

A report on

Malpas Park Primary School

**Wavell Drive
Malpas
NP20 6LE**

Date of inspection: March 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Malpas Park Primary School

| | |
|--|----------------------------|
| Name of provider | Malpas Park Primary School |
| Local authority | Newport City Council |
| Language of the provider | English |
| School category according to Welsh-medium provision | |
| Type of school | Primary |
| Religious character | |
| Number of pupils on roll | 239 |
| Pupils of statutory school age | 177 |
| 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 21.7%) | 12.9% |
| 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 9.2%) | 4.0% |
| Percentage of pupils who speak Welsh at home | 0.0% |
| Percentage of pupils with English as an additional language | 5.6% |
| Lead partner in Initial teacher education | Yes |
| Date of headteacher appointment | 01/09/2011 |

A report on Malpas Park Primary School
March 2026

| | |
|---|------------|
| Date of previous Estyn inspection (if applicable) | 22/06/2018 |
| Start date of inspection | 16/03/2026 |

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

Malpas Park Primary is a welcoming school where staff and pupils feel valued and supported. The headteacher provides purposeful leadership and promotes a shared vision of high expectations. She builds strong teamwork among staff, enabling them to support pupils' well-being and learning effectively. As a result, pupils behave well, show respect and kindness, and demonstrate positive attitudes to learning.

Across the school, many pupils make good progress in their learning, including those with additional learning needs (ALN). Many pupils develop their oracy, writing and mathematical skills effectively and apply these across different areas of the curriculum. Pupils develop their Welsh oracy skills progressively and use Welsh with growing confidence. Pupils' digital skills are particularly strong, with teachers providing purposeful opportunities for pupils to build these skills progressively and use them in real world contexts. However, pupils' reading skills are less well developed. Although most read with suitable fluency, teachers do not plan effectively to build their wider reading skills, and this limits how well pupils use reading to support learning in other subjects.

Staff design a curriculum that develops pupils' skills and provides authentic learning experiences that make learning meaningful. Teachers use assessment information effectively to plan suitable activities and provide valuable feedback that supports pupils to improve their work. Pupils have regular opportunities to reflect on their learning, refine their work and make decisions about their next steps. They develop as independent and creative learners who enjoy taking responsibility for their progress.

Leaders use effective monitoring to identify the school's strengths and areas for development. They use this information well to support school improvement planning. They focus on the most important priorities and use ongoing monitoring to measure the impact of actions on pupils' progress. Although leaders identify reading as an area requiring improvement, current actions have yet to bring about the intended impact. Governors fulfil their roles effectively, understand the school's improvement work, and keep suitable track of attendance and finances.

Recommendations

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

- R1 Improve the teaching of reading to ensure pupils develop their skills progressively.

What happens next

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

Main evaluation

Malpas Park Primary School provides a warm and welcoming environment where pupils feel safe and ready to learn. The headteacher promotes strong, positive relationships and a clear sense of teamwork, ensuring that high expectations are shared consistently among staff. This collaborative approach helps create a caring and purposeful learning culture in which pupils behave well and show respect and kindness towards one another. As a result, the school community works together effectively to support pupils' well-being and learning.

Many pupils make good progress in developing their oracy and writing skills. Most pupils speak confidently and use a wide and varied vocabulary that supports their learning well. Younger pupils use their phonic knowledge to spell simple words, while older pupils write independently and accurately for a range of purposes. Teachers provide regular opportunities for pupils to read, helping many to develop suitable fluency. However, teachers do not always plan effectively to build pupils' wider reading skills progressively. Older pupils' ability to retrieve information, infer meaning and summarise texts is limited.

Many pupils make good progress in developing their Welsh language skills. Teachers provide frequent opportunities for pupils to build confidence and accuracy progressively. Pupils are beginning to learn simple greetings in other languages represented in the school, helping them appreciate and value the different languages spoken in their community.

Many pupils make good progress over time in developing their mathematical knowledge and numeracy skills. Younger pupils build early number skills through practical tasks that help them recognise written numbers and match these to sets of objects. As they move through the school, pupils use written methods accurately to solve calculation problems and engage in real-life problem-solving activities. Teachers provide regular opportunities for pupils to apply their skills in everyday contexts.

