



Date 2020/2021

Dear Parent / Guardian,

I am very pleased to present you with our school prospectus.

This booklet contains information concerning the curriculum and ethos of the school, the organisation of the school and a summary of many of our school policies. The inserts are copies of our latest Teacher Assessment results. I hope you find the information useful but please contact us with any queries.

I wish to assure you of our commitment to ensuring that your child has the best opportunity to excel and that you and your child's association with the school will be a long and happy one.

Yours sincerely

C. Barnett
Headteacher

Eveswell Primary School - 'Inspire, Achieve, Respect'

Our aims are:

- ❖ To enable children to realise their full potential in all aspects of their learning by meeting all their needs as effectively as we can
- ❖ To develop children's love of learning and give them the desire and confidence to continue to expand their skills and knowledge throughout their lives
- ❖ To recognise a wide range of talents and to encourage all children to aim high, developing a sense of ambition and resilience
- ❖ To develop our pupils' basic skills of literacy, numeracy and digital competence so that they can access the whole curriculum effectively (functional literacy/ numeracy or better)
- ❖ To develop children's bilingual skills and their understanding of their own identity and culture, including their Welsh identity
- ❖ To ensure all children have access to a broad and balanced skills-based curriculum which:
 - encourages creativity and a sense of enquiry and exploration;
 - develops children's independent thinking, problem solving and ability to reflect and improve on their own learning;
 - encourages pupils to participate in determining what and how they learn;
 - develops learning skills - including resourcefulness, resilience and perseverance, reflection, learning together and from each other
- ❖ To provide children with an education that prepares them for transfer to secondary school and for the future
- ❖ To actively and consistently promote the health and wellbeing of children and other school stakeholders in our curriculum and our day-to-day work
- ❖ To develop in children a positive sense of moral and social responsibility and self-discipline, based on respect for themselves and others
- ❖ To help children to live together in a community, to develop empathy towards different cultures and ways of life so as to become responsible, independent and considerate young people
- ❖ To encourage in children a sense of awe and wonder and to develop and meet their spiritual needs
- ❖ To collaborate with parents and families as partners in their child's education
- ❖ To work as a team and to ensure that all staff take responsibility for the education and development of all children
- ❖ To ensure that staff are developed and trained and that their performance is managed effectively
- ❖ To develop the governing body of our school by ensuring that governors are both well-informed and fully involved in the life and work of the school
- ❖ To continually monitor and evaluate standards in order to improve the quality of education for our pupils

**EVESWELL PRIMARY SCHOOL
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Executive Headteacher

Mrs Catherine Barnett
B.A. (Hons) P.G.C.E. Dip Ed.
HLTA Assessor, ESTYN Lead School Inspector

Chair of Governors

Mr. Alan Speight

SCHOOL PROFILE

Eveswell Primary School is a large English medium Community Primary School situated in an urban but very pleasant area of Newport, South Wales. Serving a catchment area of privately owned and rented houses, the school has a tradition spanning 129 years and has a very supportive community. A modern school replaced the 100 year old Victorian buildings in 1989. The new building was designed to house the two previous Infant and Junior Schools and they amalgamated in 1989.

The nursery unit is housed in a separate building on the same campus.

The accommodation is modern and of the highest standard and as a newer school is very well resourced.

There are at present 492 pupils on roll including nursery.

There are currently 2 Nursery, 6 Foundation Phase classes and 8 Key Stage 2 classes. The school has 15 full-time teachers, 3 part-time teachers, 2 higher level teaching assistants (HLTAs), 24 other teaching assistants, 6 peripatetic music teachers, 1 assistant Headteacher, 1 deputy Headteacher and a Headteacher.

The school has the services of 3 administration officers, 1 site manager, 3 cleaners, 1 cook, 3 canteen staff, and 5 midday supervisors.

These staff make a vital contribution to the wellbeing of the pupils and to the school as a whole.

As can be expected, the caring and happy ethos of a well-established school generates a very positive attitude from staff and pupils alike to both education and the community. The school sets very high expectations of achievement and this is reflected in the standards attained by pupils at all levels of ability over many years. The school takes great pride not only in its academic successes but in notable achievements in the fields of sport, music, drama and art at local and county levels.

