

A report on

Mount Pleasant Primary

**Ruskin Avenue
Rogerstone
NP10 0AB**

Date of inspection: June 2025

by

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

This report is also available in Welsh

About Mount Pleasant Primary

Name of provider	Mount Pleasant Primary
Local authority	Newport City Council
Language of the provider	English
School category according to Welsh-medium provision	None
Type of school	Primary
Religious character	None
Number of pupils on roll	270
Pupils of statutory school age	208
Number in nursery classes	32
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 22.9%)	2.8%
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 11.1%)	9.6%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/01/2016

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Date of previous Estyn inspection (if applicable)	12/02/2018
Start date of inspection	02/06/2025

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

Mount Pleasant Primary School is a nurturing and inclusive school community where pupils feel safe, protected and valued. The headteacher provides effective leadership for the school. She is knowledgeable and passionate about how the school can make a difference within the community to pupils and their families.

Staff know their pupils well and meet their emotional needs effectively. They develop positive and respectful relationships with pupils, creating calm and purposeful learning environments. Pupils show respect for one another and demonstrate very positive attitudes towards their learning, and their behaviour is exemplary.

Many teachers engage pupils effectively in their learning with exciting and interesting activities. They use assessment effectively to plan lessons that help pupils develop a range of skills and make progress in their learning. The use of outdoor learning spaces is developing well to support pupils' learning. However, teachers do not always give pupils enough opportunities to develop their independence and creativity.

Staff support pupils well, including those from low-income households or with additional learning needs (ALN), to make good progress from their individual starting points. Most pupils develop their oracy and reading skills well, demonstrating confidence when speaking and listening. Most pupils show proficiency in their number skills and apply these effectively to solve mathematical problems. Most pupils make sound progress in their writing. They write well for different purposes and audiences. Across the school, teachers provide regular and beneficial opportunities for pupils to develop their Welsh language skills.

School leaders are committed to improving the quality of teaching and learning. Staff work very effectively with other local schools in the cluster. They work together in a structured way towards agreed actions and outcomes, which impacts positively on standards of teaching and learning.

Leaders value effective family and community links and endeavour to ensure that they are forming strong relationships with the families.

Leaders carry out a broad range of activities to evaluate the quality of the school's work. This provides them with an accurate picture of the school's strengths and areas for development. They choose school priorities carefully and ensure that they have a direct impact on pupils' learning. Governors understand the school well and provide suitable support and challenge.

Recommendations

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

- R1. Increase opportunities for pupils to direct their own learning and develop their independence

What happens next

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

Main evaluation

Mount Pleasant Primary School is an inclusive, happy school. The headteacher is knowledgeable and passionate about how the school can make a difference to pupils and their families in the community. She provides effective leadership for the school and creates a culture that promotes continuous improvement. Her vision, which is shared by staff and governors, is based around meeting the needs of all pupils and aiming for high levels of well-being and strong progress.

Relationships between staff and pupils are positive and staff know pupils well. This enables staff to respond well to meet the individual needs of pupils. The school provides effective support for pupils with ALN, including working with external agencies, where appropriate. Skilled staff use a range of targeted school interventions effectively to help pupils with ALN achieve their individual targets.

Nearly all pupils' behaviour is exemplary in lessons and around the school. Staff work well as a team and have high expectations of themselves and their pupils.

Nearly all pupils, including those from low-income households, have very positive attitudes to learning. They show perseverance and resilience to overcome challenges and make good progress.

Pupils develop their speaking skills effectively and listen well to adults and their peers. From an early age, they enjoy expressing themselves, sharing their ideas and talking about their own experiences. Most older pupils speak confidently and explain their thinking clearly and justify their opinions.

Most pupils make good progress in developing their reading skills. Younger pupils learn letter sounds effectively and begin to read for a good range of purposes. Older pupils use their reading skills well to enhance their learning and gain knowledge of a broad range of topics. Most pupils' writing also becomes a powerful tool for expressing their learning across the breadth of the curriculum.

