

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

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

School Number: 6802009

Date of Inspection: 09 January 2008

by

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Eveswell Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Eveswell Primary School took place between 00/01/08 and 11/01/08. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 National Curriculum covers four key stages as follows:

Key stage 1	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

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Context

The nature of the provider

1. Eveswell Primary School is situated close to the centre of the City of Newport, which is the Unitary Authority (UA). There are 447.5 full time equivalent pupils on roll between the ages of 3 and 11, including 38.5 full time equivalent children in the nursery who attend on a part-time basis.
2. Most pupils come from the local area, which is considered to be neither prosperous nor economically disadvantaged. Pupils come from a range of backgrounds with a full spread of ability. On entry, children have in general just below expected basic skills.
3. The school reports that 9.5% of pupils are entitled to free school meals which is below the UA average of 21.2% and the all-Wales average of 17.5%. About 10% of pupils are considered to have some degree of special educational needs (SEN). Three pupils have statements of SEN for a range of reasons. One pupil was temporarily excluded in the previous school year. No pupil has the National Curriculum (NC) disapplied. There are three pupils who are looked after by the UA.
4. English is the predominant language of 83% of pupils. Some 79% of pupils are from Welsh backgrounds. No pupil has Welsh as a first language. Some 17% of pupils have English as an additional language. Fifty-seven pupils have support in English as an additional language. This figure has increased significantly in recent years.
5. The school was last inspected in the spring term 2002 when the current headteacher was the temporary, acting headteacher. There have been relatively few staff changes since that inspection. The school roll has remained about the same. During the inspection, one teacher was absent on maternity leave. Her place was taken by a temporary supply teacher.
6. The school holds the Basic Skills Quality Mark for the third time, five Healthy Schools Awards, the Level 1 and 2 UA Equality Diversity and Achievement Award, the Eco Schools Green Flag Award and the British Council International Links and Citizenship Award (2007).

The School's Aims

7. The school's aims are very wide and appropriate and are encapsulated in the school's Mission Statement which is "**Inspiring Tomorrow's Generation**".

The school's priorities and targets

8. The school's priorities and targets 2007/2008 are to: -
 - continue the process of school self-evaluation;
 - prepare for inspection;
 - evaluate the impact of new staffing structures;
 - develop the role of some support staff; and
 - review the progress made in a range of recent initiatives, including the implementation of key skills in the curriculum; the healthy schools initiative, the

introduction of the Foundation Phase, transition arrangements to secondary schools, subject reviews and the continued development of inclusive education.

Summary

9. Eveswell Primary School is an outstanding school which provides an education which is of a very high quality. The school is extremely well led and it has made very good progress since its last inspection.
10. The inspection team agrees with all of the seven judgements made by the school about the standards pupils achieve and about other areas of its work.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

11. As this was a short inspection no judgements were made about standards of achievement in the lessons seen.
12. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
13. Many children begin school with just below the expected levels of basic skills. A high proportion of children have English as an additional language. Children make good progress in all areas of learning and are very well prepared for the next stage of their education.
14. In the 2007 national assessments for seven year olds, the percentage of pupils achieving at least the expected level (Level 2) was above the UA and all-Wales averages in English, mathematics and science and also when the results in these subjects were combined. A significant strength was that the proportion of seven year olds reaching the higher level (Level 3) was well above the UA and all-Wales averages in these subjects and when these results were combined. In these assessments the performance of boys and girls reaching Level 2 was about the same. Girls achieved better at the higher level. Compared to schools considered to have a similar proportion of pupils entitled to free school

meals, the school performed above these similar schools. Nearly all of those pupils with English as an additional language reached the expected level for pupils nationally. Since 2005 seven year olds in this school have attained above most schools.

15. In 2007, the results for 11 year olds who took part in the national assessments in English, mathematics and science were very high when compared to schools locally and nationally. The combined results were well above most schools. Nearly all pupils, including those with English as an additional language, reached or exceeded the expected standard (Level 4). As in key stage 1 results, the proportion of pupils reaching the higher level (Level 5) was well above local and national averages. Again the performance of boys and girls at the expected level was about the same. Girls out performed boys at Level 5.
16. When these results in 2007 are compared to schools with a similar proportion of pupils entitled to free school meals, the results were very high and when combined the results were well above most of these similar schools. Since 2005 the school has met or exceeded the high expectations set for it in the targets agreed with the UA.
17. Pupils' standards and progress in the key skills are Grade 2 (good features and no important shortcomings). In the key skills of communication in English, achievement is Grade 2. A major strength is the ability of pupils across the school to express themselves verbally. Pupils listen very attentively, they read and write well and with confidence.
18. Pupils' communication skills in Welsh are Grade 2. In the nursery, children develop confidence to respond in Welsh naturally and by the end of key stage 2, pupils write complex sentences. Across the school pupils' mathematical skills are also Grade 2. In key stage 1 and key stage 2, they use grids and graphs well to collate and to interpret information. They measure carefully and calculate solutions to problems accurately. Pupils' skills in information and communications technology (ICT) are Grade 2. Pupils use ICT regularly and to a good standard, for example when recording their work in other subjects and when using sensors and electronic microscopes in science.
19. Taking into account the individual starting points of many pupils and the setting of the school, pupils' bilingual skills are Grade 1 (good with outstanding features). Pupils respond very well to questions in both English and Welsh. They need little encouragement to use incidental Welsh in a wide range of settings and occasions.
20. Pupils' understanding of the significant features of their Welsh heritage is Grade 2. They have a good understanding of the history and cultural traditions of Wales. Pupils' personal skills are Grade 1. Across the school, they have a very secure appreciation of what is expected of them as individuals. They show very positive attitudes to each other and to adults. They co-operate very willingly and try their best to succeed.
21. In key stage 1 and key stage 2, pupils' problem solving skills are Grade 1. They apply a wide range of strategies to find solutions quickly and logically both in theoretical and practical situations. Pupils' creative skills are Grade 2. A particular strength is the way in which pupils work together. This is Grade 1. They have a very well developed understanding of how bad behaviour impacts

upon others. They understand the importance of teamwork. Pupils have a very good idea of what they as individuals have to do to improve their work and sensibly carry out a wide range of self-assessment. They have a clear picture of what they need to do to improve.

22. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration are good. They have positive attitudes. They behave well and work very hard. They have very well developed personal, social and moral awareness. Across the school, a particular strength is the considerate way in which pupils respect each other and their different backgrounds.
23. Attendance at 93% is above the UA and national averages. Pupils arrive at school punctually and lessons start on time throughout the day.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	63%	11%	0%	0%

24. The quality of teaching is good with outstanding features. It is Grade 1 or Grade 2 in 89% of lessons. This is better than the average national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report 2005/2006. In that report the quality of teaching nationally was at least Grade 2 in 79% of lessons with 17% being Grade 1. The quality of teaching found in this school is also above the 2010 targets for primary schools as set out in the 'Vision Into Action' document.
25. In the nursery and reception, the teaching is very well organised and well planned to provide a wide range of appropriate learning experiences. The teaching for pupils with English as an additional language is particularly effective. There is very good additional support for these pupils which is carefully organised.
26. Across the school in the best lessons where there are many outstanding features, these include: -
 - very effective strategies to promote pupils' thinking skills;
 - detailed questioning to test pupils' understanding of new concepts;
 - warm encouragement which gives pupils confidence to try hard and to enjoy their work;
 - very successful approaches to develop pupils' bilingual skills and their understanding of their Welsh heritage;
 - very good subject knowledge and very well developed strategies to motivate pupils and to recognise their individual efforts; and
 - very effective promotion of pupils' awareness of the importance of showing respect for each other and for each others' different backgrounds.

27. In the small proportion of lessons where there were some minor shortcomings, these were related to the way the lessons were planned and included: -
 - too many tasks to complete in the time;
 - insufficient time set aside to check what pupils have learned; and
 - too much time spent in explaining to pupils what they already knew and understood.
28. There are very detailed and comprehensive systems in place to assess pupils' progress in all subjects. In English, mathematics and science these are very well used to judge the progress pupils are making and should continue to make in the future. Information from these assessments and other reliable assessment data is carefully shared with all teachers. It is very well used to plan future work and to ensure that work is well matched to pupils' different abilities. There are very useful annotated collections of pupils' work in all subjects to indicate clearly what standards pupils should achieve year on year. However, planning for the systematic development of the key skills is less well developed. Insufficient emphasis is placed on indicating the different levels of skills teachers should plan to teach year on year. The school is in the process of beginning to improve this aspect of its curriculum.
29. Teachers indicate regularly to their pupils the small steps they should take to improve their work in the shorter term. Pupils with SEN are assessed regularly and their needs are thoroughly addressed. Detailed records are kept and targets are clearly noted in all individual education plans (IEPs). Reports to parents are very detailed and provide them with a full picture of their children's all round performance and progress.
30. The education provided by the school is of a very high quality and is very broad and balanced. It meets the requirements of the NC and the agreed syllabus for religious education. The education the school provides meets the needs and range of all pupils very well. It enables pupils to benefit from many stimulating learning experiences which effectively promote pupils' knowledge and understanding. The curriculum is equally accessible to those with SEN and disabilities and very successfully promotes pupils' independence and responsibility for their own learning. Acts of collective worship meet statutory requirements. There is a very wide range of out of school clubs, sports and other activities. All pupils have very good opportunities to take part in them.
31. Arrangements to promote pupils' spiritual, moral, social and cultural development are very good. Spirituality is given a significant and regular emphasis in lessons. The school ensures that pupils know what is right and wrong. There are very well taken opportunities for pupils to learn how to be useful and responsible members of their community. Pupils are given outstanding opportunities to appreciate their own cultures and those of others. *Y Cwricwlwm Cymreig* is given a major emphasis and provides pupils with a very good understanding of the history and culture of Wales.
32. Links with industry are very good and there are outstanding arrangements for pupils to build up a very good awareness of the world of work. A particular strength in the school is the very successful way pupils are encouraged to develop very positive attitudes to the culture and traditions of all pupils and to reject the stereotyping of individuals on any grounds. There are very good

arrangements for pupils to have a clear understanding of issues relating to sustainable development and global citizenship. There are a wide range of initiatives to promote pupils' health and well being.

33. Links with parents are very strong. Parents are kept very well informed and made to feel equal partners in the education of their children. Pupils are particularly well cared for, guided and supported. The school provides a safe and happy environment. It ensures that all pupils, including those with SEN are equally valued and play their full part. The quality of provision for pupils with additional learning needs is outstanding and fully meets the requirements of the Code of Practice for SEN.
34. The arrangements to ensure pupils' well being are very detailed and extensive and are regularly put into practice. Child protection arrangements follow local guidance and recommended good practice. There are very detailed and very well organised policies and procedures for dealing with race equality, disability, discrimination and equal opportunities. The school holds a major award for its work in promoting racial equality and understanding. There is a comprehensive disability equality scheme and action plan based on a survey of the site, which allows for access for the physically disabled through a series of ramps and an internal lift.