Eveswell enjoys the benefit of an active "Friends of Eveswell" association providing much-appreciated social links with the community together with a considerable resource and fund enhancing commitment.

Eveswell is federated with Somerton Primary school, which is nearby. This enhances our capacity for developing staff, sharing resources and improving community links.

Children are valued and celebrated at Eveswell and our mission statement is "Inspire, Achieve, Respect". We aim to inspire a desire to learn and to celebrate achievement in all its forms within an atmosphere of mutual respect and understanding.

TIMES OF SCHOOL SESSIONS

NURSERY	Morning	9.10 a.m. - 11.40 a.m.
	Afternoon	12.40 p.m. - 3.10 p.m.
INFANT	Morning	9.05 a.m. - 12.15 p.m.
	Afternoon	1.15 p.m. - 3.15 p.m.
LOWER JUNIOR	Morning	9.00 a.m. - 12.00 p.m.
	Afternoon	12.30 p.m. - 3.25 p.m.
UPPER JUNIOR	Morning	9.00 a.m. - 12.30 p.m.
	Afternoon	1.00 p.m. - 3.25 p.m.

EVESWELL PRIMARY SCHOOL

School year 2020/2021

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	1 Sept 2020	26 Oct 2020	30 th Oct 2020	18 Dec 2020
Spring	4 Jan 2021	15 Feb 2021	19 Feb 2021	1 April 2021
Summer	19 April 2021	31 May 2021	4 June 2021	21 July 2021

SCHOOL CLOSURES FOR TEACHERS IN SERVICE TRAINING (INSET)- 5 DAYS

Inset days to be confirmed.

All teaching and ancillary staff are trained regularly in basic first aid. There are 7 fully qualified first aiders, and a teachers trained in first aid for learning outdoors.

INTERNAL ORGANISATION

The children will be grouped in fourteen mixed ability mainstream classes and 2 part time nursery classes as follows:

Nursery	3-4 years	2 part-time classes
Reception	4-5 years	2 classes
Year 1	5-6 years	2 classes
Year 2	6-7 years	2 classes
Year 3	7-8 years	2 classes
Year 4	8-9 years	2 classes
Year 5	9-10 years	2 classes
Year 6	10-11 years	2 classes

Extra educational support is given in all year groups as required. Teachers are responsible for the teaching and learning which takes place in their own class. All pupils have access to a full curriculum with special needs provided for according to need.

ADMISSION

Children are admitted to Nursery at the beginning of the Autumn term provided they have reached the age of 3 years by the 31st August. It is also possible for children to start nursery in the Spring term if they are 3 years old between 1st September and 31st December and the Summer term if they are 3 years old between 1st January and 31st March, providing there are still places available in nursery. Children are admitted to the Infant department at the beginning of the Autumn term provided they have reached the age of 4 years by the 31st August.

Newport Local Authority retains the right of admission to nursery and school.

During the Summer term we invite parents of children soon to enter school to visit with their children. The boys and girls are able to familiarise themselves with classrooms, cloakrooms and play areas. Parents are notified of the class and the teacher's name before the close of the school year (July).

COMPREHENSIVE SCHOOL

At the end of year 6 pupils transfer to a comprehensive school; the designated school for Eveswell catchment area is Llanwern High School. Parents have the right of choice with respect to schools and applications to attend another school should be indicated when forms are made available in the Autumn term.

PUPILS WITH DISABILITIES

The special needs provision within the school includes pupils with disabilities who are integrated into mainstream classes with the appropriate support according to their disability. These pupils are encouraged to take a full part in the Foundation Phase/National Curriculum and all the other activities provided within the school environment. The school accommodation is furnished with disabled facilities. The school has an equality policy and action plan which is reviewed annually. Parents of disabled pupils or those with a particular interest are invited to discuss the scheme and contribute to its review.

