such as equality, sustainability, and the importance of valuing others, but are not always clear about the importance of eating healthily.'

The school is a vibrant, multi-cultural learning environment that gives pupils a broad range of engaging learning experiences.'

There were four recommendations for improvement:

- R1 Address the issues relating to safeguarding identified at the time of the inspection.
- R2 Sharpen evaluation and improvement processes so that they focus better, and impact positively, on pupils' learning.
- R3 Improve pupils' writing and their mathematical skills.
- R4 Ensure that teachers provide pupils with challenging learning experiences more consistently and give them regular and helpful feedback on their learning.

The school has drawn up an action plan to show how it is going to address the recommendations and have provided Estyn with a written response to the special safeguarding letter and identify the actions it has and plans to take to address the concerns raised during the circle inspection. Estyn will review the school's progress, within 12 months of the report being published, (29/06/23). The local authority will provide advice and support to the school in partnership with its school improvement partner, the EAS and monitor the school's progress against its recommendations, through half termly team around the school meetings.

9) St. Mary's RC Primary

St. Mary's RC Primary was inspected in May 2023. Estyn commented, 'This is a diverse, inclusive school where everyone matters. Adults care deeply about the pupils, each other, and the wider school community. As a result, there is a strong ethos of mutual respect and partnership working, that benefits the pupils and supports them to achieve their best. Pupils describe St Mary's as their 'safe space'. They enjoy their time at school very much, and because of the notable quality of classroom provision, they achieve very well.'

Estyn have requested that the school prepare a case study for dissemination on the Estyn website on its work in relation to creating a culture to encourage staff and leaders to secure effective school improvement. There were two recommendations for improvement:

- R1 Utilise the strong practice in the school to ensure that all teaching encourages pupils to think for themselves.
- R2 Strengthen the provision for Welsh and develop provision for pupils' to learn an international language.

10) Pentrepoeth Primary

Pentrepoeth Primary School was inspected in May 2023. Estyn commented, 'Pentrepoeth Primary School is a vibrant and safe community where pupils thrive and enjoy a wide range of engaging and exciting learning experiences. Strong working relationships and deep mutual respect between pupils and staff create a

particularly supportive ethos that nurtures exceptionally good behaviour, consideration for others and a culture of high expectations.'

Estyn have requested that the school prepares two case studies for dissemination on the Estyn website on its work in relation to the use of the outdoor environment to apply numeracy, literacy and digital skills learnt in class and how the school has approached raising pupils' and parents' awareness and understanding of personal safety. There was one recommendation for improvement:

- R1 Improve opportunities to build pupils' Welsh vocabulary and sentence structure progressively to ensure consistently strong progress as they move through the school.

11) St. Woolos Primary

St. Woolos Primary School was inspected in May 2023. Estyn commented, 'St. Woolos Primary School is an effective and caring school, which holds the community it serves at the heart of all it does. Pupil well-being is a strength of the school. This is due to the priority leaders and staff place upon pupils being happy and ready to learn. There is a strong focus on inclusion and ensuring equality for all, whilst celebrating diversity.'

There were two recommendations for improvement:

- R1 Improve pupils' digital and Welsh oracy skills.
- R2 Improve provision for expressive arts, creativity and to support the development of pupils' physical skills.

7. School Removed from an Estyn Category or from Estyn Review between September 2022 and July 2023.

1) Malpas Church in Wales Primary

Malpas CIW Primary school was removed from the Estyn list of schools categorised as requiring Special Measures in November 2022, having made sufficient progress in relation to the recommendations following the core inspection, in November 2019.

At the time of the core inspection Estyn commented, 'Pupils are happy and feel safe in school. Many enjoy their learning and most leave the school with suitable standards in English and mathematics. However, their standards in Welsh and information and communication technology (ICT) are not good enough. Pupils with special educational needs and a few who are more able make slower progress than they should. Too many pupils do not attend school regularly enough.'

The school had six recommendations for improvement:

- R1 Develop communication systems and a clear strategic direction for the school to enable all staff to work together collaboratively in order to improve the school.

- R2 Devise robust systems to monitor, evaluate and review the work of the school.
- R3 Develop tracking systems to monitor and evaluate pupil progress and attendance robustly.
- R4 Develop the governing body's capacity to support and challenge the school and to fulfil its statutory duties.
- R5 Improve classroom practice to support and challenge all pupils to become more independent learners.
- R6 Strengthen the provision to support pupils with special educational needs.

