



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

A report on

Llanmartin Primary School

**Waltwood Road
Llanmartin
NP18 2HB**

Date of inspection: July 2024

by

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

About Llanmartin Primary School

Name of provider	Llanmartin Primary School
Local authority	Newport City Council
Language of the provider	English
Type of school	Primary
Religious character	None
Number of pupils on roll	146
Pupils of statutory school age	121
Number in nursery classes	14
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%)	30.6%
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%)	28.2%
Percentage of pupils who speak Welsh at home	0%
Percentage of pupils with English as an additional language	4.6%
Date of headteacher appointment	01/09/2015
Date of previous Estyn inspection (if applicable)	13/06/2016
Start date of inspection	01/07/2024

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

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

Overview

The headteacher is knowledgeable and passionate about how the school can make a difference in the local community. School leaders and governors support the headteacher well and ensure that the well-being of pupils is a high priority for all. As a result, pupils feel valued and proud to be part of the school community.

Nearly all pupils enjoy school, they feel happy and safe and talk with pride about what it has to offer. During their time in school, most pupils, including those in the learning resource base (LRB) and pupils eligible for free school meals, make good progress from their individual starting points.

Many pupils start school with speech and language skills at a stage of development below those expected for their age. They make quick progress and soon start to speak confidently and express themselves clearly. As they move through the school, many pupils develop a wide and rich vocabulary. By the time they reach Year 6, many pupils' communication skills are strong. Most communicate effectively with their peers and staff and are keen to talk about what they are learning.

Staff know their pupils well and create warm and supportive working relationships with them. As a result, most pupils behave well in classes and at breaktimes, settling quickly into their lessons. Many staff use questioning effectively and most teachers plan stimulating lessons that have a clear purpose. Lessons enable pupils to make good progress in their learning from their starting points, particularly in literacy, mathematics and digital skills. However, teaching does not always enable pupils to develop effectively as independent learners.

Staff in the school's LRB plan activities that meet the needs of pupils well. Teachers across the school take good account of pupils' previous learning to set clear goals for their progress. However, teachers do not provide enough opportunity for younger pupils to develop their skills through exploration and play in the outdoor areas.

Recommendations

- R1 Provide more opportunities for pupils to make choices about their learning, developing their independence and creativity
- R2 Ensure younger pupils have more opportunities to engage in purposeful outdoor learning

What happens next

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

Main evaluation

Learning

Most pupils make good progress from their starting points. This includes those with ALN in mainstream and in the learning resource base (LRB) and those eligible for free school meals.

Many pupils start school with speech and language skills at a stage of development below those expected for their age. As they move through the school, they acquire a wide vocabulary, and learn to listen carefully and respond appropriately. Older pupils communicate effectively and confidently with their peers and with adults. For example, Year 5 pupils listen carefully to instructions and then create dams out of natural and man-made materials. They are confident when explaining how using stones and sand upstream of the dam will slow down the water flow.

Many pupils make steady progress in reading. Younger pupils learn to recognise the sounds that different letters and combinations of letters make. By the end of Year 2, most use their phonic knowledge to read and write simple words accurately. They identify sounds and patterns in words, and recognise everyday words at sight. Many older pupils use their phonic knowledge well to help them work out unfamiliar words. Many read aloud fluently, with good expression. They enjoy the humour of a story and skim through factual texts to pinpoint information. They speak confidently about their favourite authors and the books that they enjoy. More able pupils infer and deduce information from a text successfully.

Many pupils make good progress in developing their writing skills. Most younger pupils form letters correctly, and spell simple words accurately. More able pupils write imaginatively, using effective vocabulary choices and accurate punctuation, for example, when writing a diary entry as a character from their class book "The Boy in the Striped Pyjamas". In extended writing, many older pupils write more complex sentences and use paragraphs well. Most pupils use their writing skills appropriately in their topic work, for example, to record their findings in science investigations.

Pupils in the LRB develop their literacy, numeracy and digital skills appropriately in practical and real-life situations at an appropriate level. For example, they weigh ingredients for biscuit baking and create invitations for their afternoon tea.

As they move through the school, most pupils' speaking and listening skills in Welsh develop successfully. Most pupils have a sound grasp of basic language patterns, appropriate to their age and prior learning. They show a sound understanding of familiar Welsh phrases and respond appropriately to questions and instructions. For example, they enjoy engaging in conversations about themselves, their families and where they live.

