



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

A report on

Crindau Primary School

**Ailesbury Street
Newport
NP20 5ND**

Date of inspection: May 2022

by

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

About Crindau Primary School

Name of provider	Crindau Primary School
Local authority	Newport City Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	371
Pupils of statutory school age	266
Number in nursery classes	64
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 [SECTOR] is [xx]%)	37.1%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in [SECTOR] is [xx]%)	17.3%
Percentage of pupils who speak Welsh at home	
Percentage of pupils with English as an additional language	18.8%
Date of headteacher appointment	September 2012
Date of previous Estyn inspection (if applicable)	14/05/2013
Start date of inspection	23/05/2022

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.

Overview

Pupils at Crindau Primary School are polite and helpful. They happily talk to adults about why they like coming to school and generally feel safe and cared for. During their time in school, pupils, including those in the learning centres, make good progress in most areas of learning. They enjoy opportunities to get fit and take calculated risks in the outdoors as well as finding moments of calm in their busy day. They enthusiastically describe the learning that excites them.

Pupils' well-being is at the heart of the school, and staff work hard to create a strong sense of community. This is evident in the positive relationships between staff and pupils. Staff worked exceptionally hard to maintain relationships between school and home during the pandemic, showing care and commitment to families in the local area.

Teachers are beginning to listen to pupils' ideas about what they want to learn. They are improving the range of learning experiences on offer to make them more relevant to pupils' interests and needs. Pupils respond well to these opportunities, display curiosity and maintain their enthusiasm. However, where the planned learning experiences are less engaging, pupils find it difficult to maintain focus and their progress is hampered. All staff are developing their professional skills and knowledge. This enables them to maintain a purposeful ethos for learning focused on improving pupils' literacy and numeracy skills.

The headteacher, along with the school leadership team, has a strong vision for the school. With a clear sense of direction, leaders plan school improvements that meet the needs of their learners. They work well with the wider school community to bring about change. Leaders and teachers are beginning to develop a curriculum that fosters thought and creativity. They review the school's work regularly to evaluate the quality of improvements. These arrangements, together with opportunities for teachers to trial approaches based on their own research, have a positive impact on pupils' independence and collaboration. Monitoring activity does not always pick up on key areas for improvement, such as ensuring that all teaching is successful in engaging pupils.

Recommendations

- R1 Develop the school's curriculum further to include authentic and purposeful learning experiences for all pupils
- R2 Build on the good practice in teaching to ensure that all pupils are consistently engaged in their learning
- R3 Extend effective monitoring arrangements to include all leaders and teachers in evaluating the quality of teaching and learning

What happens next

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

Main evaluation

Learning

Since returning to school, many pupils have re-engaged with learning positively. Overall, they make good progress during their time at school.

Many pupils, including those in the school's learning centres, develop well as individuals and make good progress overall. They often show high levels of engagement during lessons that meet their needs and interests. Most older pupils respond well to class routines and have positive and trusting relationships with adults. However, where lessons are less stimulating, a few pupils make limited progress and disrupt others' learning.

Pupils that are new to English make very good progress from their starting points. They adjust to the new language and school life very well. Across the school, many pupils make good progress in developing their speaking skills over time. Most talk confidently about their work, for instance to give considered opinions when taking part in class discussion on the positive and negative aspects of aquariums.

Many younger pupils read simple books well and with growing confidence and fluency. They make basic inferences and predictions and use pictures to describe what is happening in stories. They use phonetic knowledge to build unfamiliar words and read loudly when they see an exclamation mark. Many older pupils read books appropriate to their age with fluency. They recall what they have read and talk knowledgably about different characters. They make plausible inferences about the stories they read and ask relevant questions about a text to develop their understanding of what they have read, such as why the word monarch is used instead of king or queen. Many pupils are developing a love of reading and say this is one of the things they enjoy most in school.

Overall, pupils' writing skills develop appropriately. The youngest pupils enjoy mark making and soon begin to form letters accurately. By Year 3 most pupils write neatly and present their work well. They write clear and engaging character descriptions using adjectives, for example, in a fact file on animals. Over time, pupils develop the ability to write at length for a suitable range of purposes. They use a growing range of technical vocabulary and show awareness of a variety of useful punctuation. Pupils in the learning centre in the 7-11 age range use their writing skills well. Many older pupils make suitable progress and write well independently. Pupils in Year 5, for example, generate a range of emotive language after reading poems on the Windrush generation, to reflect the thoughts and feelings of those involved. However, a few pupils, who do not readily engage in lessons, make more limited progress in their writing. Pupils generally make good progress in spelling across the school and apply these skills across the curriculum appropriately.

Many pupils make appropriate progress in learning Welsh. They occasionally use Welsh outside of the classroom, for example when greeting visitors and pronunciation is generally accurate. Pupils in the 3-7 age range sing Welsh songs enthusiastically and write simple sentences. Pupils in the 7-11 age range show their ability to write about themselves using different tenses.