Leadership and Management

35. The headteacher provides an outstanding lead. She has achieved much since the time of the last inspection when she had recently joined the school on a temporary acting basis. Much has been achieved in successfully transforming the school since then. The progress made has been a direct result of the careful way teachers' potentials have been identified and developed. Staff morale is high and all staff work very happily and effectively together.
36. Across the school, teaching and non-teaching staff ensure that all pupils have equal access to what is taught and make very good progress. Subject co-ordinators provide well-informed and effective leadership in their areas of responsibility. They are far from complacent. The senior management team are very active in supporting new initiatives and in keeping previous ones under review. They are mindful of ensuring that the changes they have made last. There are extensive arrangements for the headteacher and co-ordinators to look carefully at first hand and on a planned basis to assess the impact of teaching and learning and to judge its long-term quality.
37. The school takes careful note of national and local priorities and initiatives. There are good arrangements for teachers to plan, prepare and assess during the taught week, which are well managed. The school council and eco-committees are both very active. Preparation for the introduction of the Foundation Phase is well advanced. Provision for pupils to have a good understanding of environmental issues is very good. The school has decided at this time, not to establish a breakfast club.
38. Links with the governing body are very constructive. The governing body is actively engaged in the daily life of the school and it is well informed. They are supportive yet challenging friends of the professional leadership. Strategic planning and financial management are secure and well matched to the

school's needs. Governors are very mindful to ensure that they review their spending decisions carefully.

39. The school has extensive and well-established procedures in place to collect and to judge a very wide range of information in order to carry out its self-evaluation. All those involved in the life of the school are consulted and their views are valued. The school development plan (SDP), the performance management of staff arrangements and the school self-evaluation document are closely linked. The latter document is a very well organised and successful tool in promoting school improvement. It accurately describes the school's strengths and areas for further development.
40. The inspection team agrees with all of the judgements made relating to all of the key questions for the inspection.
41. Since the last inspection in February 2002 the school has made outstanding progress. The key issues of that inspection have been rigorously and very effectively addressed.
42. The school has an appropriate number of teachers. There is good provision of well-qualified teaching and support staff to meet the needs of all pupils. A particular strength is the very good quality of support given by teaching assistants.
43. Day-to-day administration is efficient and effective. The accommodation and resources are very well used and are of good quality and quantity. The school is clean and attractive with many colourful and stimulating displays of pupils' work. The building is relatively new and provides sufficient space and facilities for effective teaching and learning.
44. Overall, bearing in mind the starting points of pupils, the very good progress they make, the quality of teaching and the education provided, the school gives very good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 extend the school's schemes of work to give greater emphasis to the systematic development of key skills year on year, which the school has identified as a priority.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

45. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
46. As this was a short inspection, no judgements were made about pupils' standards of achievement in the lessons observed.
47. Baseline assessments indicate that achievement is just below average when children begin school. A significant minority of children enter school from homes where English is not the first language. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
48. In the 2007 national assessments for seven year olds in English, mathematics and science the proportion of pupils achieving the expected level (Level 2) was above the UA and all-Wales averages in all three subjects and when they were combined. The proportion of pupils attaining the higher level (Level 3) was well above the UA and all-Wales averages in these three subjects and also when they were combined.
49. When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals, the results were above most of these similar schools. Particular strengths are that reliable data indicates that pupils achieved well in comparison to their assessments when they began school. In these tests, 83% of pupils with English as an additional language reached the nationally expected levels for seven year olds. Since 2005, results for these seven-year-old pupils have been consistently high. In these tests boys and girls reached similar standards at Level 2, although girls performed better at Level 3.
50. In the key stage 2 national assessments for 11 year olds in 2007 in English, mathematics and science, the proportion of pupils achieving at least the expected level (Level 4) was very high in all three subjects and when these results were combined. The proportion of pupils reaching the higher level (Level 5) was also well above local and national averages. While boys and girls attained about the same at Level 4, girls out performed boys at Level 5. When these results are compared to schools with a similar proportion of pupils entitled to free school meals, in 2007 results were very high in all three subjects and when combined. Since 2005, results have been well above most of these schools. Notwithstanding a relatively high proportion of pupils who have English as an additional language, nearly all pupils who took part in these assessments reached the expected standard and many exceeded it. Other reliable data indicates that year on year, many pupils achieve above what could be reasonably expected of them. Since 2005 the school has met or exceeded the demanding targets set for it.

51. Overall, pupils' achievements in the key skills are Grade 2 (good features and no important shortcomings). In communication in English in the nursery and reception in the key skills of speaking and writing children achieve very well. They speak confidently and are making very good progress in developing their writing skills. In key stage 1 and key stage 2, standards in these key skills are Grade 2. However under fives and pupils in key stage 1 and key stage 2 listen very attentively to each other and to adults. Pupils' reading skills are very well developed within key stage 2 and many read confidently and expressively. They have well developed research skills in reading for information. Children who are under five and pupils in key stage 1 read well and are making good progress in understanding the sounds letters make. They use these skills well to read with increasing accuracy and confidence. In key stage 1 and key stage 2, pupils write well for a broad range of reasons and in different styles.
52. Pupils' communication skills in Welsh are Grade 2. Pupils speak confidently, often responding in Welsh naturally and occasionally at some length when answering their teachers' questions which are expressed sometimes in English and sometimes in Welsh. Children in the nursery and reception classes respond well to simple commands and expressions, they describe the weather accurately in Welsh. Pupils in key stage 1 read clearly, follow instructions appropriately and write sentences in Welsh. In key stage 2, pupils write more complex sentences in Welsh showing a well-developed understanding of and ability to complete the tasks set for them.
53. Across the school, pupils' mathematical skills are Grade 2. Pupils use grids and graphs well to collate and interpret information, for example in lessons in history. They measure accurately, for example in science and calculate results and solve problems confidently. They apply their mathematical skills well when designing and making in design technology.
54. Pupils' skills in ICT are Grade 2. They use the interactive whiteboard and their computers regularly. They edit, record and improve their work using their word processing skills effectively. They research and complete their finished work, for example in high quality presentations about their own area in history and geography. They use a range of programs well to illustrate their work and to blend pictures and text together. They use sensors and electronic microscopes well, for example in science.
55. Pupils' bilingual competence is an outstanding feature at key stage 1 and key stage 2. Children under five make good progress in using Welsh naturally during their lessons. Bearing in mind the geographical setting of the school and the relatively high proportion of pupils who are not from Welsh backgrounds, the standards in this aspect are impressively high. Across both key stages, pupils very successfully respond to questions posed in both languages. They answer naturally in Welsh when it is appropriate to do so. For example, in a lesson in key stage 2 about the story of 'Branwen', pupils use Welsh and English with confidence and accuracy when analysing the traditional devices used in the construction of this and similar legends. In both key stage 1 and key stage 2, pupils have well developed abilities in comprehension and in responding orally in Welsh. Pupils need very little encouragement to use incidental Welsh in a wide range of settings.