Most pupils make good progress in developing their mathematical skills, particularly their understanding of number and calculation. From an early age, most pupils understand how the number system works. For example, most younger pupils enjoy singing number songs to count forwards and backwards. Most pupils develop their knowledge and understanding of shape and space, and data and make good

progress overall. Many pupils apply their numeracy skills well across the curriculum through their topic work.

Most pupils use digital technology confidently across the curriculum. The youngest pupils use these skills for a variety of purposes, such as controlling programmable toys to move backwards and forwards on a grid on the floor. As they move through the school, pupils use software confidently to make leaflets on endangered animals and forests. Older pupils use spreadsheets to record the costings of their enterprise week by using a simple formula to work out the profit and loss.

Most pupils use their creative and artistic skills well and make good progress. Pupils in the LRB demonstrate their creative skills through a range of media. For example, through the 'circle of life' topic, pupils create a representation of their learning journey on the classroom wall including painting, collage and printing.

Many pupils participate enthusiastically and make good progress in developing their physical skills. Most younger pupils balance confidently when riding bikes around the well-developed outdoor area. In the older classes, most pupils develop their gross motor skills well through a range of dance and PE activities.

Well-being and attitudes to learning

The school is a caring and nurturing community . Most pupils feel happy, enjoy coming to school and participate in school life enthusiastically. They feel safe and secure and know who to talk to if they need help or support. Pupils' physical, emotional and mental wellbeing, is strong. They respond positively to the wide range of whole school approaches to emotional literacy and positive behaviour management, and the school's values, 'respect, nurture and inspire'. Most demonstrate good behaviour in classrooms, at break times and when moving around the school. When pupils find it difficult to focus, they respond quickly to staff helping them to settle back into their learning.

The pupil group, the Wellbeing Warriors, provide effective opportunities for pupils to develop their wellbeing by planning activities for Mindful Mondays, which have termly themes related to ethical, moral and personal growth. Pupils create their own class charters, which help them to make informed choices about their behaviour that improve their attitudes to well-being and learning.

Many pupils are capable learners and have positive attitudes towards learning. They settle quickly to lessons, follow the routines of the classroom and are ready to learn. Many pupils work collaboratively and successfully to develop their entrepreneurial skills during 'Enterprise Week'. They take part in a range of activities that foster an understanding of profit and loss when solving problems collaboratively to meet the needs of their 'real life' businesses. Most pupils listen to teachers' instructions well and engage purposefully with class topics. To further pupil engagement, the school provides opportunities for pupils to contribute to thematic planning through 'dip days' to launch learning themes. Pupils enjoy these learning launches and contribute their own ideas and interest within the theme, which enable teachers to include pupil contributions in their planning, further enhancing pupils' positive attitudes to new learning experiences.

Most pupils respond well to feedback, often assessing their own work against teachers' success criteria. This helps them to improve their work and move their learning forward. For example, when improving their work, they talk confidently about the need to persevere with their work.

Pupil voice groups are a strength of the school. Many pupils, including those with additional learning needs, and those who are eligible for free school meals develop their leadership skills well. Pupils hold weekly meetings to formulate action plans, including planning weekly assemblies and choosing the question of the week. They talk confidently about how they have contributed to decision making and developments in the school. For example, the school council created a child protection leaflet and led a whole school safeguarding assembly.

Pupils have a good understanding of the importance of making healthy choices and engaging in physical activity. They use produce they have grown in the school garden to promote healthy eating and many participate in a variety of extra-curricular clubs.

Most pupils are resilient and persevere when facing challenges. They discuss and share ideas with their learning partners to overcome challenges encountered during their learning. Pupils model positive learning attributes to support the learning of others. For example, Year 6 pupils contribute with enthusiasm to foster younger pupils' skills and enjoyment during shared 'buddy' reading sessions.

Pupil attendance in school is improving and overall, many pupils are now attending school punctually and more regularly, compared to this time last year.

Teaching and learning experiences

Staff have high expectations for pupils' behaviour and establish clear and consistent routines that help pupils to feel settled and secure in class. Staff use praise and encouragement effectively to build positive working relationships with pupils. This creates an atmosphere where pupils are confident to ask questions when they need help and support.

