



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

**A report on**

**Maindee C.P. School**

**Rodney Road  
Newport  
NP19 0AP**

**Date of inspection: June 2024**

**by**

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

## About Maindee C.P. School

Name of provider	Maindee C.P. School
Local authority	Newport City Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	550
Pupils of statutory school age	407
Number in nursery classes	73
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%)	30.5%
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%)	12.8%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	74.4%
Date of headteacher appointment	01/09/2018
Date of previous Estyn inspection (if applicable)	01/03/2016
Start date of inspection	24/06/2024

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](https://mylocalschool.gov.wales)

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

## Overview

Leaders at Maindee Primary School create an inclusive culture that celebrates its diverse nature well. This creates a strong sense of community cohesion and an environment that pupils are happy to attend. Pupils feel that the school is a safe space, where they are respected as individuals. They take on many beneficial leadership roles, for example leading the innovative Young Translators programme that provides support for pupils arriving at the school who are new to English.

Leaders ensure that parents and the wider community are involved in developing the school's curriculum. Through listening to the community and involving pupils, staff ensure that the curriculum is stimulating, relevant and appropriate for the needs of pupils. This curriculum celebrates Wales and cultures across the world. A strength of the school is the way in which it encourages families to become involved in teaching about and celebrating diversity. For example, parents visit the school to teach pupils to cook the kinds of traditional meals that they eat at home.

Consistently high-quality teaching is a particularly notable and impressive feature of the school. Teachers support pupils to develop their literacy, numeracy and digital skills well. This ensures that most pupils make robust progress from their starting points. Whilst this is a strength of the school, teachers do not give pupils enough freedom and opportunity to enhance and apply their skills in the outdoors. They monitor the progress of every pupil carefully and work with leaders to identify where additional support is needed. Pupils who have additional learning needs (ALN) benefit from effective and well targeted provision that supports their progress and behaviour successfully.

Leaders use robust self-evaluation processes to ensure that they know the strengths and areas for improvement of the school. They address these in a purposeful manner and share the leadership of improvement priorities with relevant members of staff. Across the school, staff have access to professional learning that encourages them to be innovative through research-based learning.

## Recommendations

- R1 Ensure that pupils have regular opportunities to access the outdoors to make choices with their learning, develop curiosity and independently apply their skills

## What happens next

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

## Main evaluation

### Learning

Many pupils begin school with communication skills and knowledge below that expected for their age. As they move through the school, most pupils, including those with additional learning needs (ALN), make good progress and nearly all pupils who have English as an additional language (EAL) make strong progress.

During their time at the school, most pupils make effective progress with their listening and speaking skills, and this is a strength of the school. Many younger pupils are keen to talk about their immediate experiences and confidently describe their family and what they like to do in school. As they get older, nearly all pupils listen respectfully and attentively to the speaker. For example, Year 4 and Year 5 pupils discuss a poem and comment on how the poet's 'inner voice' emerges from his writing. By the time they leave the school, they speak maturely and with eloquence on a range of topics.

Most pupils develop sound reading skills and become confident and competent readers. Younger pupils enjoy listening to stories and talk enthusiastically about the plot of *The Hungry Caterpillar*. They quickly begin to learn sounds and use them to build up words and read simple texts. As they move through the school, most pupils' skills build well on their previous learning, and they read a range of fiction and non-fiction texts with confidence and accuracy. In the older classes, pupils describe the features of a book, discuss the plot and predict what could happen next. Most pupils talk about their enjoyment of reading and the novels by modern authors they enjoy.

Many pupils develop secure writing skills and apply these confidently over a range of genre and across the curriculum. The youngest pupils make marks enthusiastically using a variety of tools and media, such as chalk sticks, to make shapes and mimic letter-writing. In Year 2 they begin to write in simple sentences and use basic punctuation marks. As pupils get older, they become more confident when writing and begin to refine their work, for example connecting short sentences into more effective longer ones. By the time they leave school, many write fluently and at length, using sophisticated punctuation and adventurous vocabulary, spelling increasingly complex words accurately. Pupils choose the way in which they present their ideas in their work across the curriculum and consider their audience carefully.

Most pupils make solid progress in the development of their mathematical skills. The youngest pupils understand numbers to ten, identify simple 2D shapes and begin to explore symmetry. In Years 3 and 4, pupils, use their understanding of number and shape to calculate perimeter. Most of the oldest pupils have secure mental mathematical skills and confidently calculate the mean, mode and median of a set of numbers. They apply their skills appropriately across the curriculum, for example when planning a budget and calculating the potential profit and loss they could incur during the school's summer fayre.