Many pupils across the school make good progress in developing their mathematical understanding. Younger pupils move from simple coin recognition to counting amounts of money accurately and then calculating change. They work in pairs to count objects up to 100 and begin to represent data in simple charts. Older pupils use times tables to accurately calculate the area of squares and triangles and use nets to make three dimensional shapes such as triangular based pyramids. They solve problems using all four rules of number but are less confident when using inverse operations. Older pupils use problem solving to manage a household budget. However, pupils do not apply their numeracy skills across the curriculum often enough.

Across the school, most pupils use their digital skills confidently to support, extend and present their learning, for instance to produce films about their artwork inspired by Welsh artist Ruth Jên. They save, retrieve and edit their work and use word processing packages to create a range of presentations. Younger pupils populate and interrogate branching databases.

Pupils develop their thinking skills effectively. Nursery and reception pupils explain that a plastic frog will sink unless it is on a lily pad or a log and pupils in Year 5 think about how life today is different to the period when the Union Jack was designed. They consider how a newly designed flag could better represent the United Kingdom today and reflect on the number of countries represented in Crindau Primary School. Many pupils develop their artistic skills well, for instance taking photographs of each other in ballet poses and recreating the work of Degas in chalk or charcoal. All pupils, including those in the learning centres, use a range of equipment and resources to develop their physical skills. When in the school's outdoor learning space, for example, they learn to take appropriate risks and develop their physical skills well on balance trails.

Well-being and attitudes to learning

Most pupils feel safe at school most of the time. They are confident that adults treat them fairly, listen to them and act upon their requests for help or support. This trust underpins productive working relationships across the school. Most pupils in the 3-7 age group have positive attitudes to learning overall. They engage enthusiastically with experiences when working under the direction of an adult and when completing tasks or at play. They are keen to find things out for themselves, for example to experiment with things that float and sink or to test their balancing skills on large play equipment. Overall, they sustain interest in learning well.

Most pupils show considerable pride in the presentation of their work. This is particularly evident in the neat, cursive handwriting of pupils in the 7-11 age range. Many of these pupils approach learning experiences positively. They try hard to learn new skills and make good progress in their learning as a result. However, the attitudes of a minority of older boys limits their own progress. They are easily distracted and do not persevere well enough in tasks. This is generally because teachers' expectations are not clear enough in lessons and activities do not capture these pupils' interest as well as they could. Most pupils respond positively to verbal feedback from teachers, other adults and from their peers, for example to improve their presentation skills. As they move through the school, they use teachers' written

feedback and success criteria to understand what they need to include in their work and to identify what they need to do to improve.

In all classes pupils contribute positively to behaviour charters which establish shared expectations for behaviour and learning. Most pupils behave well in lessons and at playtimes. They are generally polite and courteous to each other and adults. They collaborate well at work and play. However, too often, a very few pupils disrupt learning and playtimes. This is often detrimental to their own progress and to the progress and enjoyment of others.

Most pupils make the most of opportunities for active play, for example on the school's large outdoor apparatus at playtimes. They participate enthusiastically in physical education sessions. Prior to the pandemic, pupils enjoyed additional activities such as after school clubs and team sports but these have yet to resume. Many pupils make healthy food choices, for example, from a variety of fruit at playtimes. They understand the importance of eating a healthy breakfast at the beginning of the day to prepare themselves for learning and know that that some foods are better for you than others. Most pupils develop a sound understanding of how to work safely online.

Following a period of inactivity due to the pandemic, pupil voice groups are beginning to influence the school's work appropriately. For example, following a whole school survey to audit physical and mental well-being, pupils promoted active travel to school. Increased numbers of pupils and staff now travel to school on scooters or bikes and the response to Walk to School Wednesday has been constructive. The school's Heddlu Bach group has listened to and acted upon the views of other pupils. For example, in response to a complaint from a parent about dog fouling in the locality, members created posters and put them up in the local area. Monitoring indicates this strategy has improved the situation. Pupil voice groups lead assemblies regularly and focus on important issues such as recycling, sustainability and children's rights. This supports others to develop as ethical and informed citizens. Pupils enjoy prefect roles and undertake these purposefully for instance to keep playtimes safe and fun.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic years 2020-2021 and 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

Teaching and learning experiences

The school has a clear vision for learning which aims to inspire and challenge learners. Teachers foster a sense of community, which contributes to the inclusive ethos and supports pupils to form and maintain friendships. The school's Platinum Jubilee party, for example, enables the whole school community to enjoy celebrating together.