Teachers provide clear explanations at the beginning of lessons to ensure that pupils have a good understanding of what they need to do. In most classes, teaching is effective. Teachers intervene carefully in learning to check pupils' understanding and use questions successfully to help them explain their thinking, and as a result, most pupils make good progress within lessons.

Teachers and support staff make effective use of a range of assessment strategies to monitor pupil progress over time. Regular pupil review meetings that include leaders, class teachers, pupils and the additional learning needs co-ordinator (ALNCo) ensure that most pupils receive the support and challenge they need to make good progress.

The school has a broad and balanced curriculum, which contains a good range of authentic learning experiences. Teachers plan systematically for all pupils to develop their literacy, numeracy and digital skills progressively through a range of cross curricular themes.

Most teachers provide pupils with suitable opportunities to influence what they learn. For example, younger pupils make suggestions about the topic they wish to study and older pupils suggest areas they could investigate as part of their class topics. However, most teachers over-direct learning and do not plan regular opportunities for pupils to develop their independence, for example to make choices about their work.

Teachers develop pupils' understanding of Welsh identity, heritage and culture appropriately. The school celebrates important Welsh events such as Santes Dwynwen and St David's Day. Teachers provide regular opportunities for pupils to develop their Welsh language skills. They provide daily practice sessions as a way of embedding key vocabulary and language patterns. Many staff use Welsh purposefully during lessons, for example to give instructions, and as a result pupils' Welsh language skills are developing well. Opportunities for pupils to work with local artists improve their knowledge of the arts. As a result, many pupils produce an interesting variety of artwork, and develop their dance and musical skills well.

Throughout the school, the learning environment is well resourced, welcoming and stimulating. Staff are developing purposeful outdoor learning activities; however, this is underdeveloped for younger pupils who have limited opportunities to explore, practise, and enhance their skills outside.

Nearly all staff have very good subject knowledge. They use appropriate language and vocabulary to deliver the curriculum and to make purposeful explanations to learners. They adapt their language effectively to meet the needs of all pupils and support the development of their skills, knowledge and understanding, including those in the Learning Resource Base.

Most teachers plan interesting and engaging activities, which strengthen pupils' attitudes to learning effectively. Most teachers are developing a shared understanding of progression to ensure that their assessments are valid, accurate and reliable. Teachers use this information effectively to plan lessons and inform the next steps in pupils' learning.

Staff provide effective verbal feedback during lessons that encourages pupils to remain on task and focus on improving aspects of their work straight away. The quality of most teachers' written feedback is consistent with the school's feedback policy and provides purposeful opportunities for pupils respond and to make improvements to their work.

Many teachers offer effective opportunities for pupils to assess each other's work and help them to understand their own strengths and areas for improvement. For example, pupils use success criteria to give each other feedback, and improve their written work.

Care, support and guidance

Staff develop positive working relationships with pupils and ensure that they feel supported and cared for. Most staff use a calm and positive approach to managing behaviour and encourage all pupils to engage and participate fully in the life of the school. Staff demonstrate genuine care, warmth and concern towards pupils and

work hard to create a nurturing school community, which impacts positively on pupils' social and emotional skills. For example, teaching assistants provide pupils with the emotional support they need in classes. These responsive interventions have a beneficial effect on pupil engagement and allow nearly all pupils to make the most of their learning opportunities.

The school has appropriate provision to support pupils with ALN, including those in the LRB. The ALNCO works with staff to identify pupils who need support and ensures that appropriate intervention programmes for literacy, numeracy and well-being are in place. She works well with families to review these and identify next steps. The ALNCO develops staff awareness and skills by providing resources and training, ensuring tailored support for learners. The LRB works with other specialist provisions and external agencies to develop suitable provision for pupils. This means that most pupils with ALN make good progress towards their individual targets.

The school encourages pupils, including those with ALN, to take on leadership roles through a variety of purposeful pupil voice groups, including Eco Committee, School Council and Criw Cymraeg. These groups create opportunities for pupils to participate in decision-making to improve the school and pupils are proud of the contributions they make to this work. For example, the school's Heddlu Bach group works with the local police force to raise pupils' awareness of community safety as well as an understanding of the world of work.

The school has a strong focus on supporting pupils' well-being and provide many opportunities for pupils to consider taking responsibility for their own well-being. For example, they teach the importance of staying safe when using the internet and provide opportunities for them to grow their own produce in the schools' garden area. Staff make good use of the outdoor areas to provide pupils with a range of activities that support their well-being. For example, pupils enjoy spending time in the school's meadow area.

