



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

A report on

**Maindee C.P. School
Rodney Road
Newport
NP19 0AP**

Date of inspection: March 2016

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:

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

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

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Context

Maindee Primary School is in the inner city district to the east of Newport. There are 494 pupils on roll between the ages of 3 and 11. Pupil numbers have risen significantly over the past four years, and change constantly as families move in and out of the community. There are 16 classes, including two mixed-age classes.

Around 90% of pupils are from an ethnic minority background, the majority being from Punjabi, Bengali and Roma origin. Pupils come from 32 different ethnic groups and speak 26 different languages. Approximately 85% of pupils receive support in English as an additional language and many enter the school with little or no English. No pupil speaks Welsh at home. There is continual movement of pupils in and out of the school.

The school identifies around 16% of pupils as having additional learning needs, including 11 pupils who have a statement of special educational needs. Approximately 25% of pupils are eligible for free school meals, which is slightly above the national average (20%). A very few pupils are looked after by the local authority.

The school's last inspection was in April 2010. The headteacher took up her post in September 2012.

The individual school budget per pupil for Maindee Primary School in 2015-2016 means that the budget is £3,294 per pupil. The maximum per pupil in the primary schools in Newport is £4,827 and the minimum is £2734. Maindee Primary School is 25th out of the 44 primary schools in Newport in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Excellent

Current performance

The school's current performance is good because:

- Most pupils make good progress from their starting-points as they move through the school
- Most pupils achieve good standards of literacy and numeracy and use these skills well in other subjects
- The development of pupils' oracy skills is a particular strength of the school
- Pupils with additional learning needs, including English as an additional language, make valuable gains against their personal targets
- Pupils' behaviour is excellent and they show high levels of respect, care and concern for others
- Teachers and teaching assistants use their knowledge and skills effectively to provide a wide range of stimulating learning experiences that motivate nearly all pupils well
- There are exceptionally high levels of care, support and guidance for pupils and parents
- There is an extremely inclusive and welcoming environment, which has a very positive effect on pupils' achievement and wellbeing

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher's leadership is highly effective in setting out and promoting a vision for the school
- She has put in place a series of pioneering arrangements that are proving successful in meeting the very diverse needs of pupils
- Senior leaders have a firm commitment to a culture of shared leadership, enabling staff at all levels to understand and develop their roles and responsibilities very successfully
- Leaders use a wide range of first-hand evidence to evaluate the school's performance very accurately
- Targets in the school development plan link closely to the outcomes of self-evaluation and are very successful in bringing about improvements, for example in the development of pupils' literacy skills
- There are excellent partnerships with parents and other stakeholders that have a positive impact on pupils' attitudes to learning
- The school offers leadership by sharing examples of its work with pupils and families who are new to English with other schools

Recommendations

- R1 Continue to raise the performance of specific groups of pupils in literacy and numeracy
- R2 Further improve pupils' Welsh language skills, particularly in key stage 2
- R3 Continue to improve attendance

What happens next?

The school will draw up an action plan that 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?

Good

Standards: Good

On entry, pupils' skills, knowledge and understanding vary considerably. Many enter the school with a limited experience of the English language. Most pupils make good progress from their differing starting-points as they move through the school. By the end of key stage 2, many pupils are confident, independent learners.

Throughout the school, nearly all pupils listen well and sustain their level of concentration for appropriate lengths of time and often for extended periods. By the time they reach Year 2, many pupils speak clearly to adults and in front of the class. By the end of key stage 2, many pupils are articulate and speak confidently, for example when empathising with a castaway on an inhospitable island. Pupils who speak English as an additional language speak with growing confidence.

By the end of the Foundation Phase, many pupils read competently in line with their age and ability. They use picture clues well to help gain the meaning of a text and they use punctuation successfully to aid reading fluency. More able readers decode difficult, unfamiliar words swiftly and correct themselves as they read. In key stage 2, pupils continue to build well on their early reading skills. They read with understanding, answering questions related to the text. By the time they reach Year 6, many can draw inferences when reading and draw on evidence from the text to support their deductions, for example when discussing how the different characters in their reading book felt about the Germans in wartime Britain. Many pupils use their literacy skills well to research topics on the internet, to make notes and to access activities across the curriculum.

