



*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

**A report on**

**Eveswell Primary School  
Chepstow Road  
Newport  
NP19 8GX**

**Date of inspection: January 2014**

**by**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 18/03/2014**

## Context

Eveswell Primary School is in Newport. Most pupils live close to the school. Around 12% of pupils are entitled to free school meals. This is below local and national averages. The number of pupils on roll has risen slightly over the last three years.

The school caters for pupils from three to 11 years of age. There are currently 507 pupils on roll, including 94 in the nursery classes. Pupils are organised into 16 classes.

English is the main home language for the majority of pupils. Around 30% of pupils come from an ethnic minority background. The school has a very few pupils who are looked after by the local authority. The school has identified nearly 14% of pupils as having additional learning needs. Around 25% of pupils receive support for English as an additional language. A very few pupils have a statement of special educational needs.

The headteacher was appointed in 2002. The previous inspection was in March 2008.

The individual school budget per pupil for Eveswell Primary School in 2013-2014 means that the budget is £3,145 per pupil. The maximum per pupil in the primary schools in Newport is £9,457 and the minimum is £2,804. Eveswell Primary School is 40th out of the 48 primary schools in Newport in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The current performance of the school is excellent because:

- pupils make very good progress from their starting points;
- more able pupils and those who have support for English as an additional language do particularly well;
- pupils' literacy and numeracy skills are extremely high;
- pupil performance in the end of key stage assessments is above the average for similar schools;
- learning experiences are highly effective;
- the quality of teaching is outstanding; and
- the school has a fully inclusive ethos and the provision for equality and diversity is exceptional.

### Prospects for improvement

The prospects for improvement for the school are excellent because:

- leaders have consistently high expectations of all staff and pupils, and they challenge rigorously any shortcomings in performance at all levels;
- the school has very strong procedures for self-evaluation;
- through the very good use of coaching and mentoring, senior leaders develop a highly consistent and effective approach to teaching and learning;
- the school addresses national priorities very effectively, with a strong commitment to ensuring that no pupil is disadvantaged; and
- the school has a very good track record of raising pupils' standards of attainment.

## **Recommendations**

R1 Raise standards of pupils' spoken Welsh outside of Welsh lessons

R2 Improve attendance

R3 Comply fully with the statutory requirements for the daily act of collective worship

R4 Address the overly large surplus in the school budget

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Excellent

#### Standards: Excellent

Most pupils enter the school with skills that are similar to those expected of pupils of a similar age. In lessons and over time, most pupils make very good progress and many achieve very highly. More able pupils and those who have support for English as an additional language achieve particularly well.

Most pupils in the school listen well in lessons. They are able to concentrate for long periods for their age and ability. Many pupils speak clearly and confidently. By the end of key stage 2, they are articulate and thoughtful speakers who explain their reasoning exceptionally well.

Most Foundation Phase pupils make good progress in their writing skills. They spell common words accurately and make good use of the names and sounds of letters to attempt less well-known words. More able pupils write well at length and in detail, making good use of redrafting to produce work of high quality. The written work of key stage 2 pupils is of a very high standard. Writing sustains the interest of the reader well. Handwriting is neat and legible. Spelling is generally accurate. Pupils write in paragraphs in a good range of styles and formats and for different audiences and purposes. Particular strengths are their ability to write from a different range of viewpoints, as in their work on 'The Boy in the Striped Pyjamas', and to use their skills at the same high level across the full range of subjects.

Many Foundation Phase pupils read fluently and with expression. They talk confidently about books and how much they enjoy reading. Most pupils talk about characters they like and make sensible predictions about what will happen next in a story. Standards of reading in key stage 2 are very high. Most pupils read fluently and with very good expression and tone. An exceptional feature of their reading is their ability to use higher-order reading skills, such as inference and deduction, successfully. These enable them to have a deep understanding of the story and the behaviour of different characters. Nearly all enjoy reading. Pupils have well-developed research skills. They know how to use contents pages and an index and how to search the internet to find relevant information. They use the skills of skimming and scanning well to find information quickly.

Standards in mathematics are at an appropriate level for most pupils in the Foundation Phase. Pupils present their work well and have a sound understanding of number, but their work with data and measures is less well developed. Most apply their skills well to 'word problems'. More able pupils respond well to the challenges of more difficult work. Progress in mathematics is good across all of key stage 2 so that by the end of Year 6 standards are high. Pupils work confidently using number and measures and when presenting and interpreting data. They present their work neatly, which aids accurate computation. Pupils in both key stages, but especially in key stage 2, use their numeracy skills in all subjects at a level matching their mathematical ability.