Most pupils make strong progress in numeracy throughout the school. They develop their skills well across a good range of topics in mathematics and, by Year 6, most are confident, competent mathematicians. The curriculum is well structured and teachers provide purposeful opportunities for pupils to apply their numeracy skills across the curriculum.

Pupils develop a very positive, enthusiastic attitude towards the Welsh language. Most pupils' Welsh oracy skills are developing well and they use the language with increasing confidence. When speaking Welsh, most of the youngest pupils develop suitable vocabulary and respond to commands and greetings successfully. Most older pupils demonstrate a good recall of sentence structures and relevant vocabulary, for example when discussing the importance of recycling.

The school has developed its curriculum to align with the principles and purposes of Curriculum for Wales. It helps pupils learn about their locality, Wales and the wider world. Staff support pupils to develop their spiritual and moral awareness well. The youngest pupils understand that everyone is different, including diverse families, and the oldest pupils are aware of the influence of famous black people in important events in history. The school's focus on health and well-being also helps pupils to develop as confident individuals who have a greater awareness of the importance of healthy relationships and keeping themselves safe.

The curriculum provides beneficial opportunities for pupils to engage in a wide range of exciting experiences across all areas of learning. Staff make valuable use of the school's extensive grounds and plan a range of activities to enhance different areas of the curriculum and offer opportunities for exploration and hands-on activities. For example, pupils in Year 6 create Welsh love spoons from natural resources.

Teaching across the school is strong. Most lessons have a clear purpose, high expectations, and engaging delivery. Many teachers and support staff use questioning well to deepen thinking and check understanding. Teachers move learning forwards at a good pace and interesting activities include opportunities for pupils to enquire and investigate purposefully. Pupils participate in a variety of activities, from creative arts to sporting events, helping them to develop diverse skills and interests. However, teachers do not always give pupils enough opportunities to develop their independence and creativity.

Teachers provide pupils with worthwhile opportunities to say what they would like to learn about at the start of a given topic. Pupils respond enthusiastically to this opportunity and provide many suggestions which teachers incorporate into learning activities. Pupil voice groups are developing appropriately and are beginning to influence aspects of school life. For example, the school's Movers pupil voice group create regular challenges to keep pupils and their families active.

Leaders have developed a strong culture of professional learning with all staff in the school that relates closely to the school's priorities and the needs of individuals. This has had a positive impact on building leadership capacity across the school.

The school's monitoring and self-evaluation processes are effective and identify important priorities accurately. Over time, the school's strategic and collaborative approach to self-evaluation has ensured a strong track record in bringing about improvements that have a positive impact on pupils' learning and well-being. For example, the school's recent work to improve Welsh, outdoor learning and numeracy is developing effectively.

The school prepares pupils successfully for the next stage in their learning, for example by supporting pupils to transition to secondary school.

Spotlight – Cluster collaboration to promote equity for all learners

Leaders model effective collaboration and promote a cooperative approach to all they do within the school and with other schools in the cluster. This collaboration work includes a wealth of opportunities for productive professional learning. The creation of cross-cluster approaches to the curriculum, the sharing of good practice and effective peer reviews between leaders, teachers and support staff impact positively on standards of teaching and learning.

The governing body brings together people from a broad range of backgrounds and have a wide skill set that leaders within the school utilise effectively to inform the work of the school. Governors know and represent the school and community well. They engage in the first-hand gathering of evidence. They have a clear understanding of the school's strengths and areas for development and challenge leaders appropriately.

Leaders and staff offer worthwhile opportunities for parents and carers to be involved in the life of the school. The school also offers useful and informative workshops for parents and carers. For example, they organise workshops with the police focusing on e-safety, which has improved understanding and awareness of age appropriate apps.

The school has robust procedures for the monitoring of attendance and works effectively with families. Nearly all pupils know the importance of good attendance which is reflected in the pupils' overall attendance.

Additional information

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

The school's arrangements for site management 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 the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers 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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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