56. Pupils' understanding of the richness of their Welsh culture is Grade 2. They know about the development of Newport and its surrounding areas through a wide range of visits to local places of interest such as the numerous castles in the vicinity and the Roman fort at Caerleon. They participate in a wide range of cultural events which help to promote their appreciation of particular features of Welsh music and dance. They are familiar with the work of a range of Welsh artists and craftspeople.
57. Pupils' personal skills are Grade 1. Across the school pupils have a very strong appreciation of what is expected of them as individuals. They have very positive attitudes to each other and to adults. They appreciate that it is important to work together and to help each other succeed. They have a very strong sense of community and of their responsibilities to it. Pupils invariably wish to succeed and try to live up to the high expectations teachers have for them.
58. Across the school, pupils' problem solving skills are Grade 1. As a result of carefully constructed opportunities and well thought out questioning techniques, pupils ask and answer challenging questions, for example in mathematics and science. In physical education, older pupils use maps to find routes when crossing hilly areas. They find solutions to practical problems such as how to overcome an obstacle in a route such as a lake using a limited amount of materials. They know in English and mathematics how to analyse a problem and how to follow routes of enquiry to find logical answers.
59. Pupils' creative skills are Grade 2. They express themselves well in art, music and dance. They illustrate their work attractively using a wide range of media and materials.
60. A particular strength of the school is the outstanding way pupils work very willingly together. They co-operate very effectively. They share their ideas and resources very sensibly. Older pupils, for example in a residential visit, learn how to construct co-operatively a shelter for themselves and as a result develop a very good understanding of how their own behaviour impacts upon each others.
61. Across the school, pupils have a very good idea of what they need to do to improve. A particular strength is in key stage 2 where pupils regularly and sensibly evaluate their own performance. They carry out detailed self-assessment and maturely record 'things which I find difficult' and 'what can be done to help me'. They have a very well developed sense of partnership and their own role in achieving more in the shorter and longer terms.
62. Pupils' behaviour is good; they are polite and courteous to each other and to adults in school. Within the overall assertive behaviour approach with clear rules, rewards and sanctions for misbehaviour, the staff effectively encourage the pupils to develop values such as tolerance and fairness. The behaviour in classrooms contributes significantly to pupils' personal development and the standards they achieve.
63. The average attendance for the three terms before the inspection was 93% with over half the pupils at the school achieving attendance over 97%. Registration arrangements meet Welsh Assembly Government (WAG) guidelines. Pupils are punctual at the start of the day.

64. Many opportunities for pupils to participate in the life of the community and many visits to places of historical and cultural interest successfully help to broaden pupils' understanding of their community and the world of work.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

65. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
66. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	63%	11%	0%	0%

67. The quality of teaching is good or better, that is Grade 1 or Grade 2, in 89% of lessons. This figure is well above the national picture reported by HMCI in her Annual Report 2005/2006. The quality of teaching was outstanding, that is Grade 1, in 26% of lessons. Nationally the quality of teaching in primary schools is at least Grade 2 in 79% of lessons, with 17% having outstanding features. These figures are also above the 2010 targets for primary schools set out in the 'Vision Into Action' document, where the quality of teaching assessed by Estyn is to be Grade 2 or better in 80% of classes.
68. In the nursery and reception classes teaching is planned very effectively and is very well organised for children to take part in a wide range of suitable learning experiences. Teachers and their assistants work well together so that children settle successfully into the nursery. They help them to achieve success generally from just below average starting points.
69. Across the school, teachers plan thoroughly so that their lessons are well matched to the different abilities in the classes. As a result, pupils build systematically on what they know and can do. Teachers carefully explain what time is available to complete the task and remind pupils regularly how much time they have left to achieve what is expected of them. Teachers have very high expectations of their pupils. They establish very supportive and constructive relationships. A particular strength in many lessons is the way in which pupils are encouraged to think things out for themselves and to apply specific key skills to their work.
70. The best lessons, which have outstanding features, take place in about equal amounts across the school. In these, teachers make very effective arrangements to extend pupils' thinking through discussion. They question cleverly to test pupils' understanding of new ideas. They make learning fun and encourage pupils successfully to work with eager enthusiasm.
71. Lessons are well paced so that pupils work hard and enjoy what they are striving to achieve. In some of the most outstanding lessons, teachers confidently and ably extend pupils' bilingual skills and promote understanding of their Welsh heritage. For example, in an English lesson about analysing the

structure of a Welsh legend. Older pupils in key stage 2 are successfully encouraged to use Welsh and English words to describe different common features of the stories contained in the Mabinogion.