The school provides effective opportunities for pupils to develop important values and to explore their spiritual and ethical beliefs. Pupils learn about a range of world religions through its calendar of faith events, such as Diwali, Holi and Ramadan. The school develops pupils' knowledge and understanding of diversity well and enables pupils to challenge stereotypes, and to learn about diverse communities through the stories of influential people through history and today, for example Betty Campbell and Rosa Parks.

Through careful planning of themes that reflect current global issues, the school provides opportunities for pupils to develop their awareness of environmental issues. For example, Year 6 work in collaboration with Cardiff and Swansea Universities to produce motion stop animations that consider the issues related to deforestation of the Amazon rainforest.

Pupils have many opportunities to develop their creative skills and to value and celebrate the process of creativity. Pupils choose a Welsh artist to study each year and create canvases influenced by their chosen artist which improves pupils' understanding of the arts well. For example, younger pupils created their own paintings in the style of artist William Wilkins using a technique based on pointillism. There are also good opportunities for pupils to develop their self-confidence and

expressive skills through performances in the local church, annual Eisteddfod and family assemblies.

There are suitable arrangements to support pupils to understand the importance of healthy eating and drinking. Visitors and visits enhance pupils' experiences and support learning. In addition, the school arranges beneficial residential experiences for all Year 6 pupils that enable them to develop their problem-solving and teamwork.

The school has a strong culture of safeguarding and all staff and governors understand their responsibilities effectively. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. There are robust procedures for monitoring and tracking attendance and the school communicates the importance of regular attendance effectively.

Leadership and management

The headteacher has a clear vision, which is shared by staff and governors, for ensuring that Llanmartin is a happy, inclusive school where pupils feel safe and secure.

Senior leaders model and promote professional values and behaviours effectively. They work well as a team and this contributes positively to the overall ethos of the school. They set high expectations for themselves, their colleagues and pupils. There is a clear senior leadership structure with an effective balance of defined roles and shared teamwork. All members of the senior leadership team have a good understanding of the work of other leaders and provide support as needed. Similarly, staff across the school have a clear understanding of their roles and responsibilities. Senior leaders share a joint ambition to achieve the best possible outcomes for pupils at the school.

Self-evaluation processes provide leaders with appropriate evidence of the school's strengths and areas for improvement. Leaders use a wide range of information appropriately, including data from pupil assessments, learning walks, listening to learners and scrutinising pupils' progress and in their books and they involve all staff and governors in the process.

The headteacher has built leadership capacity across the school successfully. She enables staff to fulfil their roles and responsibilities purposefully and encourages them to develop professionally. Leaders encourage all staff to engage in professional learning that relates to the school's improvement priorities and the needs of individuals. The school has worked successfully with its cluster schools to develop a shared understanding of progression across the curriculum.

Leaders co-ordinate the performance management of all staff carefully and link it closely to the school's improvement priorities. Overall, leaders are developing a valuable culture of professional learning in the school and this has impacted positively on building leadership capacity across the school.

Leaders and staff develop effective links with families. They offer opportunities for parents and carers to be involved in the life of the school. For example, they use an app effectively as a means of communication. The school also offers workshops for

parents and carers. For example, they organise workshops with the police focussing on e-safety, which has improved understanding and awareness of age appropriate apps.

The governing body brings together people from a broad range of backgrounds with a wide set of skills that school leaders use effectively to inform the work of the school. Governors have a good knowledge of the school's work and how it ensures positive outcomes for pupils. Many take part in gathering evidence through, for example, book looks and learning walks. Governors have a clear understanding of the school's strengths and areas for development. They provide strong support and robust, yet purposeful challenge for school leaders, and hold them to account, particularly in relation to pupil progress and financial matters.

The governing body has a clear understanding of its statutory responsibilities, for example in relation to their role in embedding a positive safeguarding culture. Governors ensure that the school has a clear policy to promote healthy eating and drinking.

The school uses specific grant funding effectively to ensure beneficial support for identified pupils. For example, leaders use the pupil development grant well to provide a range of intervention strategies to support pupils to improve their wellbeing, and literacy and numeracy skills and to subsidise trips so all pupils can attend.

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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