Most pupils write well for their age and ability. By the end of the Foundation Phase, many write in full sentences and present their work neatly using correct spelling and punctuation. They use these skills effectively across the curriculum, for instance, when writing instructions on how to grow pumpkins. More able pupils are beginning to edit and improve their work effectively. Many pupils in key stage 2 write extensively for a range of purposes using different genres. They write in paragraphs using mature, imaginative vocabulary to engage the reader. By the time they reach Year 6, many pupils choose words carefully to add impact and to evoke an emotional response, for example when writing about a troubled evacuee during the Second World War.

Most pupils make good progress in mathematics. In the Foundation Phase, most apply their numeracy skills well across the curriculum. Most Year 2 pupils use their numeracy skills well when calculating the price of ingredients. They use their data handling skills well, for example when creating a balanced diet chart or a bar chart to show how many grams of sugar there are in a bar of chocolate. Most pupils in key stage 2 build well on this sound foundation and apply their skills effectively. By the time they reach Year 6, most pupils have a good understanding of number and place value. They use a good range of mental and written methods confidently and

accurately to solve problems. They present their work systematically and explain the strategies they use clearly. They apply the skills learned in mathematics lessons very competently across other areas of the curriculum to solve a range of real-life problems, for example when calculating the percentage of various foods on the ration list in their study of the Second World War. They use measuring and data handling skills well in other subjects. They record their findings logically and systematically and explain their reasoning articulately, for example when investigating which brand of kitchen roll absorbs the most water.

Pupils have positive attitudes to learning Welsh. Many pupils in the Foundation Phase make good progress in gaining skills in the Welsh language. They use an appropriate range of familiar greetings and phrases. They understand the Welsh used by staff and respond appropriately. The majority of pupils in key stage 2 use basic vocabulary and sentence patterns well, for example when discussing their likes and dislikes. The majority read an appropriate range of Welsh books with appropriate understanding pronunciation and intonation. Many write short pieces well using familiar vocabulary and sentence patterns, for example when writing about themselves. By the time they reach Year 6, higher ability pupils write extended pieces linking sentences correctly using connectives. They show a good grasp of order and progression, for example when writing a dialogue in a travel agent. However, a minority of key stage 2 pupils lack sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations.

Nearly all pupils who have support for additional learning needs make good or very good progress in relation to their individual targets. Pupils who learn English as an additional language often make rapid progress from their different starting-points. In the Foundation Phase, there is no notable difference between the performance of pupils who are eligible for free school meals and other pupils. In key stage 2, over the last four years, pupils eligible for free school meals have tended to perform less well than other pupils. However, the gap in performance is decreasing.

Over recent years, an increasing number of pupils join the school with little or no English. This, together with the high turnover of pupils throughout the year, has a negative effect on the school's benchmark performance in comparison with that of similar schools and national averages.

At the end of the Foundation Phase over the last four years, pupils' performance in literacy at the expected outcome 5 and the higher outcome 6 has varied when compared with that of similar schools. However, it is generally below the average. Performance at the expected outcome 5 and the higher outcome 6 in mathematical development has placed the school in the top 25% when compared with similar schools in the last two years.

Pupils' performance in English, mathematics and science at the end of key stage 2 at the expected level over the same period has tended to place the school in the bottom 25% when compared with similar schools. At the higher level, performance varies greatly from year to year in English and science, but performance in mathematics has improved over the last three years and placed the school in the top 25% last year when compared with similar schools.

Wellbeing: Good

Behaviour is excellent in classrooms and around the school. Pupils are extremely courteous and show high levels of respect, care and concern for others. As a result, the school is a happy and supportive community where nearly all pupils demonstrate a strong sense of belonging.

Nearly all pupils feel safe and secure in school. They know where to turn if they have worries or concerns. They are enthusiastic in lessons and are highly motivated to succeed. They demonstrate sustained levels of concentration and show great pride in their work. They work well together and contribute effectively to how and what they learn through their contribution to the planning of class topics. By Year 6, many pupils reflect maturely on what they have learned, for example when providing feedback to the teacher on the effectiveness of a Welsh lesson. They set their own targets for improvement and evaluate their progress in meeting these targets well. Nearly all pupils recognise the importance of healthy eating and understand what they need to do in order to stay fit and healthy. Most participate enthusiastically in a wide range of activities on offer to them, including rugby, dance and netball. Nearly all pupils have a good understanding about how their activities can help to keep them healthy and support their wellbeing.