EQUAL OPPORTUNITY

The school is committed to equal opportunity; facilities in school are available to all pupils. Eveswell Primary School has achieved several awards and recognition for its work and provision for equalities issues. We monitor any incidents and promote positive attitudes towards diversity through our curriculum.

MORE ABLE AND TALENTED PUPILS

We are committed to meeting the needs of able children and we endeavour to advance skills and abilities in the following areas:-

Academic intelligence

Physical talents

Creativity

Emotional intelligence/social skills

Leadership skills

We have achieved the national association for childhood excellence (NACE) award for our provision for more able pupils.



THE CURRICULUM

The planning of the school curriculum policies and schemes of work is governed by the statutory requirements of the Foundation Phase/National Curriculum established under the Education Reform Act of 1988. In this context the school aims to provide a wide range of learning experiences to enable each pupil to develop his or her abilities to the full.

In Nursery, Reception, Year 1 and Year 2 children follow the Foundation Phase curriculum which is arranged in 7 areas of learning:

- * Language, Literacy & Communication Skills
- * Mathematical Development
- * Welsh Language Development
- * Creative Development
- * Knowledge and Understanding of the World
- * Physical Development
- * Personal, Social, Wellbeing and Cultural Diversity

In Years 3 to 6 children follow the National Curriculum, which requires all pupils to study the core subjects of English, maths and science throughout their primary education and the full range of foundation subjects, namely Welsh, art, music, P.E., design technology, ICT, history, geography and also R.E.

We focus on literacy and numeracy as a priority in this school. Literacy development plays a prominent part in the curriculum as reading, speaking and listening and writing (for a variety of purposes) are essential pre-requisites for progress in all other curriculum areas.

Mathematics is taught in such a way that children not only possess a range of skills and techniques but also develop concepts which enable them to solve practical problems. The basic rules of number and tables are taught and practised throughout the school.

Science, geography and history are taught within topics and we aim to equip children with appropriate skills and concepts which they can relate to the real world.

Welsh as a second language is a statutory subject in all the schools of Wales. Welsh is taught as a second or additional language and currently there are no pupils who are disapplied from the teaching of Welsh. We aim to develop bilingualism at every opportunity. We aim to enhance children's education in terms of language awareness, their knowledge of Welsh history and geography and the rich culture which belongs to them as young citizens of Wales.

Importance is also given to physical education, particularly movement, games and swimming and the aesthetic activities such as art, craft and music. A well-resourced

music room is available to pupils. Pupils also design, make and evaluate their work in dedicated design technology lessons. Some work includes the development of entrepreneurial skills, encouraging children to plan, design, make, market and sell their products. For physical education, we sometimes use the Newport International Sports Village (NISV) facilities and local parks.

To promote more effective learning, full use is made of audio-visual resources such as educational T.V. / video. The school possesses up-to-date computers, digital cameras and tablets to which all pupils have access. A fully equipped computer suite is available for whole class activities. Classrooms are equipped with interactive whiteboards and computers linked to the L.A. intranet. Pupils use technology (ICT) across the curriculum and learn to send e-mails within a safe environment. We place great emphasis on internet safety. We have a scheme for developing pupils' digital competence across the other curriculum areas.

We also provide an outstanding programme of Personal and Social Education (PSE) which meets all the requirements of the Welsh government's framework in full.



HOMEWORK

We are committed to working in close partnership with parents to support children in their learning. A range of different homework activities will be set on a regular basis. Our policy is available from school or on our website.

EXTRA-CURRICULAR ACTIVITIES

It is a tribute to the staff that a wealth of extra-curricular activities takes place out of school hours. These may include, for example: football, rugby, netball, choir, recorders,

cookery, music tuition, film club, design & technology, theatre/concert visits, Hilston Park and Gilwern outdoor pursuits visits, safe cycling, "kwik cricket", first aid tuition, country dance, gymnastics and bedtime stories for our youngest pupils. The programme of extra-curricular activities changes regularly to meet a range of interests and many clubs are suggested by the pupils themselves.