72. Across the school in a significant proportion of lessons, teachers show high levels of professional skills in motivating and encouraging pupils to work confidently and to do well. They often promote a supportive and encouraging atmosphere by the calm and reassuring way in which they speak to and treat their pupils. All pupils know that their efforts are appreciated and as a result they are able to contribute to their lessons enthusiastically. Teachers work closely and successfully with their teaching assistants and with those helping pupils who have English as an additional language. There is a strong sense of teamwork and of a shared commitment for pupils to achieve well.
73. Pupils from different backgrounds and traditions are made to feel equally important. Their own cultural differences and similarities are recognised and respected. Teachers often show very good subject knowledge and demonstrate clearly what they expect their pupils to achieve. As a result pupils have good examples to copy and they strive to emulate them.
74. In the small proportion of lessons where teaching had some minor shortcomings teachers tried to cover too much in the time available and as a result, opportunities were missed to explain sufficiently and to check that their pupils understood what they had been told. Teachers did not review what pupils had been taught sufficiently in order to be sure that their teaching had been successful. In some lessons, teachers took too long to explain what was required and left pupils with insufficient time to complete their tasks.
75. Assessment procedures are an outstanding feature of provision. They are thorough and very well managed by the school and fully meet statutory requirements. The school has implemented an effective system for assessing pupils' progress from the time they enter school. In the nursery, a baseline assessment is supplemented by other assessments across areas of learning and daily written observations. There is an effective transfer of information systems between classes and key stages. The school makes very good use of reliable tests to judge the progress pupils make year on year.
76. All staff are involved in planning together what will be taught and how learning will be assessed. Heavy emphasis is placed on the importance of making regular evaluations of lessons. Tasks are analysed and the information is well used to influence future planning and to make changes where necessary. There are very thorough arrangements for teachers in key stage 2 to discuss and to agree the standards of work pupils achieve.
77. There are rigorous evaluation arrangements in all subjects. The information is very well used to help governors, the headteacher and staff to evaluate the effectiveness of policies and to inform curriculum planning and set objectives. The information is rigorously reviewed to analyse performance of boys and girls, year on year trends, performance in subjects and the performance of more able pupils and SEN pupils.
78. There are also useful collections of pupils' work in all subjects to indicate the levels pupils should achieve year on year. These are discussed and agreed by teachers rigorously.

79. A particular strength is the way in which all pupils are fully involved in planning and setting their own targets for improvement. Pupils are very well informed through careful marking of their work and discussion of targets which have been set for them. This has significantly raised the awareness of where to improve.
80. There are very detailed records of the progress made by pupils with SEN. Their targets are clearly noted in their IEPs. These pupils strive hard to reach targets within a specified time. Records of development of pupils with English as an additional language are an outstanding feature of the school. These records contain useful information about progress which is used effectively to plan further progress.
81. Reports to parents are very good and give parents a very detailed picture of their children's performance. Parents are fully informed about their children's progress and achievements. Reports give a clear picture of what pupils know and can do. They indicate in detail where pupils need to improve.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

82. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
83. Particularly outstanding features of the school are the opportunities it provides for pupils to achieve highly, its provision for their personal development, the rich and varied curriculum on offer and the very effective partnership working that benefits pupils learning.
84. The school provides a curriculum that not only meets the statutory requirements of the NC and the agreed syllabus for religious education, but also includes a wealth of stimulating learning experiences that effectively promote knowledge, understanding and skills, personal development, global citizenship, entrepreneurship and a well-developed understanding of the world of work. In this school, pupils are closely involved in planning what they would like to learn. Examples of this can be seen in project work, suggestions for homework activities and in extra curricular provision.
85. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Nursery and Reception children enjoy their stimulating range of carefully planned indoor and outdoor learning experiences that develop their basic and key skills very effectively and make learning fun.
86. The broad and balanced curriculum for the rest of the school ensures that all pupils build confidently on what they already know and can do. It enables pupils to develop their key skills effectively. The curriculum very effectively addresses the needs of all groups of learners including pupils with particular gifts and talents. Pupils of all abilities and starting points make good progress and many attain very high standards by the time they leave the school. Pupils

- from disadvantaged families, pupils with SEN, or the large number of pupils new to learning English achieve highly in comparison with many other schools.
87. Appropriate subject policies and schemes of work, including key skills are in place and these are currently being reviewed to address expected changes to the NC. Schemes of work challenge stereotypes and promote cultural diversity. Detailed policies are in place to address drugs awareness, sex education and personal and social education. However the planning for the teaching of key skills lacks sufficient detail to indicate how these skills should be developed systematically year on year in different subjects.
 88. The curriculum promotes pupils' personal development very well through an outstanding personal and social education programme. As a result pupils have strong moral values and treat one another with consideration and respect. They are self-confident and very sociable with both adults and other pupils.
 89. The school enables its pupils to develop a very strong sense of independence and responsibility for their own learning, as well as inspiring very good teamwork. This is an outstanding feature. In key stage 1 for example, the project approach and the Building Learning Power programme combine effectively to encourage pupils to think for themselves about how they will approach a task and they develop the self-discipline to allocate roles and responsibilities and stick to a plan. In key stage 2, the curriculum successfully encourages pupils to develop further effective thinking skills and develop perseverance in problem solving. Pupils in key stage 2 have the ability to reflect and evaluate their work critically.
 90. Acts of collective worship meet legal requirements and make a valuable contribution to pupils' personal and wider development. They provide pupils with appropriate opportunities to reflect and to develop spiritually. They also celebrate personal achievement, perseverance and success.
 91. Pupils develop a very good understanding of the unique culture of Wales through a high standard of bilingualism and as a result of cultural activities and historical visits to the local area.
 92. Pupils' multicultural understanding is an outstanding feature. The school warmly welcomes pupils and families from a diversity of cultures and faiths and the strong relationships that result enriches pupils' learning experiences. Family members visit the school to talk to pupils, comfortably discussing their cultural and religious traditions, helping with translation, preparing regional food dishes and willingly providing the school with loans of artefacts.
 93. The school provides numerous extra curricular activities which benefit pupils' development. These activities, which are open to all, cater for a wide variety of interests and include valuable life skills such as first aid. Educational visits are frequent and wide-ranging and many visitors are invited at the request of pupils. For example, the recent Careers Fair was requested and planned by pupils. A considerable number of trades and professions are represented at this event by parents, friends of the school and friends of friends. The success of the Careers Fair illustrates the way in which the school listens to its pupils and provides for their needs. It also demonstrates the considerable strength of the school's relationships with parents and the local community.