Pupils have a strong voice in the running of the school. The school council and other pupil voice groups represent the opinions of other pupils very well. They regularly make valuable contributions to school improvement, for example by devising and implementing an action plan to promote healthy eating and initiatives to improve attendance, such as the 'attendance hat' reward system. Pupil voice groups regularly involve other pupils through surveys and questionnaires and they communicate their findings maturely in school assemblies, for instance when members of the eco council present their learning about biodiversity as a result of building bird boxes to attract wild life to the school grounds.

The school's attendance rates and punctuality have improved steadily over the last four years due to the introduction of a number of specific strategies to target the specific needs of the multicultural nature of the school. However, the attendance levels are consistently below the average for similar schools. Nearly all pupils are punctual.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides an effective range of varied learning experiences that meet the needs of nearly all pupils successfully. Teachers plan carefully to meet the very diverse needs of groups of learners, including the learners who have English as an additional language. Teachers make good use of the outdoor environment to provide worthwhile learning experiences. The wide range of extra-curricular activities further supports pupils' social, personal and language development well.

Teachers provide many purposeful opportunities for pupils to develop their literary, numeracy and ICT skills as they move through the school. Detailed thematic

planning creates opportunities for pupils to apply these skills well in relevant contexts. The school plans a wide range of very effective intervention strategies, which support targeted pupils well. The development of pupils' oracy skills is a particular strength of the school. For example, teachers provide innovative opportunities for pupils of all ages to create and build using blocks to develop their communication and decision making skills. This is highly effective in fostering language acquisition for pupils new to English.

The provision for promoting pupils' understanding of the culture and heritage of Wales is good. Provision for Welsh language development in the Foundation Phase promotes pupils' use of language successfully in a variety of contexts. Provision in structured lessons in key stage 2 is appropriate. However, it does not ensure that a minority of pupils have sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations.

The school provides valuable opportunities for pupils to learn about recycling, energy conservation and minimising waste. As a result, most pupils can talk about the importance of acting sustainably. The school makes very effective use of the experiences of pupils and parents of life in other countries to enhance pupils' knowledge of global citizenship and life elsewhere in the world. Roma Festival Week, which focuses on Eastern European Roma culture, is an example of one of the effective cultural weeks that take place throughout the year. Through music and dance activities and high parental involvement, the school promotes respect and the value of human diversity very effectively.

Teaching: Good

Teachers use their curriculum knowledge well to provide an interesting and stimulating range of learning experiences in their classes that engage nearly all pupils fully. Teachers set clear learning objectives for their lessons and share these well with pupils to provide a clear purpose to the learning taking place. They sequence activities well and ensure that pupils' learning proceeds at an appropriate pace. They ask purposeful questions to consolidate and extend pupils' understanding. Teachers and teaching assistants know their pupils very well. They cater sympathetically for individual learning styles. All staff take advantage of every opportunity to enrich pupils' language and this contributes successfully to pupils' oracy skills. This is particularly evident in the support of high quality available to pupils learning English as a foreign language. As a result, nearly all pupils work purposefully and enthusiastically.

All teachers provide valuable feedback to pupils during lessons through questioning, self-assessment and evaluating work in relation to success criteria. All teachers use the school's 'close the gap' and 'on the boil' pupil marking system effectively to provide pupils with clear feedback. This ensures that pupils know what they have done well and what they need to do next to improve their work. As a result, by the time they reach Year 6, many pupils' ability to evaluate their progress and to set their own targets for improvement is of a very high standard.

The school carries out rigorous assessment and analyses the outcomes thoroughly to identify targets for individuals and groups of pupils and to plan appropriate

intervention strategies. Staff monitor pupils' progress against these targets very carefully and use the information to adapt their teaching and the learning programmes for these pupils. As a result, pupils make significant improvement. The school keeps parents well informed about their children's progress. Annual reports to parents are detailed and informative and set clear targets for improvement.