SPORT

All pupils are actively encouraged to participate in all sporting activities throughout the school. Foundation phase games activities take place on the school playground and in the summer children walk to Beechwood Park for Sports Day. At key stage 2 games activities take place on the school playground with Rugby and Football Academy coaches regularly visiting and in the Summer children are transported to Newport International Sports Village for Sports Days. Years 5 and 6 also attend the NISV for swimming lessons.



School Uniform

Girls

Grey Skirt / Pinafore Dress / Grey Trousers

White Blouse

Red Cardigan with school logo or V-neck sweater with school logo

School Tie (Juniors)

White Socks

Sensible Shoes - Black, Summer sandals - black, red or white.

Red and White Gingham Dress (optional summer wear) or red polo shirt with school logo

Boys

Grey Trousers (or grey shorts in the Summer term)

White Shirt

Red Cardigan with school logo or V-neck sweater with school logo

School Tie (Juniors)
Grey Socks
Sensible Shoes - Black
Red Polo Shirt with school logo (optional summer wear)

P.E./Games Clothing

Girls and Boys

Plain White T Shirt
Plain Black Shorts
Black Plimsolls
School hoodie with logo for winter games or team sports
Plain grey or black tracksuit bottoms (optional for KS2 pupils for outdoor games)

PE clothing should be kept in school during term time and be used solely for this purpose, preferably in a draw-string bag, clearly marked with the child's name on it. Items of school uniform and P.E. clothing may be purchased from Macey's on Caerleon Road who also have a website. Please ensure that all items of uniform are labelled.

Pupils will be encouraged to take pride in their appearance and to always comply with school uniform rules. We encourage children to wear uniform with school logo on which makes our pupils easily recognisable on trips and at events and gives pupils a real sense of belonging.

PERSONAL BELONGINGS

Children are requested to bring a minimal amount of personal possessions to school and any items brought are the responsibility of the individual. No jewellery is to be worn in school except stud type earrings and a wrist watch. This is for safety reasons.

All clothing including ties should be clearly marked as many pupils wear similar garments. Mobile phones must be handed in at the office but remain the responsibility of the pupil.

FREE SCHOOL MEALS

Forms are always available in the general office of the administration area and on completion should be returned to the Chief Education Officer.

BREAKFAST CLUB

The Breakfast Club operates from 8.15am and is free to parents, funded by a Welsh Government grant. Please contact us for further details.

HOME SCHOOL LIAISON

We attach great importance to fostering and maintaining links with parents.

We wish to help parents to develop a positive role in supporting the work of the school in educating their children.

A home-school agreement is in place which states what the school agrees to do and explains our expectation that parents and pupils will support us in providing high quality

education.

Parents are encouraged to assist in the school in activities in the classroom. It will be necessary for a DBS check to be undertaken for regular helpers who have access to children. Parents who help with transport should also have adequate insurance cover.

"FRIENDS OF EVESWELL"

The school has an active association where the aim is to further cooperation between home and school. It is hoped that as many parents/grandparents as possible will become actively involved in the association which arranges a programme of activities throughout the year and has given practical and financial help to the school.

SCHOOL COUNCIL, ECO - COMMITTEE, WELLBEING GROUP, 'YOUR VOICE' GROUP

Children elect representatives from years 2, 3, 4, 5 and 6 to join the school council each year. The school council members meet regularly and discuss a range of issues and develop initiatives to help others and to improve our school. Years 5 and 6 pupils also sit on our Eveswell Research Group ('Your Voice') which serves to identify aspects of school life that can be improved as a result of taking into account learners' views on how they learn best.

Additionally, in year 6 there are prefects and house captains and we also have an eco-committee of pupils who take a lead in helping us to act sustainably. A school nutrition and wellbeing action group (SNAG) oversees the development of 'healthy schools' activities relating to wellbeing, food, cookery and healthy eating. All these initiatives are designed to enable pupils to contribute to decisions taken on their behalf and to help them to learn more about responsibility and citizenship. In addition to these groups, all children are encouraged to share ideas and opinions on how they learn and the content of their learning.