The school is making good progress towards developing a Curriculum for Wales. There is a clear vision for its implementation, and this ensures that pupils receive a broad and balanced curriculum and develop their skills successfully. Many teachers consider and refine their planning to meet the needs of their pupils. The recently

introduced approach to learning in mathematics, for example, enables pupils to talk about their understanding of mathematical concepts in more depth. Provision for pupils to apply their numeracy skills in contexts across the curriculum is less well developed.

Teachers are beginning to plan a range of topics for learning responding to local and global issues and drawing on pupils' thoughts and ideas. For example, pupils in Year 5 and 6 'Take a Leap into Stage and Screen' as they work towards an end of year production. Their involvement in all aspects of the preparation supports them to understand the variety of roles needed to put on a performance. This includes costume design, script writing and music composition. Where learning is less effective, planned learning experiences are often less purposeful and do not engage learners sufficiently well. This results in the poor motivation, and on occasion, the disruptive behaviour of a few pupils.

The school has effective arrangements in place to develop pupils' reading and writing skills and teachers nurture pupils' enjoyment of reading successfully, for instance by sharing their favourite childhood books with pupils. They provide suitable opportunities for pupils to apply their writing skills across the curriculum.

Teachers and support staff develop positive working relationships with pupils. Where teaching is most effective, they use a range of teaching approaches and questioning to support pupils to make good progress. Teachers in the 3-7 age range generally use experiential learning effectively to support pupils with their skills development. Younger pupils talk excitedly about ingredients they add to make their cakes sweeter. They benefit from early opportunities to develop independence and to take risks which pupils build on as they move through the school. When planting and growing vegetables pupils in the 7-11 age range investigate and relate the conditions plants need to grow. They talk about how they were surprised by the results. They enjoy these opportunities for practical learning and describe how they are looking forward to 'harvesting the crop'.

Teachers provide valuable verbal feedback to pupils during lessons. This supports pupils to move forward appropriately in their learning. Teachers use assessment information well to plan for pupils' next steps in learning. This is beginning to have a positive impact on pupils' progress in most areas of the curriculum. The school's recently reviewed approach to marking is beginning to have a positive influence on progress, for example in writing for pupils in the 7-11 age range.

Across the school, many pupils are beginning to use success criteria appropriately to assess their work. They use their self-assessment to set targets for improvement. In a few classes, they regularly discuss their progress with teachers but do not always fully understand the purpose of their learning.

Teachers across the school provide opportunities for pupils to develop their creativity well. Younger pupils experiment with untuned percussion to create rhythmic music. Older pupils use a variety of media to design pirate costumes. The wide range of digital resources available in classrooms supports pupils in their learning. They understand how and why to stay safe online, for example by keeping their personal information safe. All pupils enjoy their opportunities to learn outdoors. They take part in a range of physical activities during physical education sessions and enjoy learning

about techniques, such as controlling breathing to help them stay calm and ease worries. Opportunities to develop pupils' learning beyond the school day have been halted by the pandemic. However, classes are beginning to make visits in the locality such as to the library.

There are suitable opportunities for the development of pupils' Welsh language skills and to learn about the history and culture of Wales. Staff use Welsh incidentally to give instructions and to greet pupils throughout the day. Pupils use the sentence patterns they learn in a variety of contexts, for example when making short videos about themselves.

School reports to parents provide suitable information about their child's progress and attitudes to learning. They contain useful next steps.

Care, support and guidance

The school provides helpful care support and guidance for pupils. This ensures that most pupils feel safe and secure at school and make good overall progress from their individual starting points. Staff nurture trusting relationships with pupils and promote positive behaviour successfully in many ways, for example by involving pupils in creating class behaviour charters and praising effort. There are suitable arrangements in place to manage, record and report any instances of challenging behaviour. The school's approach to behaviour management is mostly effective and creates a calm learning atmosphere at the school. Where behaviour is less positive, it is generally because the learning experiences on offer do not match the needs or interests of pupils well enough.

There are effective arrangements to identify and address pupils' additional learning needs in mainstream classes and in the school's learning centres. Useful one-page profiles identify individual pupils' needs and developmental targets. This is helpful in supporting the school to provide the right support at the right time for pupils. This includes a broad range of intervention strategies, for example that help pupils to develop skills or that offer emotional support. Staff monitor pupil progress carefully and adjust the support to meet needs more closely when necessary. When needed, the school works effectively with external agencies to provide more specialist support. Overall, the school's provision supports most pupils with additional learning needs to engage positively in learning experiences and to make good progress.

This year, the school has been able to resume the work of pupil voice groups. Staff ensure that groups such as the school council and Heddlu Bach are beginning to influence the school's work appropriately, for example by providing them with the opportunity to lead assemblies about sustainability issues. Opportunities for pupils to influence how and what they learn are at an early stage of development. Teachers gather pupils' suggestions about what pupils would like to learn at the start of topics and include these appropriately in learning experiences. When working with younger pupils in the reception class, teachers listen to and observe pupils' likes and interests and incorporate these into learning and play experiences successfully, for instance by adapting the resources in the home corner.