Care, support and guidance: Excellent

The school provides exceptionally high levels of care, support and guidance for pupils and parents. This draws very well on staff's detailed knowledge of the local area and the families whose children come to the school. There are excellent working relationships between staff and pupils and this supports high levels of wellbeing within a strong and supportive school community. The school has clearly established rules, routines and high expectations of behaviour. These help pupils to consider and to manage their own behaviour extremely well. Provision for promoting pupils' spiritual, moral, social and cultural development is outstanding. The emphasis on positive values and tolerance towards and respect for others is a notable feature across the school. The school makes very good use of the pupils' diverse cultural heritage to ensure they have a good understanding of the need to respect one another.

The school promotes pupils' attendance rigorously. For example, the Family Engagement teacher who works with ethnic minority groups has established close relationships with families to emphasise the educational and social importance of regular attendance. As a result, the overall rate of attendance of all pupils is improving and the proportion of persistent absenteeism has declined greatly.

The school provides an extensive range of specialist services, information and guidance for individuals and groups of pupils and their families. These links ensure care and support of high quality for pupils and their parents. This makes a very significant contribution to the good and very good progress made by pupils with additional learning needs as they move through the school.

The school has a very wide range of initiatives to promote pupils' health and wellbeing effectively, including developing pupils' knowledge of the benefits of regular exercise. The school makes appropriate arrangements for promoting healthy eating and drinking. For example, the school council promotes and rewards healthy eating choices, and pupils make healthy lunch boxes and operate a fruit tuck shop.

The quality of provision for pupils with additional learning needs is outstanding. Staff identify these pupils at an early stage and school leaders manage and co-ordinate targeted support of high quality through an extensive range of intervention programmes. All members of staff are clear about the support the pupils require and track their progress closely. All staff support pupils with English as an additional language and those identified as having other additional needs exceptionally well. The outstanding collaborative working arrangements between the school, the ethnic minority service and other outside agencies, including the speech and language therapy service, ensure that all identified pupils make at least good and often very good progress, especially in their acquisition of English. The highly effective communication between parents and the school's additional needs support staff

means that parents work alongside the school to ensure that their child makes progress. This results in a cohesive and well-rounded approach to addressing the needs of the family and the child.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Excellent

The school provides an extremely inclusive, caring and welcoming environment for pupils. All members of staff work closely together to celebrate the rich diversity of languages and cultures within the school community. As a result, all pupils feel valued, have high levels of wellbeing and develop their individual talents well in a nurturing atmosphere. The school has highly effective practices in the integration of newly arrived pupils with no English into the school and this has had a very positive impact on pupil wellbeing and progress. The close working with local authority ethnic minority service provides excellent support for all pupils and their families, enabling them to access all areas of the curriculum as well as supporting one another in learning.

The accommodation and grounds are of good quality. They are well maintained, safe and secure. Staff make good use of all available indoor and outdoor space. The school provides a bright and stimulating learning environment for pupils. All classrooms and learning areas are of a suitable size with attractive and stimulating displays and relevant resources. External areas are also well equipped and include outdoor apparatus, a forest school and internal courtyards which provide stimulating opportunities for play. The use of resources by staff is highly effective and supports all aspects of teaching and learning well. Teachers make particularly good use of bilingual resources to meet the needs of specific groups of pupils.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Excellent

The headteacher's leadership is highly effective in setting and promoting a vision for the school. She has responded very effectively to recent changes in the school's population resulting from a significant increase in pupils of Roma heritage. In a short period, she has put in place a series of pioneering arrangements that are proving highly successful in meeting the very diverse needs of pupils who often have had little or no previous experience of education. With the strong support of a revised senior leadership team, which includes a family engagement teacher, she has established a highly effective learning environment, enabling these new pupils to make very good progress in acquiring the ability to speak English, and supports their families very effectively.

The headteacher receives strong support from staff across the school who share her vision and contribute enthusiastically to the progress and wellbeing of all pupils in the school. The highly effective deputy headteacher and senior management team focus rigorously on promoting high standards and effective provision. The headteacher is successfully building the leadership capacity of staff at all levels. The headteacher

has shared responsibilities skilfully in order to draw on particular teachers' experience and expertise, for example by enabling experienced teachers to coach inexperienced staff in parallel classes. There are very effective arrangements for managing the performance of all staff, which links to a comprehensive programme of training and support. Teachers meet regularly and share responsibility for evaluating and improving quality. This close mutual support has helped the school to cope successfully with the significant changes to its catchment over recent years.