94. The school has extremely well developed links with other schools and the UA. It frequently takes the lead in promoting new initiatives, developing staff and providing expertise. The headteacher and senior staff have strong links with teacher training institutions through tutoring at colleges and offering student placements. The school plays an important role in the career development of trainee teachers, advising them and closely monitoring their progress. The school also warmly welcomes high school and college pupils, carefully supporting them through work experience. This aspect of its work is outstanding.
95. Overall transition arrangements, particularly the detailed assessment information, provided by the nursery to other local schools where some children transfer are outstanding. Bridging work for transition from year (Y) 2 to Y3 and the liaison between the school and the local high schools are also strong features.
96. Raising pupils' understanding of the world of work, the development of their entrepreneurial skills, the promotion of sustainable development and tackling social disadvantage and stereotyping are outstanding features of the school's provision
97. Although the school has not developed a written policy, it has however a clear strategy for broadening pupils' experiences, awareness and understanding of the world of work. A key feature is how most aspects relating to the world of work, entrepreneurship, sustainability, global citizenship and healthy schools are woven into the school's personal and social education programme.
98. From the nursery in every year group pupils at the school have very good opportunities to develop their knowledge, skills and understanding of work related issues. All pupils benefit from a wide range of work-related activities and visits. These include good examples of several local businesses and organisations supporting the school's world of work activities. Many of the visits made often relate not only to classroom themes but also aspects of the environment, fair trade, safety and well being, and ethical issues. Visits made by the police, fire service, nurse and others enhance pupils' learning and understanding.
99. The opportunities for learners to develop their entrepreneurial skills occurs in every year. These include experiences and activities relating to the use of material on how to build up a business, the production of a newspaper, designing and analysing a questionnaire on goods and services available in the locality, decision making, designing, marketing, production and quality control. Most teachers have benefited in the last five years from many opportunities to experience the world of work. These opportunities have been particularly focused on environmental and sustainability activities to raise teachers' personal understanding and awareness of these issues.
100. The school is the proud recipient of the Equality, Diversity and Achievement award at Level 1 and 2. The school is particularly successful in raising pupils' awareness of equality, diversity and social disadvantage. There is a clear equal opportunities policy that deals with aspects of stereotyping and the policy is effectively implemented in many aspects of school life such as the personal and social education, school and eco councils activities, class work tasks, performances, games and other social activities.

101. There is very good provision for promoting sustainable development within subjects and in cross-curricular themes. The school and eco councils play a notable part in promoting environmental and healthy matters within the school. Pupils are well engaged in recycling initiatives both within and outside the school. The education for sustainable development is an outstanding feature.
102. The curriculum and the wide range of school activities take very good account of WAG priorities and initiatives. The outstanding feature is the holistic and interrelated approach used based on the personal and social education programme to promote a wide range of initiatives.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good and outstanding features

103. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
104. The school is a very happy, caring community where pupils are highly valued and very well supported. Relationships with parents are very good and consistently positive responses were received at the meeting prior to the inspection. A notable feature is how the parents were encouraged to participate formally in the inspection process by being asked for their views in addition to those expressed through the usual parental pre-inspection questionnaire. Communication with parents is effective and the school responds positively to suggestions. Parents are very supportive of the school. A wide range of strategies are in place to include parents in the life of the school including information on classroom themes and half-termly newsletters to ensure that parents are fully informed about school learning and other activities.
105. Registration is undertaken meticulously. Very good procedures for monitoring pupils' punctuality, attendance, behaviour and performance are in place. These factors have an overall beneficial effect on pupils' progress and confidence and help them thrive in a caring and supportive environment.
106. An appropriate child protection policy is in place with a named co-ordinator and staff are aware of procedures within the school which conforms to local guidance. Risk assessments are undertaken as required for certain activities and class visits. There are extensive arrangements which are very well used to make pupils aware of the importance of healthy living.
107. The school participates in the Healthy Schools project and effectively promotes the healthy development, safety and well being of pupils. The school protects the pupils from harmful situations and regularly reminds them of health and safety through its daily procedures. A clear and well-implemented health and safety policy is in place. The personal and social education programme and discussion time are effectively used to promote a range of personal, health and welfare issues and the school receives good support from the nurse and the community police in delivering various aspects of this programme.
108. Provision for pupils with SEN is very good with several outstanding features. There is a clear policy, which guides teachers' work. The school fully meets the Code of Practice for pupils with SEN.

109. There is an extremely thorough identification system in place and a comprehensive range of assessments is used for diagnosing pupils' individual needs including those of gifted and talented pupils.
110. The SEN register is constantly revised and the school's system and comprehensive bank of tests ensures that there is an early and accurate identification of needs.
111. The SEN provision is very well co-ordinated by the SENCo (Special Educational Needs Co-ordinator) and this is an outstanding feature of the school.
112. The SENCo holds regular 'clinics' to discuss individual pupils with opportunities for staff to liaise with the UA's SEN advisory teacher and other educational support workers. The school employs a member of support staff for each year group in the school. There is also a very close liaison between teachers and support staff on lesson planning.
113. Lesson planning is thorough and takes account of the different abilities and needs of pupils.
114. There are very good links with relevant outside agencies and pupils on school action plus and pupils with statements for SEN benefit from the expertise of personnel from health and the UA's education support services.
115. In keeping with the school's positive behaviour policy, all members of staff make effective use of their training in assertive discipline techniques and work closely with parents to give support for learners whose behaviour might be problematic.
116. Clear policies exist on race equality, equal opportunities, bullying and diversity. The school has very good arrangements in place to raise pupils' understanding of these matters. Multi-cultural themes are effectively promoted through religious education, dance, music and geography. The awareness of the importance of racial equality is very well developed through personal and social education, assemblies an appropriate range of reading material and taking part in very positive competitions. Through the very active and effective school council pupils have a very clear understanding of the way decisions are made in a democracy.
117. The school provides appropriate information for the disabled and provides very good support when required. The school provides very high quality personal support to all pupils, which is greatly appreciated by the parents. The very positive ethos of tolerance and understanding in the school ensures that those with physical disability are fairly treated. There are detailed disability equality schemes and action plans in place. These are based on a survey of the site, which allows for access through a series of ramps and a lift.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

118. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
119. The headteacher provides a very able and effective lead to the school and has achieved much since her permanent appointment. Through a series of long-term strategic plans and strategies the school has been transformed for the better. The headteacher has brought the best out of a largely long standing staff and created a working environment where staff morale is very high and where all work hard together to achieve their shared vision for the school. The school is rightly regarded locally and nationally as a high performing school. There is an obvious commitment from all staff to ensure that all pupils have equal access to what is taught and achieve above what could be reasonably expected of them in all aspects of their life in school.
120. Staff work closely together and are regularly actively engaged in planning and improving their areas of responsibilities. Detailed evaluations are carried out on a planned basis by staff ensuring that teaching and learning is of a high quality. All teaching and non-teaching staff demonstrate high levels of professional competence and engage fully in open and honest debate about the way forward. This has led to the development of a very strong culture, which shows a willingness to strive for excellence. Teachers are not complacent.
121. A particular strength in the school is the careful way in which very effective leadership and management structures have been developed. These have been astutely planned and implemented by the headteacher so that all staff have a strong sense of ownership and belief in the way the school is organised. This was a key issue at the time of the last inspection. Now the senior management team ensure that all staff are clear about their individual roles within the school and have a strong sense of purpose. All know what their objectives are and how they fit into the wider scheme of things.
122. The school takes careful note of national priorities and local initiatives. The school is very active in promoting an awareness of healthy lifestyles and healthy diets, both on a daily basis and through 'healthy living weeks'. There are very strong links with the local community and an outstanding commitment to develop an understanding of diversity and respect for different cultural and religious traditions.
123. Pupils are very successfully encouraged to be aware of ecological issues and of the need to protect and improve the environment. Initiatives to develop pupils' basic skills to learn effectively are very successful. A particular strength is the well thought out way in which support has been focused to give additional help to those pupils who need it through a wide range of initiatives such as 'Literacy Launcher', 'reading recovery', 'number recovery', 'spring board', 'Maths' and 'Success In Six'.
124. The school council and eco-committees are both very active and take their responsibilities very seriously. They have a very well developed understanding

- of their own individual responsibilities and of the democratic process. Preparation for the introduction of the Foundation Phase is well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are carefully and effectively managed. A particularly outstanding feature is the commitment and success achieved in developing pupils' bilingual skills. Much has been achieved in this area to promote skills, understanding and confidence amongst staff and pupils.
125. Ecological and environmental issues are given significant attention in the daily life of pupils. There are detailed and extensive links with the secondary school to which pupils transfer and with other schools in the area as well as other providers of education. The school is often used as a resource to demonstrate how to successfully introduce new initiatives and best practices in a wide range of areas. The school does not have a breakfast club.
126. There are very rigorous and constructive arrangements in place which are regularly used for the senior management team and subject co-ordinators to look at first hand at teaching and learning. A particular strength and outstanding feature is the very effective way the information gathered is used to define future training needs. The links between provision for these needs and the school's performance management strategies are very strong. There are detailed and well used arrangements to support newly qualified teachers and teachers who are new to the school.
127. The governing body is actively engaged in the daily life of the school and is well informed. It provides a conscientious and effective lead. The chair of governors is very experienced and works closely with all governors to help set the long-term strategic direction for the school and to hold the senior management of the school constructively to account. For example, they have played a key role in rationalising the school's staffing needs and re-structuring the way the school is led and managed.
128. The financial management of the school is well organised and effective. It is accurately focused on the school's shorter and longer-term priorities. Overall, the governing body provides a strong steer to the school and meets all of its statutory duties in full.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

129. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
130. There are very extensive and very rigorous procedures in place to gather information about the performance of the school. These procedures are very well established over a long period and are central to the progress the school has made. Subject co-ordinators regularly complete detailed evaluative reports, which contribute very effectively to action plans as part of the school development planning. Staff, governors, parents, pupils and the UA are actively involved in the self-evaluation process. For example, detailed

information is collected from questionnaires, the careful analysis of results and discussion with all involved with the school.

131. The self-evaluation document is very well organised and logically set out. It provides a very accurate picture of the school's strengths and areas for future development. It is very closely linked to the SDP which is a key tool in the way the school has been improved. The SDP sets out clearly the priorities to bring about improvement. There are very well planned and effective links between the school's performance management programme, the SDP and the self-evaluation process. This ensures that national priorities are properly addressed, for example in planning to provide appropriate arrangements for teachers to plan, prepare and assess during the taught week.
132. The inspection team agrees with all of the school's strengths and areas for improvement. The school self-evaluation report is accurate.
133. Since the last inspection in the spring term 2002, the school has made very good progress in addressing the key issues of that inspection. Then, there was a need to improve several aspects of the way in which the school was led and managed. There were also significant shortcomings in the way the school evaluated its own performance and planning for improvement. Standards in many subjects were below those of most schools and links with the secondary school were weak.
134. Currently, the very purposeful and successful way in which the school is led and managed is a major strength. The school self-evaluation process and planning for improvement is of a very high quality. Standards in subjects and key skills are much higher now than they were. Pupils' performance in national assessments and other reliable tests indicate that many pupils achieve very well. Links with the secondary schools to which many pupils transfer are strong and mutually beneficial.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

135. The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
136. There are a number of outstanding features in this aspect of the work of the school. Of particular note is the way in which all staff are developed, and teaching staff are very closely involved in prioritising spending and ensuring very good value for money.
137. The school has an appropriate number of teachers who are suitably qualified. They have a wide range of expertise and experience which is used well. The pupil/ teacher ratio is satisfactory. A very good range of training opportunities and visits ensure that individual teacher training needs and school priorities are supported to a high standard.
138. Teaching assistants provide very high quality support and are used effectively.