Many pupils in the Foundation Phase display positive attitudes to learning Welsh and make good progress in their use and understanding of the Welsh language. They follow basic instruction in Welsh very well. They speak confidently about familiar topics. By the end of key stage 2, most pupils speak about themselves and familiar topics accurately and with confidence. Most pupils read appropriately for their age and write to a good standard in a range of styles and contexts. However, few pupils use the Welsh language outside of lessons.

Pupils who have extra help with their learning do well and make rapid progress in small groups and in class. In the Foundation Phase and key stage 2, girls generally perform better than boys, although the gap between them reduced last year. The few pupils in receipt of free school meals make good progress from their starting points, although they achieve slightly less well than other pupils.

Pupil outcomes in the Foundation Phase in 2013 are very good. For the expected outcome 5, pupil achievements place the school in the top 25% of similar schools for the Foundation Phase indicator and pupils' literacy, and personal and social development. They place the school in the higher 50% for mathematical development. At the higher outcome 6, pupil outcomes place the school consistently in the top 25% of similar schools. Most results show an upward trend with the school almost always the most highly performing in its family.

Pupils attain very well at the end of key stage 2. Over the last four years, results for the expected level 4 and the higher level 5 have placed the school consistently in the higher 50% compared with similar schools. In 2013, they place it in the top 25%. Trends show that results are improving and are often well above those of the rest of the school's family.

### **Wellbeing: Adequate**

Nearly all pupils feel happy and safe in school. They understand the need for regular exercise and the importance of a healthy diet and lifestyle. Pupils make suitable choices in deciding what they learn in topics such as in history and 'knowledge and understanding of the world'.

Nearly all pupils behave well and are respectful and courteous towards one another and adults. Their understanding of issues such as homophobia, homelessness and racial and cultural differences, and their ability to talk maturely about them, is outstanding.

Most pupils enjoy school, work hard and show pride in their achievements. They feel that the school values them and this supports the high standards that they achieve.

The school council and 'Your Voice' groups are articulate and very effective and they represent the views of all pupils successfully. They have a very positive impact on the life of the school and the local community through, for example, helping staff to introduce numeracy more regularly into the curriculum, designing the school's anti-bullying and homework policies and raising funds for several charities. They have made good use of visits to another local school in developing their role.

Most pupils are well motivated and keen to learn. They work confidently on their own or with other pupils. An outstanding feature of many Foundation Phase pupils is their ability to know what they need to do to improve their work. Key stage 2 pupils take on responsibilities successfully, such as prefects, house captains, peer mediators or playground buddies.

Attendance rose slightly last year to just above 94%. The school remains in the lower 50% of similar schools where it has been for the last four years. Nearly all pupils are punctual.

<b>Key Question 2: How good is provision?</b>	<b>Excellent</b>
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### **Learning experiences: Excellent**

Teachers and support staff collaborate well to plan interesting programmes that meet the needs of all pupils very successfully. The school provides an excellent range of enrichment activities and experiences through a programme of well-planned visits and visitors to the school. Through these, pupils have extensive opportunities to develop an awareness of the historical, cultural and sporting background of their local area, such as visits to an old colliery, local castles, mosques and churches. Pupils have very good opportunities to develop their skills further through the provision of a broad range of after-school clubs.

Planning for the development of pupils' skills is a strength of the school. An excellent feature of planning is the successful integration of the Literacy and Numeracy Framework into the school curriculum. As a result, pupils have exceptional opportunities to develop literacy and numeracy skills of high quality as they move through the school.

Staff provide regular opportunities for pupils to hear the Welsh language. There is extensive use of Welsh on signs, notices and displays. The school is working successfully to promote Welsh traditions and culture and to establish a Welsh identity amongst the pupils.

All teachers promote pupils' awareness of sustainable development successfully. There are extensive opportunities to raise pupils' awareness of recycling, energy saving and how to improve the environment in the school and their community. Global citizenship is less well developed, although the school has well-established links with a school in New Delhi that allows pupils to develop an understanding of the lives of others.

### **Teaching: Excellent**

Many lessons across the school contain excellent features. These include the teachers' ability to engage fully and to challenge significantly all the pupils in the class, not only in the subject taught, but also in developing their literacy and numeracy skills. In lessons, staff plan carefully for and deliver specific support very effectively for the wide range of pupils who need extra help with their learning. This enables them to make rapid progress.



An exceptional feature of teaching is how staff develop pupils' ability to identify, independently and confidently, the key aspects of their work that they can improve in order to raise it to a higher level. For example, in the Foundation Phase, pupils work enthusiastically to improve their 'letter from a dinosaur' and, in Year 6, they use success criteria superbly to raise standards in speaking in public. The work in pupils' books shows that teachers present extensive challenge to pupils. This has a continual and marked impact on the rapid progress that many pupils make.

