



Report summary for parents and carers on Malpas Court Primary School

Date of inspection: November 2024

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

Summary

Malpas Court Primary School is an inclusive and nurturing environment. Staff and pupils have warm and positive working relationships and, as a result, most pupils feel safe in school. Teachers, including those in the school's speech and language resource bases, support the pupils' wide-ranging needs in a well-organised and attractive environment, which promotes calm and respectful behaviour. Staff are positive role models for the pupils and provide opportunities for pupils to engage in real-life experiences that support them to develop their independence and enjoy learning. Many pupils engage well in lessons and develop confident and mature attitudes to their learning as they progress through the school, particularly those who take on leadership responsibilities.

Teachers plan engaging and creative tasks for pupils related to their chosen topics, and often listen to the pupils' suggestions about what and how they learn. Mostly, these activities develop pupils' literacy, numeracy and digital skills and help them to progress, but they do not always link purposefully to the school's curriculum or meet the needs of all learners as well as they could. The school's passion for promoting Welsh has a positive impact on the pupils' love of the language.

In many lessons, teachers question pupils effectively and extend their thinking. They see opportunities to extend pupils' learning and develop their skills further. As a result, many pupils, including those who are vulnerable and those with additional learning needs (ALN), make at least the expected progress. However, the quality of teaching across the school is inconsistent. In a minority of lessons there is insufficient pace to the teaching and not all tasks match the needs or abilities of the pupils.

The headteacher, working with support partners, evaluates the impact of the school's work well and has a good awareness of strengths and areas for development. Supporting the well-being of its pupils, staff and parents is a high priority. Despite recent changes in leadership that have created a period of uncertainty, the school is developing trusting relationships with its community, and families are very well supported. However, due to these recent changes, some areas of the school's improvement work are in their early stages of development and middle leaders do not always evaluate the effectiveness of teaching on pupils' outcomes well enough. In addition, rates of attendance remain too low.

Recommendations and next steps

We have made four recommendations to help the school continue to improve:

- R1 Improve the pace and challenge of teaching to meet the needs of all pupils and develop their skills across the curriculum**
- R2 Develop the pedagogical understanding of staff to enable them to strengthen their authentic curriculum to meet the needs of all pupils**
- R3 Develop middle leaders to ensure that they evaluate the impact of provision on pupil outcomes effectively**
- R4 Increase the attendance of persistent absentees**

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

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).



© Crown Copyright 2025: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 23/01/2025

Please note that the photographs displayed may not be of the school that is the subject of this report.