The school was subject to a statutory warning notice and the local authority placed additional governors on to the governing body. The Headteacher left the school in November 2019 and interim executive Headteacher arrangements were put in place until a substantive Headteacher was appointed in September 2021.

The work of the school was supported and monitored by the local authority through half termly school causing concern meeting. The school received bespoke levels of support from both the local authority and the EAS.

2) Newport High School

Newport High School was removed from the Estyn list of schools categorised as requiring Special Measures in March 2023, having made sufficient progress in relation to the recommendations following the core inspection, in November 2017.

At the time of the core inspection Estyn commented, 'In Newport High School, many pupils demonstrate a positive attitude towards their learning. These pupils make suitable progress in many lessons. Despite this, performance at key stage 4 is weak and is well below that in similar schools over the last three years.'

The school had five recommendations for improvement:

- R1. Raise standards, particularly at key stage 4 and in the sixth form.
- R2. Improve the quality of teaching and assessment.
- R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils.
- R4. Strengthen the co-ordination of provision for pupils with additional learning needs.
- R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning.

The school was subject to a statutory warning notice and the local authority placed additional governors on to the governing body. The Headteacher left the school in July 2019 and interim executive Head arrangements were put in place until a substantive Headteacher was appointed in April 2020.

The work of the school was supported and monitored by the local authority through half termly Estyn multi-agency panel meetings. The school received bespoke levels of support from both the local authority and the EAS.

3) Ysgol Gyfun Gwent Is Coed

Ysgol Gyfun Gwent Is Coed was removed from Estyn’s list of schools requiring monitoring in July 2023, having made sufficient progress in relation to the recommendations following the core inspection, in May 2022.



At the time of the core inspection Estyn commented, ‘Many pupils at Ysgol Gyfun Gwent Is Coed are proud to be a part of the school community. They get on well and respect each other’s points of view. Overall, they benefit from purposeful opportunities to develop their understanding of Welsh culture and traditions. Many pupils behave well in lessons. They work productively with their teachers, work diligently throughout the lesson and respond constructively to verbal and written feedback. A few pupils do not show positive attitudes to learning, which means that they do not make sufficient progress. On the whole, strategic planning to develop provision for wellbeing and inclusion is not robust enough to ensure that teachers and leaders work proactively enough to address these issues.’










The school had five recommendations for improvement:

- R1 Strengthen leadership capacity to ensure that leaders across the school operate more strategically in their areas of responsibility.
- R2 Strengthen provision for inclusion and pupils’ additional learning needs.
- R3 Ensure more cohesive provision to develop pupils’ reading, numeracy and digital competence skills.
- R4 Strengthen leaders’ ability to evaluate the quality of provision in light of its effect on pupils’ learning, skills and wellbeing.
- R5 Respond to the health and safety issue that was identified during the inspection.

The work of the school’s leadership team and governing body, towards achieving the Estyn recommendations, was supported, and monitored through half termly ‘Team Around the School meeting’ with the Chief Education Officer, Deputy Chief Education Officer, School Improvement Partner and representatives from the EAS. This ensured the school were able to be removed from Estyn in the shortest possible time.

Appendix 2

School	Estyn Report
Tredegar Park Primary	 <p>Inspection report Tredegar Park Primary or click here to view the report online.</p>
Jubilee Park Primary	 <p>Inspection report Jubilee Park Primary or click here to view the report online.</p>

High Cross Primary	 <p>Inspection report High Cross Primary 21 or click here to view the report online.</p>
Milton Primary	 <p>Inspection report Milton Primary Schoo or click here to view the report online.</p>
Caerleon Lodge Hill Primary	 <p>Inspection report Caerleon Lodge Hill P or click here to view the report online.</p>
Monnow Primary	 <p>Inspection report Monnow Primary Sch or click here to view the report online.</p>
Newport Nursery School	 <p>Inspection report Newport Nursery Sch or click here to view the report online.</p>
Pillgwenlly Primary	 <p>Inspection report Pillgwenlly C.P. Schoo or click here to view the report online.</p>
St Mary's RC Primary	 <p>Inspection report St Mary's R.C. Primary S or click here to view the report online.</p>
Pentrepoeth Primary	 <p>Inspection report Pentrepoeth C.P. Schc or click here to view the report online.</p>
St Woolos Primary	 <p>Inspection report St Woolos Primary Scho or click here to view the report online.</p>