Teachers mark pupils' work regularly. In the best practice, they provide pupils with comments that guide them on how to improve their work. The school makes outstanding use of a variety of tests and analysis of data to identify pupils who need extra help with their learning. Staff diagnose minutely the exact areas of learning in which pupils need help. Programmes of individual support, linked closely to the Literacy and Numeracy Framework, are monitored regularly, and the school's tracking system is used effectively to maximise their impact.

End of key stage moderation is well established within the school. It plays a lead role among local schools in the assessment of literacy in key stage 2. Reports to parents keep them well informed about their child's achievements, wellbeing and development.

### **Care, support and guidance: Good**

Pupils and staff work together very effectively to gain a shared understanding of the aims and values of the school. There are appropriate policies and good arrangements for promoting pupils' moral, spiritual and cultural development. Visitors to school, including the fire, police and road safety officers, help pupils to understand how to keep safe. The school has suitable arrangements to address attendance, but these are not having enough impact at present. It does not comply fully with the statutory requirements for a daily act of collective worship.

The school knows its pupils very well. Staff understand and respond to the needs of all pupils very successfully, especially those for whom English is an additional language. They link well with a suitable range of support services to ensure that pupils receive helpful guidance on relevant issues.

The support for pupils who have additional learning needs is strong. The school identifies pupils who require support at an early stage. Staff liaise well with parents and plan comprehensive programmes to meet pupils' needs. Targets in individual education plans are clear and specific and there are good procedures to monitor and assess their progress. Good use is made of specialist agencies and support services, such as those for educational psychology, speech and language support and English as an additional language. Additional staff in school provide high quality support for pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. It has appropriate arrangements to promote healthy eating and drinking and physical fitness.

## **Learning environment: Excellent**

The school is a fully inclusive community where diversity is recognised and celebrated. Pupils develop a positive attitude to diversity through a range of innovative programmes and themes such as a study of well-known figures from many different backgrounds. The school promotes equal opportunities actively and all pupils have equal access to all areas of the curriculum and extra-curricular provision. The school offers a safe, secure and welcoming environment for all pupils, where they feel free from harassment.

The work of the school in tackling issues such as homophobia, homelessness and racial and cultural differences is sector leading. Pupils' work, such as their display on homelessness, is of a very high standard. The 'Your Voice' group present talks regularly to the school at a level that helps other pupils to gain a better insight into these matters. Pupils talk maturely about issues and show a high level of understanding of these topics for their age.

The accommodation is well maintained and sufficient for the number of pupils. Informative displays of high quality encourage and support pupils' learning. Staff and pupils make full use of extensive resources, which are well organised, of good quality and well matched to pupils needs.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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## **Leadership: Excellent**

The headteacher communicates her vision for the school clearly and involves staff, parents and governors effectively in developing this vision. Leaders and managers pay very good attention to the views of pupils and ensure that they contribute to developing the school's ethos through a thorough understanding of the school's aims. The headteacher has very high expectations of all staff and pupils. She leads by example and challenges any underperformance robustly.

Leaders have established well-understood priorities to take the school forward. The outstanding focus on improving pupils' literacy and numeracy skills throughout the school ensures that all pupils make very good progress in developing these skills. All staff have clearly-defined roles and leadership is distributed effectively. This has led to significant improvements in standards and provision.

The school has robust systems for performance management that ensure leaders and managers challenge and support staff constantly to achieve high levels of performance. Targets relate directly to the school's priorities and, through the very good use of coaching and mentoring, senior leaders develop a consistently effective approach to teaching and learning.

The school addresses national and local priorities very effectively with a strong commitment to ensuring that no pupil is disadvantaged. The school implements the philosophy of the Foundation Phase successfully and shares its good practice with other schools. It has very effective systems for developing pupils' ability to improve their own work.

Governors fulfil their statutory duties well. They have a clear understanding of the school's work and pupil outcomes. They provide a suitable level of challenge and monitor the school's progress in relation to improving standards effectively. The governing body takes an active role in the self-evaluation process and in forward planning.

### **Improving quality: Excellent**

The school places improved outcomes for children at the centre of everything it does and staff strive to ensure that all pupils reach their full potential. Senior managers have established exemplary procedures for self-evaluation and quality improvement. They conduct a meticulous analysis of all aspects of the school's life and work and respond quickly with highly effective and detailed plans to address any identified areas for improvement.

The school takes very good account of the views of pupils and includes them very successfully in self-evaluation processes. Information gathered by the 'Your Voice' team of pupils has had a significant impact on the school's curriculum, on provision for numeracy and setting homework.

The school's self-evaluation of its strengths and areas for development is very detailed, comprehensive and accurate. Teachers analyse a wide range of performance data and information in detail to identify specific areas for improvement in pupil performance. In response, they plan a series of highly effective activities to raise pupils' standards in attainment and wellbeing. Through rigorous monitoring activities, leaders and managers ensure that staff carry out agreed actions consistently across the school. As a result, the school has an impressive track record of securing improved outcomes for pupils, particularly in literacy and numeracy.