The school takes good account of local and national priorities. It has made excellent progress in addressing the link between underachievement and deprivation. This is particularly evident in the progress made by pupils new to English. The school offers leadership to the sector by sharing examples of its successful engagement with these pupils and their families with other schools.

The governing body provides the school with an effective level of support and challenge. Governors understand their roles clearly. Through their frequent visits to the school and detailed reports from the headteacher and other staff, they have a secure understanding of how pupils' performance compares with the performance of pupils in similar schools.

Improving quality: Excellent

The process of self-evaluation and planning for improvement within the school is outstanding. School leaders have built on an established culture of robust and honest self-evaluation successfully. The school's self-evaluation report provides a robust, accurate and detailed evaluation of the school's strengths and areas for improvement. It benefits from an extensive range of first-hand information drawn from highly efficient self-evaluation procedures undertaken by a wide range of staff. The self-evaluation benefits from staff listening to learners, regular and well-focused lesson observations and learning walks, thorough book reviews and a robust analysis of performance data. This provides a very clear, accurate picture of the school's strengths and areas for development. In particular, it allows the school to identify and implement highly effective support programmes for pupils who have additional learning needs, including those who are new to the English language. Staff routinely consult pupils and parents and incorporate their views in the self-evaluation process.

All staff support the headteacher and senior leadership team in analysing the complex range of data generated by the highly diverse pupil population. Staff analyse a highly complex range of disaggregated data expertly and use it to plan and prepare programmes for pupils exceptionally well.

Senior leaders use the outcomes of self-evaluation very successfully to inform the school development plan and set clear measurable targets for improvement. The plan contains realistic timescales and costings. It assigns precise and measurable criteria against which can measure the success of each action. As a result, the plan is an effective tool for bringing about improvements. The school leadership team tracks the progress of initiatives diligently. Minutes of meeting focus sharply on the school's priorities for improvement and impact reports of high quality provide clear evidence of the impact of actions on the progress and achievement and wellbeing of specific groups of pupils.

Partnership working: Excellent

The school's partnership with parents is very strong. A notable feature is the way in which the parental engagement teacher engages extremely successfully with families to overcome the barriers to communication presented by the wide range of pupils' home languages. The school listens to and acts upon the views of parents. In return, parents are very supportive of the school. Innovative family literacy sessions promote close relationships and enable parents to support their children at home. These have had a very positive impact on pupil attainment and wellbeing and they have supported improvements in attendance rates. Parents play a full and active role in the life of the school, for instance delivering sessions on their home languages and traditional musical instruments.

The school has very strong links with the local community. It works effectively with a number of retailers, organisations, local sports clubs and places of worship to enhance pupils' wellbeing and to enrich their learning experiences. For example, there is a very successful link with a local music company to deliver music sessions high quality for pupils. The school has also beneficial partnerships with colleges and training institutions. For example, the school is used by an initial teacher training provider as a centre of excellence with regard to the development of language skills of pupils new to English. The school has highly effective partnerships with the local authority, particularly in relation to the support from specialist services. A notable feature is the close partnership working with the ethnic minority education service.

The school exploits many opportunities for joint working with external agencies, such as Communities First, Families First and Flying start. This ensures that vulnerable pupils integrate very successfully into the school setting. There are strong links with the receiving high school. Transition arrangements prepare pupils well for the next stage in their education.

Cluster schools collaborate regularly and effectively on a range of current initiatives, including the sharing of good practice and the moderation and standardisation of pupils' work. This has ensured the reliability and accuracy of teachers' assessments.

Resource management: Good

The school has enough suitably qualified and experienced staff to deliver the requirements of the Foundation Phase and the National Curriculum. The headteacher and governing body deploy staff effectively to make best use of their expertise and experience. The school is a highly developed professional learning community that has a very good record of developing its staff, particularly in leadership roles. It has a good record of sharing its specialist expertise with schools in Newport, across Wales and Europe, for example in relation to its links with schools in the Czech Republic.