139. All teaching and non-teaching staff benefit from appropriate training which improves the expertise. This is well disseminated and has a very positive impact on standards.
140. The school's administrative assistants are very experienced and know the school well. They ensure that day-to-day administration is efficient and effective. All staff have job descriptions. There is good supervision at meal times with all supervisory staff aware of issues relating to unacceptable behaviour and emergencies. They are well trained.
141. The school has appropriate resources to meet needs in all curriculum areas. They are well used and stored.
142. Classrooms and other areas are spacious and each classroom has an interactive whiteboard. Classrooms, hall and work areas are well used. The library has been enlarged by moving it to a more suitable location. Stimulating displays help to create an environment which is conducive to learning.
143. The outdoor hard and grassed play areas are rather limited for the size of the school. However, the school has developed a timetable to ensure the playground is adequate for pupils at any one time.
144. The school makes economic, efficient and effective use of all available resources. It trains its entire staff including midday supervisors in many aspects of managing and educating pupils very well. For example midday supervisors have recently been trained in challenging stereotypes and all staff working in key stage 1 have received detailed training in observation and assessment techniques.
145. Staff are deployed efficiently and full use is made of their areas of expertise and experience. Their high level of expertise has a considerable impact on pupils' standards of achievement. Appraisal and performance management systems are effective in identifying and meeting the development needs of staff. Systems for planning, preparation and assessment are well established and teachers are provided with sufficient time to carry out these tasks. All staff make an excellent contribution to the successful integration of pupils from all faiths and cultures. Support for pupils with English as an additional language and parents is particularly successful.
146. The budget is managed efficiently by the headteacher and finance committee of the governing body to ensure that the school is staffed and resourced well to teach the curriculum and to meet the needs of the pupils. Priorities for development are identified and spending is closely linked to these and monitored regularly. Teaching staff have also become expert in critically reviewing and evaluating their subject areas to carefully assess spending, using the impact upon standards as a measure of its success. This is an outstanding feature.
147. Bearing in mind the standards pupils achieve often from just below expected starting points, the overall quality of teaching and education provided, the school gives very good value for money.

School's response to the inspection

The governors and staff have considered the outcomes of the inspection and are delighted that the findings acknowledge that Eveswell Primary School is an outstanding school, which provides an education which is of a very high quality.

We are pleased that the inspection team found that the quality of teaching and standards of achievement are above the Welsh Assembly All-Wales targets and that the school's results are very high when compared with similar schools both locally and nationally. This is a reflection of the hard work of pupils, staff and governors at Eveswell Primary School.

We are delighted that the leadership of the school is outstanding and that the talents, skills and dedication of staff at all levels are duly acknowledged. The awarding of the highest grade in all seven key questions confirms the professional and positive manner in which all who work at the school undertake their duties on a daily basis.

Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the inspection team acknowledged that we are achieving our aim to inspire our pupils, to develop confidence and a love of learning so that they may go on to further success. The school is recognised as a very happy, caring community where pupils are highly valued and well supported. The very many outstanding features of our school, highlighted in the report, will enable us to continue to build on this firm foundation of high standards and expectations.

We now aim to develop our curriculum in the light of new national requirements for 2008, whilst continuing to maintain our high standards and further developing our pupils' skills for the twenty-first century.

The headteacher, staff and governors greatly appreciated the very professional and courteous way in which the inspection team carried out a detailed and thorough audit of the school. Their opinions are valued and their recommendations will be acted upon in future plans for the school.

Appendix 1

Basic information about the school

Name of school	Eveswell Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Chepstow Road Newport
Postcode	NP19 8GX
Telephone number	01633 272142

Headteacher	Mrs Catherine Barnett
Date of appointment	December 2002
Chair of governors/ Appropriate authority	Mr John Routley
Registered inspector	Mr Peter Mathias
Dates of inspection	9 th – 11 th January 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	38.5	60	60	52	59	60	58	60	447.5

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	17	0.5	17.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	89.6	91.3	92.9
Summer 2007	85.5	90.1	91.9
Autumn 2007	90.5	92.4	94.4

Percentage of pupils entitled to free school meals	9.5
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		58	
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School	3	3	56	37
		National	3	13	63	20
En: reading	Teacher assessment	School	3	3	51	42
		National	4	14	55	27
En: writing	Teacher assessment	School	3	3	83	10
		National	5	14	68	12
En: speaking and listening	Teacher assessment	School	3	3	47	46
		National	2	10	63	24
Mathematics	Teacher assessment	School	0	5	57	37
		National	2	10	64	23
Science	Teacher assessment	School	0	5	52	42
		National	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	92	In Wales	80

W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		60			
Percentage of pupils at each level								
		N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	5	53	42
		National	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	3	50	47
		National	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	42	58
		National	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
In the school	95	In Wales	74

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of five inspectors, who were present in the school for 13 inspector days, carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- One hundred and three questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Forty-six lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices
Mr Gwynoro Jones (Lay Inspector)	Contributions to Key Questions 1, 3, & 4
Mrs Jan Marsden (Team Inspector)	Contributions to Key Questions 3 & 7
Mr Dafydd Treharne (Team Inspector)	Contribution to Key Questions 4
Mr Enir Morgan (Team Inspector)	Contributions to Key Questions 2 & 7
Mrs Catherine Barnett (Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

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