### **Partnership working: Good**

The school has many useful partnerships that have a beneficial impact on pupils' learning and wellbeing.

Gwent Music school and other services provide many pupils with tuition in a range of instruments, for example taiko drums, clarinet, penny whistle and guitar. This enriches the curriculum considerably and raises pupils' self-esteem. As part of the partnership with Newport Football Club, players come into school to lead activities. This has encouraged many pupils to participate more fully in sport.

Links with the community church are strong. Pupils benefit from a variety of visits and visitors to school. This helps improve community cohesion and develops the spiritual dimension of the curriculum. Parents take part in curriculum workshops, which enables them to help their children to learn.

The school works in close partnership with the local authority, and provides training and support for many teachers from other schools. Staff meet regularly with staff in local schools to discuss management priorities and to ensure a high standard of

moderation of pupils' work. Transition arrangements with the local secondary schools are well established and effective.

**Resource management: Good**

The headteacher deploys teachers effectively to make the best use of their knowledge and skills and to deliver the curriculum successfully. Support staff make a significant contribution to many aspects of the school's life and work. All staff work very well together as a team to plan stimulating activities and experiences for pupils and to raise standards.

Arrangements for planning, preparation and assessment time are comprehensive and allow staff good opportunities to work together and to share expertise. Networks of professional practice focus very well on improving standards and provision. This has a positive effect on pupils' progress and wellbeing. The school is involved in a variety of projects across the local authority and regional consortium for education, which involve it in sharing its good practice and leading research projects.

The headteacher, supported by the local authority and the governing body, manages the school budget effectively to meet the priorities outlined in the school improvement plan. Pupils benefit from a wide range learning resources of high quality, and from an interesting and stimulating learning environment. However, the school carries an overly-large budget surplus and does not have detailed enough plans to demonstrate clearly how it will reduce this.

The school offers good value for money in terms of the use it makes of the budget allocated to the school.

## Appendix 1

### Commentary on performance data

Pupil outcomes in the Foundation Phase in 2013 are very good. For the expected outcome 5, pupil achievements place the school in the top 25% compared with similar schools for the Foundation Phase indicator and pupils' literacy and personal and social development, and in the higher 50% for mathematical development. At the higher outcome 6, pupil outcomes consistently place the school in the top 25% of similar schools. Most results show an upward trend with the school almost always the most highly performing in its family.

Pupils attain highly at the end of key stage 2. Over the last four years, results for the expected level 4 have consistently placed the school in the higher 50% of similar schools. In 2013, they place it in the top 25% for the three core subjects and the core subject indicator. Trends show that results are improving and are often the best in the family. For the higher level 5, results over the last four years have placed the school consistently in the top 25% for English, mathematics and science. Attainment is significantly above the school's family average and rising.

Pupils who have extra help with their learning do well and make rapid progress in both small groups and in class. In both key stages, girls generally perform better than boys, although the gap between them has reduced in the last year. The few pupils in receipt of free school meals make good progress from their starting points, although they achieve slightly less well than other pupils. Pupils who have support for English as an additional language make very good progress and achieve highly.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	110	109 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	110	109 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	110	106 96%	4 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	110	109 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	110	110 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	110	107 97%	3 3%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	110	109 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	110	109 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	110	101 92%	9 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	110	110 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	110	75 68%	35 32%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	110	102 93%	8 7%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	59	32 54%	24 41%	1 2%	1 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	59	37 63%	20 34%	1 2%	1 2%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	59	39 66%	18 31%	1 2%	1 2%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	59	34 58%	23 39%	1 2%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	58	24 41%	26 45%	4 7%	1 2%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	59	34 58%	24 41%	0 0%	1 2%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	59	35 59%	21 36%	1 2%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	59	30 51%	23 39%	5 8%	1 2%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	59	30 51%	21 36%	3 5%	1 2%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	59	34 58%	23 39%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	59	33 56%	23 39%	0 0%	1 2%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	55	28 51%	16 29%	4 7%	0 0%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	57	29 51%	20 35%	6 11%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	56	32 57%	18 32%	5 9%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	59	28 47%	27 46%	1 2%	1 2%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	58	31 53%	24 41%	3 5%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	57	22 39%	20 35%	4 7%	1 2%	10	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	58	30 52%	22 38%	6 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	59	36 61%	20 34%	1 2%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		



## Appendix 3

### The inspection team

Richard Hawkley	Reporting Inspector
Jane Rees	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Helen Mary Wyndham Evans	Peer Inspector
Glyn Williams	Peer Inspector
Catherine Barnett	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.