Spotlight: developing pupils' digital competence through authentic learning experiences

The school's approach to developing pupils' digital competence is a notable strength. Teachers have a secure understanding of the curriculum framework and plan effectively to build pupils' digital skills progressively. They provide well planned and authentic opportunities for pupils to apply these skills purposefully across all areas of learning. Many younger pupils use digital devices confidently and as pupils progress through the school, they apply computational thinking securely, select appropriate digital tools for different tasks and demonstrate creativity and resilience when refining their work. Many older pupils show a clear understanding of the benefits of technology in everyday life, while recognising its disadvantages and the importance of staying safe online. Pupils share their digital expertise with families, governors and the wider community, helping to strengthen digital confidence beyond the school. This purposeful approach helps pupils use their digital skills confidently and responsibly.

Pupil leadership groups make valuable contributions to school life and help to build positive links with the community. Teachers plan assemblies, themed events and community activities that successfully strengthen connections with families and the wider community. These experiences help pupils develop social and moral awareness and encourage positive relationships between the school and residents.

There are effective systems in place to identify pupils with additional learning needs (ALN) and those who may benefit from additional catch-up support, including pupils affected by poverty. Leaders use this information well to plan provision that meets pupils' needs appropriately. They liaise with a range of professionals to plan targeted interventions that address individual needs effectively. Leaders provide focused professional learning that enables staff to deliver this support confidently and consistently. Learning support assistants monitor pupils' progress carefully and share this with leaders, allowing them to review provision and adapt it when needed. As a result, most pupils with ALN make good progress.

Leaders work with staff to design a curriculum that provides authentic, purposeful learning experiences shaped by pupils' ideas. This strong emphasis on pupil involvement helps to engage and motivate learners effectively. Staff use topic work to explore important themes, including global issues, sustainable development, citizenship and diversity, helping pupils develop a deeper understanding of the world around them. Teachers reflect on their practice and make ongoing refinements to the curriculum to strengthen pupils' learning. They use assessment information effectively to plan a curriculum that builds purposefully on pupils' existing knowledge and skills.

Teachers create well organised learning environments, indoors and outdoors, that support pupils to work both independently and collaboratively as they explore ideas. Younger pupils benefit from experiences that spark curiosity and help them investigate the world around them. Older pupils engage in hands-on learning activities that enable them to build on what they already know, work collaboratively, make decisions about their learning and refine their work. Teachers provide valuable feedback that helps pupils to improve the quality of their work. As a result, many pupils develop independence, creativity and resilience in their learning.

Leaders develop well-structured monitoring and self-evaluation processes that give them a clear understanding of the quality of teaching and learning across the school. They gather a broad range of first-hand evidence, including learning walks, book scrutiny and assessment information, to identify strengths and areas for improvement. This evidence, together with national and local priorities, informs school improvement planning effectively. Feedback from monitoring is clear and constructive, providing staff with purposeful next steps and enabling leaders to adapt actions in response to emerging needs. Although leaders recognise the need to raise standards in reading, current actions do not focus appropriately on supporting teachers to develop approaches to teaching reading that ensure pupils develop their reading skills progressively.

Leaders build strong and purposeful partnerships, including effective collaboration within the cluster, to strengthen teaching and learning. Teachers use these partnerships to share effective practice and strengthen their professional skills, contributing positively to curriculum development. Transition arrangements across the cluster are well planned and ensure that pupils' needs are understood and supported as they move into secondary education.

Governors' value the information they receive from staff about the school's curriculum, which helps them gain a clearer understanding of how leaders plan learning and monitor provision. They enjoy listening to pupil leadership groups share the progress they make towards their action plans, which enables governors to appreciate pupils' role in contributing to school improvement. Governors are beginning to develop a deeper understanding of the progress pupils make in their learning and the impact of the school's strategic priorities. Governors work with leaders to monitor pupil attendance and track school finances appropriately.

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/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

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

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 21/05/2026