



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**Report following monitoring
Level of follow-up: significant improvement**

**Rogerstone Primary School
Ebenezer Drive
Highcross Estate
Rogerstone
Newport
NP10 9YX**

Date of visit: February 2015

by

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

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The monitoring team

Jane McCarthy	Reporting Inspector
Sarah Morgan	Team Inspector

Outcome of monitoring visit

Rogerstone Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in December 2013.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Raise standards in independent writing and Welsh

Very good progress in addressing the recommendation

Pupils throughout the school now effectively write independently. Teachers have adapted their planning to ensure that pupils have daily opportunities to write. Longterm plans for developing writing ensure that pupils use the skills they acquire in literacy lessons within an appropriate timescale. As a result, pupils reinforce these skills and apply them well in a wide range of contexts.

Standards of attainment in writing are good across all subjects and areas of learning. Most pupils' writing for a range of purposes is well organised and interesting. For example, pupils in the Foundation Phase write well-structured information leaflets about Wales and pupils in key stage 2 write persuasively about why they are proud to be Welsh. Teachers use suitable strategies to support pupils' learning, for example modelling writing, which give pupils appropriate opportunities to write freely and at length.

The school has raised the profile of the Welsh language across the school considerably. Governors have employed a specialist teacher who supports the Welsh co-ordinator in her work. This has secured effective support for staff who are learning Welsh and has increased the use of Welsh in classrooms and extra-curricular activities. Staff confidence in teaching and using the language has improved and pupils have a very positive attitude towards learning Welsh. Many understand how learning a second language helps them to build confidence and develop other skills, including communication, presentation and working together.

A popular Criw Cymreig has been established with key stage 2 pupils. Members of the group monitor daily Welsh sessions, introduce a 'phrase of the week' to pupils and award prizes for the use of Welsh. A few older pupils play Welsh games with Foundation Phase pupils regularly and this enables them to use Welsh beyond the classroom and understand that it is a living language.

By the end of the Foundation Phase, pupils follow simple, familiar stories confidently. They ask and answer basic questions correctly, using the patterns and vocabulary they have learned. Older pupils build very well on this solid foundation as they move through key stage 2. They read and write increasingly complex texts well. By Year 4, they speak confidently, ask and answer a wide range of questions in the present and past tense competently and give considered reasons for their opinions. Year 6 pupils provide extended responses, using conjunctions effectively to join sentences.

Their vocabulary is developing well and the more able use idioms and descriptive language naturally to discuss familiar topics.

Recommendation 2: Improve levels of pupil wellbeing

Very good progress in addressing the recommendation

Senior leaders have re-organised the use of the school's outdoor areas at playtimes and lunchtimes. Pupils from different year groups now use different areas of the site at different times. This ensures that no playground areas are overcrowded and that all pupils have space to play safely. Appropriate processes are in place to monitor the impact of these changes during playtimes.

The school has established a team to develop and implement strategies to improve pupils' wellbeing. This team has sought the views of pupils about the use of the playground through a series of questionnaires. As a result, the school has purchased a range of equipment for pupils to use at playtimes. Leaders have introduced a system of peer supporters where older pupils play with younger pupils and teach them rhymes and games. Pupil surveys and discussions with pupils show that nearly all of them feel safe in school and that most enjoy using the new equipment.

As a result of these changes, the school now uses the extensive grounds effectively to enable all pupils to enjoy a variety of play opportunities in a safe environment. Pupils enjoy these new arrangements and recognise that they have resulted in happier playtimes.

Recommendation 3: Ensure that planning covers the requirements of the National Curriculum and secures the systematic development of pupils' literacy, numeracy and information and communication skills (ICT)

Very good progress in addressing the recommendation

The school has established effective curriculum teams for literacy, numeracy and information and communication technology (ICT). These teams have worked well together to establish a consistent whole-school approach to curriculum planning. These plans cover the skills and range of the National Curriculum and the objectives from the National Literacy and Numeracy Framework successfully. They provide a coherent approach to developing pupils' skills in a progressive way in both Foundation Phase and in key stage 2.

Teachers produce detailed short-term plans that outline the skills that pupils are taught. These plans include a comprehensive range of opportunities for pupils to develop their literacy, numeracy and ICT skills in all subjects and areas of learning.