The school makes effective arrangements to allow teachers to assess, plan and prepare lessons. As a result, teachers and support staff have a very clear understanding of their role in improving the outcomes and wellbeing of the very diverse groups of pupils in classes. Performance management arrangements link very closely to the school's comprehensive training and development programme.

The school makes good use of its delegated budget and other grants. Governors, through the school development plan, ensure that improvement priorities receive appropriate funds. The school makes very effective use of the Welsh Government's pupil deprivation grant through a wide range of targeted intervention programmes to raise standards of literacy and numeracy, to improve attendance rates and to provide musical and cultural experiences of high quality.

As a result of the good progress achieved by most pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6802019 - Maindee Primary

Number of pupils on roll	470
Pupils eligible for free school meals (FSM) - 3 year average	29.4
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	49	48	26	62
Achieving the Foundation Phase indicator (FPI) (%)	67.3	77.1	92.3	87.1
Benchmark quartile	4	3	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	49	48	26	62
Achieving outcome 5+ (%)	73.5	83.3	92.3	87.1
Benchmark quartile	4	3	1	3
Achieving outcome 6+ (%)	18.4	14.6	42.3	17.7
Benchmark quartile	3	4	1	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	49	48	26	62
Achieving outcome 5+ (%)	71.4	79.2	92.3	93.5
Benchmark quartile	4	4	1	1
Achieving outcome 6+ (%)	12.2	12.5	30.8	29.0
Benchmark quartile	4	4	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	49	48	26	62
Achieving outcome 5+ (%)	87.8	87.5	96.2	100.0
Benchmark quartile	3	4	2	1
Achieving outcome 6+ (%)	46.9	14.6	69.2	74.2
Benchmark quartile	1	4	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6802019 - Maindee Primary

Number of pupils on roll	470
Pupils eligible for free school meals (FSM) - 3 year average	29.4
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	49	36	46	48
Achieving the core subject indicator (CSI) (%)	73.5	80.6	78.3	70.8
Benchmark quartile	4	3	4	4
English				
Number of pupils in cohort	49	36	46	48
Achieving level 4+ (%)	75.5	86.1	78.3	70.8
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	30.6	38.9	32.6	29.2
Benchmark quartile	2	1	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	49	36	46	48
Achieving level 4+ (%)	75.5	83.3	80.4	77.1
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	26.5	27.8	37.0	45.8
Benchmark quartile	3	3	2	1
Science				
Number of pupils in cohort	49	36	46	48
Achieving level 4+ (%)	75.5	86.1	78.3	72.9
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	26.5	36.1	43.5	31.3
Benchmark quartile	3	2	1	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

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.	105		103 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	105		96 91%	9 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	105		101 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	104		101 97%	3 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	105		104 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	105		101 96%	4 4%	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.	104		103 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.	105		103 98%	2 2%	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.	103		99 96%	4 4%	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.	104		102 98%	2 2%	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.	104		86 83%	18 17%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	104		87 84%	17 16%	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.	96	49 51%	42 44%	4 4%	1 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	97	62 64%	34 35%	0 0%	1 1%	2	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	99	61 62%	36 36%	2 2%	0 0%	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.	98	54 55%	39 40%	5 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	95	48 51%	37 39%	6 6%	4 4%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	97	60 62%	31 32%	5 5%	1 1%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	94	55 59%	35 37%	3 3%	1 1%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	95	45 47%	33 35%	13 14%	4 4%	4	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	94	55 59%	30 32%	4 4%	5 5%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	96	58 60%	36 38%	2 2%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	99	62 63%	30 30%	5 5%	2 2%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	94	43 46%	44 47%	5 5%	2 2%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	99	54 55%	36 36%	7 7%	2 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	100	54 54%	40 40%	2 2%	4 4%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	92	49 53%	35 38%	5 5%	3 3%	8	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	94	52 55%	39 41%	3 3%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	82	41 50%	34 41%	6 7%	1 1%	18	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	99	60 61%	33 33%	4 4%	2 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	96	56 58%	34 35%	4 4%	2 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Linda Marie Bennett	Peer Inspector
Anne Lloyd	Peer Inspector
Emma Nolan	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.