Most pupils are enthusiastic about learning the Welsh language and develop a good understanding of it, applying their growing vocabulary to a range of topics. The youngest pupils begin to use simple greetings and respond to basic commands. As

they move through the school they learn to count to ten and join in with familiar songs that extend their vocabulary. Older pupils discuss their preferences in Welsh and by Year 6, they play games, such as 'guess who', and provide detail to their answers by extending their sentences, for example by using 'achos'.

Most pupils are confident using a range of digital equipment for a variety of purposes. The youngest pupils use tablets and apps independently to support their learning. As they move through the school pupils use specific programs to support their work successfully, for instance using a desktop publishing application to create posters. Most of the oldest pupils use digital devices as a natural part of their learning, often making decisions around the most appropriate program to use when presenting information.

Overall, most pupils develop their creative skills well during their time at the school. For instance, the youngest pupils explore a painting by a French artist depicting a caravan, drawing inspiration from it to influence the colour choices for their own work. In Years 3 and 4 pupils look closely at Roma pots before creating their own versions. They use relevant and accurate technical language, such as 'glazing' and 'kiln' to describe the process of making the pots from clay. The oldest pupils draw inspiration from the Euros football tournament and create models of a football stadium from junk and astroturf. They work in small groups to develop their thinking skills to solve problems, such as how to make a tower from plastic cups. Together, they discuss strategies, test ideas and create solutions by working through their ideas and modifying approaches.

Nearly all pupils develop their physical skills well over time. The youngest pupils improve their gross motor skills by climbing and sliding over large play equipment. They refine their fine motor skills through threading beads and cutting fruit. As they get older, pupils work at controlling their bodies to improve the way in which they travel. They apply these skills to team games and individual athletic events, such as the shot put.

### **Well-being and attitudes to learning**

Nearly all pupils are proud to belong to the 'Maindee family' and feel safe in its nurturing environment. Pupils value the positive working relationships they develop with staff. They benefit from the daily well-being check-ins upon arrival at school, know who to go to for help when they need it and are confident that staff will listen to them.

A notable feature of the school is the positive attitude to learning that most pupils display. In their lessons, pupils behave well, are attentive and listen respectfully to others. They settle quickly to their tasks and develop confidence and resilience when persevering with their work or playing. Pupils collaborate successfully in groups and in pairs, making positive contributions to discussions, for example, on aspects of the Roma community during Gypsy, Roma and Traveller week. They engage well with a wide range of exciting opportunities through their curriculum. This helps them to develop well as capable, enterprising and aspirational learners. They make clear links between their learning and the skills they will need for success in the future.

Most pupils have a growing awareness of how to keep themselves safe and healthy. Members of the Heddlu Bach pupil group work effectively to raise pupils' awareness of important matters, such as pollution, road safety and keeping safe online. Most pupils have a secure understanding of healthy eating, the importance of keeping hydrated and the advantages of regular exercise. At break times they enjoy using the play equipment and benefit from a range of physical activities, including the 'Maindee mile' and a wealth of extra-curricular activities. These encourage many pupils to make healthy food choices and to be able to clearly explain the importance of a varied diet. Their enthusiastic participation in the 'Big Bocs Maindee' enables pupils to deepen their understanding of the connections between gardening, cooking and making healthy, affordable food choices.

Most pupils feel they are listened to and valued members of the school community. Pupils appreciate the input they have into the 'Hear Our Voices' books and the responses they get. Older pupils contribute their ideas to class worship activities and write collaborative class prayers, which they share with pride. A wide range of pupils from across the school take on leadership roles, including pupils with additional learning needs. There are many active pupil groups, including Digital Leaders, Peace Pals, Criw Cymraeg, Young Interpreters, Eco Committee and Heddlu Bach, who all play a valued part in the life of the school and help it to become a better place.

Most pupils develop a firm sense of right and wrong and understand the importance of supporting children's rights. They feel it is important to learn about each other's culture, language and traditions and through this knowledge they create an atmosphere of respect. The inclusive ethos of the school is evident in pupils' attitudes towards each other, particularly when welcoming new pupils to the school. For example, new pupils with English as an additional language are well supported by their peers in the Young Interpreters group.

