



Report summary for parents and carers on Monnow Primary School

Date of inspection: February 2023

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

Overview

Many pupils start Monnow Primary School with underdeveloped social and communication skills. From these starting points, they often make strong progress in their development as learners and members of the school community. They engage positively with the wide range of experiences that the school provides. Across the school, pupils' behaviour and engagement during periods of independent and unsupervised learning are extremely good. This is a direct result of the influence of the school's learning environment, relationships between staff and pupils, and the quality and relevance of teaching and the curriculum. These factors combine to foster a very strong sense of 'cynefin' (belonging) amongst pupils, including those with additional learning needs (ALN) in mainstream classes and the school's learning resource bases.

Approaches to teaching match pupils' developmental needs well throughout their time at school. In particular, they receive regular opportunities to learn through engaging practical activities and play experiences both indoors and outside. Teachers develop most aspects of pupils' skills progressively and successfully as they move through school. The approach to developing pupils' communication and reading skills is particularly effective. This nurtures a real enjoyment of reading. For older pupils, this often includes classic literature. Pupils develop good numeracy and digital skills and apply these well in their work across the curriculum. However, the school's provision to develop pupils' Welsh language skills is less successful.

Leaders and staff understand the needs of pupils, their families and the local community very well. They are determined to ensure that pupils achieve good levels of well-being, for example by supporting pupils to develop strategies to help them regulate their emotions and through effective work with parents and a variety of external support agencies. Leaders ensure a strong safeguarding culture at the school. They promote the importance of regular attendance at school and monitor all absences carefully. However, rates of pupils' attendance remain relatively low.

The headteacher provides highly effective leadership. In a relatively short period of time, in collaboration with a skilled and committed team, she has developed a vibrant learning community. Staff feel valued. They are empowered to make decisions and take actions that are in the best interests of pupils. Leaders implement improvement strategy successfully. This is evident in many ways, including the development of the school's curriculum, improvements to provision to develop pupils' skills and adaptations to the learning environment to facilitate positive behaviour and engagement. They generally support improvement work well with professional learning. Leaders evaluate many aspects of the school's work effectively to identify opportunities for further improvement. However, in a few instances, they have not identified opportunities to further develop the skills of teachers and teaching assistants, for example to help them become more aware of how and when to intervene in learning experiences to enhance learning.

Recommendations

R1 Improve attendance

R2 Improve standards in Welsh

R3 Further develop professional learning to improve consistency of teaching and the work of teaching assistants

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to the effectiveness of the learning environment in supporting pupils to develop their skills, confidence and independence and the use of literature to inspire a curriculum, for dissemination on Estyn's website.



School context

Name of provider	Monnow Primary School
Local authority	Newport City Council
Language of the provider	English
Type of school	Primary
Number of pupils on roll	374
Pupils of statutory school age	272
Number in nursery classes	56
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 23.0%)	47.7%
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 16.1%)	57.7%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	3.7%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	23/02/2015
Start date of inspection	27/02/2023

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