The school ensures that pupils learn about the culture and history of Wales. They write extended pieces to describe the characteristics of Wales and learn about

influential figures such as the legacy of Aneurin Bevan. Pupils learn about different cultures. For example, they learn about life in India, Denmark and Lesotho by exchanging letters and taking part in virtual meetings. This enables pupils to make comparisons between other countries and life in Wales. They learn about the characteristics of different faiths as part of their topic work and by listening to presentations from pupils at the school to share their experience of Ramadan and Eid.

The school promotes healthy lifestyles appropriately. For example, pupils learn about the negative impact of smoking and drugs and about the benefits of healthy eating. The outdoor play equipment is very popular with pupils and supports active play successfully. Regular physical education sessions benefit pupils' development, for instance by enabling pupils in the learning centres to improve their confidence, strength and balance. Visits from external providers for activities such as football and safer cycling contribute well to the school's provision when available. Regular and worthwhile acts of collective worship provide valuable opportunities for the school to come together to support pupils' social, moral and spiritual development well. They also help pupils to consider important issues, such as children's rights and sustainability.

The school works diligently to support pupils to achieve high rates of attendance. Pupils have opportunities to learn about how to keep themselves safe, for example through the school's approach to relationships education and lessons about internet safety. The school's arrangements to safeguard pupils meet requirements and give no cause for concern.

Leadership and management

Leaders at Crindau Primary School have created a caring and inclusive environment where pupils feel a sense of belonging. Together with pupils, staff, governors and parents, they have developed a clear vision for learning and well-being. The vision is focused on providing a safe and happy place where all are respected and valued and encouraged to take responsibility for the world around them. The headteacher demonstrates strong strategic leadership and is well supported by senior leaders to bring about improvement. The senior leadership team secures positive relationships across the whole school community built on mutual trust and support. Staff feel valued and listened to, and parents are highly appreciative of the communication and work of the school during recent periods of closure caused by the pandemic.

A notable strength of the school is its strong links with the community and its successful partnerships with external agencies. Leaders and teachers sensitively support vulnerable families in need and successfully work with a local authority service to support learners from ethnic minority backgrounds. As a result of these close working relationships parents and carers feel better equipped to support their children with learning.

Purposeful arrangements to evaluate the school's work ensure that leaders know the school's strengths well and identify the right priorities for improvement. They monitor the difference that improvement work makes to pupils and effectively share their findings with all staff to secure rapid progress in important aspects of the school's work. Most recently the school has focussed on well-being, behaviour and supporting

pupil progress in developing their skills. This improvement work is a direct and effective response to pupil needs on their return to school after the pandemic. This leads to high expectations for behaviour from both staff and pupils and a range of beneficial measures to address the impact of social disadvantage.

Regular, focused opportunities for staff to discuss school development honestly allow them to make amendments to improvement planning when necessary. For example, when trialling aspects of the school's curriculum design, they refine their approach through professional inquiry, which enables them to understand the principles of Curriculum for Wales more clearly. Leaders plan appropriately to address local and national priorities. This includes the Curriculum for Wales, additional learning needs reform and supporting pupils to recover from the impact of the COVID-19 pandemic. The current leadership team has a good track record of securing school improvement and all staff are clear about their role in implementing the school's priorities. However, whilst there is a strong culture of shared leadership across the senior leadership team, limited opportunities to observe and evaluate teaching across the school result in inconsistencies in the quality of teaching on a few occasions.

The school's procedures for performance management are effective. Leaders ensure that all staff have access to relevant learning opportunities to support their professional development linked to school improvement priorities. A positive feature of this process is that staff develop skills that improve outcomes for many pupils. An emphasis on improving social skills, for example, enables pupils to maintain a focus on their learning, increasing independence and supporting them to work more effectively in pairs.

The governing body is knowledgeable, holds leaders to account appropriately and supports the school effectively. Governors have a good understanding of the school's priorities for improvement and challenge leaders successfully as a critical friend. Leaders involve governors in self-evaluation through learning walks and this first-hand experience of the school's work enables them to make effective changes to policies to better support the needs of pupils. The school has appropriate arrangements to promote healthy eating and drinking.

Leaders and governors monitor spending plans and the impact of these plans efficiently. The school allocates its grant funding effectively, linking it to the priorities in the school improvement plan. This includes the pupil development grant, which funds effective support for identified pupils' learning and well-being. The school ensures that support staff receive appropriate and targeted training to deliver a range of interventions that support pupils to make good progress in their learning. Leaders and governors establish and maintain a strong safeguarding culture at Crindau Primary School.

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)

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:

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Publication date: 27/07/2022