Pupils are keen to understand local and worldwide issues that might affect them and families. They are mindful of the importance of looking after one another and helping those in need. Across the school, pupils wholeheartedly embrace its golden rule to 'treat others as you would wish them to treat you'. Pupils embrace the school's cohesive plan and core values that promote peace and inter-cultural, inter-faith tolerance through peace and understanding. This supports them to develop as ethical citizens.

## **Teaching and learning experiences**

Consistently high-quality teaching is a particularly notable and impressive feature of the school. Well-considered provision delivered by skilful staff enables most pupils to make good progress in their learning and well-being and to develop as happy and successful members of the school community. Throughout the school, teachers and support staff develop strong working relationships with pupils, based on high levels of care and respect. These positive relationships and high expectations support pupils to engage enthusiastically with their learning and enjoy their experiences of school life.

Across the school, staff use a wide range of teaching approaches flexibly, ably and confidently. During learning activities, their effective use of ongoing assessment ensures that they have a valuable knowledge of the progress that individual pupils

make. This allows them to adapt their teaching methods to provide pupils with meaningful support and to challenge them to take the next steps in their learning.

The effective use of success criteria, particularly in older classes, provides pupils with helpful opportunities to evaluate their work and that of their peers. Where this practice is particularly successful, pupils ably identify the next steps in their learning and take the necessary action to improve their work. Teachers consistently provide pupils with swift and purposeful feedback that enables pupils to clarify their understanding, address misconceptions and move their learning forward. Teachers and teaching assistants are skilled at asking questions that develop pupils' thinking and understanding effectively.

All teachers and support staff are strong language role models. They communicate clearly with pupils, often using sign language successfully to assist those pupils with communication challenges. As a result, most pupils across the school make effective progress with the development of their listening and speaking skills. An aspirational approach to multilingualism permeates the school. The school fully embraces its diverse community, actively promoting and facilitating pupils' use of their home language, those of their friends and the Welsh language. Teachers and support staff use Welsh frequently and passionately and, as a result, pupils of all ages embrace and enjoy opportunities to use the Welsh language throughout the day.

In collaboration with pupils and parents, staff have developed a broad, balanced and inclusive curriculum that takes full account of the wide range of pupils' experiences, backgrounds, cultures and needs and embodies the school aims of 'Equity, Excitement and Excellence'. Staff have a strong and shared understanding of progression and apply this well to meet pupils' learning needs as they move through the school. The curriculum builds systematically and progressively on pupils' existing knowledge, understanding, skills and experiences. Provision for the development of pupils' literacy, numeracy, digital and Welsh skills is effective and arrangements for relationships and sexuality education are well-considered. There are plentiful opportunities for pupils to develop a robust understanding of the importance of a healthy lifestyle and how to stay safe online.

The school benefits from extensive and well-maintained grounds and outdoor learning areas. In general, the school uses these facilities effectively. Staff, volunteers and community groups successfully provide pupils with a valuable range of enrichment activities that broaden their learning experiences, both during and after school. These opportunities help to effectively develop pupils' understanding of environmental issues, a love of nature and their sporting skills. However, teachers do not plan well enough for pupils to develop and apply their skills independently in the outdoor areas immediately adjacent to the classrooms. Staff use internal break out zones fully to deliver beneficial support programmes and to facilitate interesting learning activities as part of lessons, such as cookery and clay pot making.

Across the school, well-trained staff aid the development of pupils' social and emotional skills and well-being effectively. There are a useful range of support programmes that address the needs of pupils who are upset, concerned or worried using a flexible and personalised approach. Valuable morning check-ins enable staff to address any concerns pupils have at the start of the day and in nearly all cases this supports their readiness to learn successfully.

## Care, support and guidance

The school is an inclusive environment that supports the diverse needs of its pupils effectively. Staff and leaders work well to meet the needs of pupils with ALN and the requirements of Welsh Government's ALN reforms. For instance, they work closely with parents to create purposeful one-page profiles and individual development plans. These plans clearly outline and inform the support each pupil receives. The ALN co-ordinator manages the school's ALN arrangements effectively, providing staff with beneficial guidance on how to support pupils in their classes. Leaders prioritise and invest in the professional development of staff to enable them to provide high quality support for pupils with ALN, for example by arranging training in British Sign Language and trauma-informed practice.

The school is highly inclusive, regularly reviews the progress of all pupils and adapts the support given to enable pupils to meet their targets. In addition, there is strong emphasis on nurturing pupils' individual health and well-being needs. This has led to the creation of the innovative 'Lily Pad' provision where highly skilled staff develop a supportive learning environment with structured routines that enables pupils to make sound progress.