Recommendation 4: Use a broad range of pupils' work to assess and track the progress of pupils accurately and reliably

Very good progress in addressing the recommendation

Senior leaders have introduced a clear annual assessment timetable. This draws upon a wide range of evidence about the standards of pupils' work, including standardised testing and teacher assessment based on a broad sample of pupils' work.

Teachers have worthwhile opportunities to work with staff from other schools to standardise and moderate pupils' work. The school uses helpful portfolios of pupils' literacy and numeracy work to exemplify attainment at different outcomes and levels. This ensures that the judgements teachers make on the standards pupils achieve are reliable and valid.

Leaders have provided training for teachers to help them set realistic and challenging targets for pupils. As a result, predictions of what pupils will have achieved at the end of a year or a phase are realistic and based on sound evidence. All teachers use the school's electronic tracking system purposefully to track the progress of individual pupils and groups of learners. This ensures that pupils are on track to achieve the targets set.

Teachers have improved the way that they mark pupils' work. They provide clear feedback to pupils on what they have done well and how they can improve their work. Pupils respond well to this feedback and use the advice provided to respond to suggestions.

As a result of this work, the school has a far more accurate and reliable picture of what pupils can do and teachers have clearer expectations of what pupils can achieve.

Recommendation 5: Stabilise the teaching and leadership teams to provide continuity so that pupils can benefit more from the skills and expertise of staff and teachers can fulfil their roles and responsibilities more effectively

Strong progress in addressing the recommendation

The school has a clear leadership structure. All staff have specific job descriptions, which are reviewed regularly as part of the school's comprehensive performance management system. Teachers and support staff understand their own roles and responsibilities, and those of middle level and senior leaders. Since the core inspection, leadership responsibilities have remained stable and this has enabled leaders to develop their roles well.

The creation of cross-phase curriculum teams enables all teaching and support staff to share the responsibility for school improvement in their areas of expertise and interest. These teams meet regularly and agendas usually focus closely on improving provision and standards. These activities provide good opportunities for staff at all stages of their careers to develop and refine their leadership skills. Working in teams with supportive colleagues has helped to raise staff morale considerably. Pupils have benefited from this more consistent approach. For instance, the rigorous work of the Welsh second language team in supporting progression in Welsh from class to class has raised standards across the school

substantially during the past year.

The governing body and headteacher have developed and consulted widely on a new staffing structure to suit the future needs of the school. Specific circumstances have prevented this from being realised fully. However, a clear and manageable timetable is in place to resolve the situation within a few months.

Recommendation 6: Establish a systematic approach to self-evaluation and school development planning

Very good progress in addressing the recommendation

The school has remodelled its self-evaluation and school improvement planning systems significantly since the core inspection. Robust self-evaluation processes are now in place. These processes involve gathering evidence from all stakeholders and provide senior leaders with useful information covering all aspects of the school's work.

Members of curriculum teams carry out peer lesson observations, scrutinise pupils' books and teachers' planning, and listen to learners. The outcomes of these activities enable curriculum teams to evaluate progress in specific areas of the curriculum and write action plans for further improvement. Changes to provision happen quickly and improvements to pupil outcomes are swift because of the extensive knowledge of each team. For example, plans to improve opportunities for pupils to write across a wide range of genres have raised standards in extended writing in a short period.

Reviews carried out by curriculum teams inform the self-evaluation report well and help senior leaders to identify relevant future priorities. During the past year, staff have used the post inspection action plan appropriately as a working document to drive improvements in key areas. The most recent self-evaluation report is evaluative and highlights clearly the areas for improvement that will become priorities in the new school improvement plan.

The governing body holds a school focus meeting every term that concentrates specifically on curriculum developments and pupil outcomes. This provides governors with good opportunities to meet regularly with members of the curriculum teams and to receive progress reports from the headteacher and senior leaders. As a result, governors have a good understanding of the progress the school is making.

Recommendation 7: Fulfil statutory requirements in relation to healthy eating and drinking

Very good progress in addressing the recommendation

The school has good arrangements in place to promote healthy eating and drinking.

All older pupils have opportunities to work in the school café. This helps them to develop a good understanding of how to eat healthily. The café serves a range of healthy foods including fruit and salad. The use of fruit trolleys at break times allows

all pupils to choose from a range of healthy snacks.

Teachers use the curriculum well to promote the understanding of health and wellbeing. For example, pupils in Year 2 write recipes and measure ingredients to make fruit drinks and smoothies.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.