The school works effectively with external organisations to support pupils and their families. For instance, its work with Families First and Gwent Education Multilingualism Service has a positive effect on pupil well-being. In addition, there are a range of highly successful parental engagement strategies, including translation services, workshops and opportunities to join in with activities, for example the innovative 'Safe Faces, Safe Spaces' programme. The school invests time in getting to know families and building relationships through the numerous family engagement initiatives, such as home visits.

The school promotes identity, heritage and culture very well and its 'Living and Learning in Harmony' motto permeates the work of the school. Parents regularly visit the school to take part in lessons and activities to teach pupils about their cultural and religion. This helps pupils to understand and celebrate the importance of diversity. The school celebrates pupils' cultures, backgrounds, languages and religions vigorously. Staff address issues around racism and inequality purposefully through a wide range of approaches, including historical studies. The curriculum reflects the school's context and includes opportunities for pupils to learn about Wales and the wider world. Physical activities, including the Maindee Mile, promote the importance of healthy lifestyles successfully.

Leaders and staff ensure that many pupils have worthwhile opportunities to become members of various pupil leadership groups. For example, the impressive Young Interpreters, through their buddy system, help to support pupils new to the school and to English. The innovative Peace Pals pupil group successfully promote the core value of peace and collaborate well with external agencies and faith representatives.

Leaders use several effective strategies to promote good attendance and monitor the impact robustly. As a result, attendance is improving. A research-based behaviour policy and consistently effective relationships across the school successfully support positive pupil behaviour.



The school promotes a strong culture of safeguarding to promote pupils' well-being. Nearly all staff understand the robust policies and procedures in place. Staff work hard with their community and stakeholders to ensure that there is cohesion through understanding.

### **Leadership and management**

The headteacher and deputy headteacher provide strong leadership with a clear focus on school improvement. Senior leaders have high expectations and clearly communicate these to all at the school. They work effectively with the wider community to establish a purposeful vision for the school. Leaders' roles are clearly defined, and this supports them to collaborate well to improve pupil outcomes.

There are robust self-evaluation and improvement processes in place. For example, staff work effectively in triads to share good practice, reflect on their own performance and take ownership of their own professional development. In addition, the school's Learning Squad pupil voice group clearly articulate their findings from activities such as learning walks, looking at other pupils' books and listening to their peers. Their evaluations provide informative feedback to pupils on how they can improve, as well as to leaders on aspects of school development. Staff have access to suitable and carefully planned professional learning, for example through the sharing of effective practice, such as working together to share their knowledge of British Sign Language.

Leaders ensure that there are frequent reviews of the school's policies and practices. This work includes pupils creating child-friendly versions of key documents, such as the school's anti-racism and safeguarding policies. This helps these policies to have a powerful impact on improving the consistency and impact of provision across the school. Overall, the school keeps a keen focus on addressing national priorities, such as improving staff confidence in the teaching of Welsh and addressing the Welsh Government's ALN reform.

Leaders draw upon a wide range of information to monitor the progress of pupils. Senior leaders meet half-termly with teachers to discuss the progress of every pupil. These meetings are purposeful in identifying those in need of additional support and build effectively upon the 'learner conversations' that teachers have with pupils about the progress they are making towards their individual targets.

Staff, governors, parents and pupils have a strong sense of belonging as valued members of the 'Maindee family'. Leaders consider families to be partners in their child's education and strongly encourage parents to become involved in school life. For example, members of Roma families visit the school to cook with the pupils.

The governing body provides strong support for the school and is an effective critical friend. Governors work well with the wider community, for example working with families and community leaders to discuss curriculum change. They are proud of their role and value the opportunity to visit classes to talk to pupils and look at their work. As a result, they have a sound understanding of the school's strengths and areas for development. Governors and leaders ensure that spending is prudent and closely linked to the school's improvement priorities. They work effectively to reduce the impact of socio-economic disadvantage on pupil progress and well-being where

possible. For example, the school subsidises school trips and provides food parcels through the 'Big Bocs Maindee' scheme. Leaders promote a positive culture of safeguarding and regularly evaluate the school's safeguarding procedures. Governors ensure that the school promotes healthy eating and drinking effectively.

The school is a lead partner school for Initial Teacher Education (ITE) and works successfully with the University of South Wales (USW) supporting around 35 student teachers on placement at the school. This strong partnership ensures that the students receive well-structured support from school-based mentors.

## 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

## 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))

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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