We achieved our Platinum Green flag award in 2015 for our work on sustainability, led by the Eco-Committee

VISITS

All children take part from time to time in visits to places of interest outside the school. The cost is kept to a minimum and no child is excluded solely because of hardship. These visits usually take place because of their relevance to a topic being studied by the pupils. Visits enhance learning and bring it into a 'real life' context. We expect children to participate in visits as places are experienced from an educational perspective. The school aims to foster links with industry and commerce and some of the visits are supported by Careers Wales, entrepreneurial events in school or grants.

ADDITIONAL EDUCATIONAL NEEDS

Governors have developed a special needs policy according to the special needs "**Code of Practice**" which allows for effective identification and support of children with special needs (with or without legal statements of special needs). This ensures that children with special educational needs (SEN) receive the variety of learning opportunities which are offered to all children including the maximum possible access to the curriculum working alongside their peer group in mainstream school.

The special needs provision in school is provided by the class teacher, teaching assistant support and occasionally a peripatetic teacher for specific learning difficulties; in addition four-part time language support teachers/assistants are working with children with English as an additional language, and the school has support from a special needs advisory teacher and a school psychologist. The smooth running of this provision is overseen by the school's designated additional needs coordinator.

There is a governor with SEN responsibility.

INCLUSION

The school aims to be as inclusive as possible and our policy explains how we achieve this. We take a positive stance on promoting diversity in all its forms and we do not tolerate bullying including racism or homophobia. We are pleased that our work in this area has been accredited by the Local Authority, the Welsh Government and by the British Council.

The school welcomes pupils who are looked after by the local authority. The provision for these pupils and their progress and wellbeing is overseen by the headteacher and Senior Leaders who are the school's Looked After Children (LAC) coordinator.

SEX & RELATIONSHIPS EDUCATION (SRE)

The governing body has a sex education policy statement in place and a copy can be obtained on request from the Headteacher or from our website. Much work is linked to personal and social education with some discrete sex education in Year 6. Parents are invited to a meeting in Year 6 to view resources and discuss the lessons. Parents have the right to request that their child is withdrawn from aspects of this provision. Please ask if you require further details.

RELIGIOUS EDUCATION

The 1988 Education Reform Act states that religious education should be taught in all maintained schools. Religious education must 'reflect the fact that the religious traditions in Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Britain'. In accordance with this requirement religious education seeks to foster respect and understanding towards those who adhere to different faiths. The focus of religious education is on the living religious traditions. It is hoped that religious education will encourage pupils in their personal search for the meaning and purpose of life through an exploration of religious and spiritual beliefs and concepts.

COLLECTIVE WORKSHIP

The school act of worship is considered to be an important part of the school day when children and staff come together as a family. This provides the opportunity to promote thoughtful attitudes regarding children's relationship with each other, with others in their families and communities and with the world community.

Parents may ask for their children to be excused from religious education and the daily act of worship. However, we would ask that they first visit the school to discuss their decision and the alternative arrangements to be made for their children at these times. The school enjoys established links with representatives from our local church as well as from other religious denominations in the local area.

PARENT TEACHER CONSULTATIONS

We invite you to parent teacher consultations twice a year when you can discuss your child's progress with the class teacher. These meetings are held during the Autumn and Spring terms. Written reports are sent home in the Summer term when parents will also be offered the opportunity to discuss the report with teachers.

If at any time a parent has a concern about a matter relating to school life you are invited to make an appointment to see the teacher or Headteacher. Parents are requested not to approach a teacher when they are teaching a class. All matters will be dealt with in the strictest confidence.

DISCIPLINE

Discipline is firm and fair. Whether in the classroom, on the playground or in the dining hall pupils are required to show the kind of behaviour that would be expected by a responsible parent. The school expects all pupils to:

- * Address members of the teaching and ancillary staff and visitors courteously and respectfully and follow instructions, being ready to learn.
- * Show respect and consideration for the needs and feelings of other pupils: keep hands, feet, objects and unkind words to themselves.
- * Take a pride in the appearance of the school building and grounds.

Pupils who do not respond to directives stipulated by the class teachers or lunchtime supervisors are reported to the Headteacher. It is the policy of the school to involve parents in disciplinary procedures at an early stage when a child is not conforming to an acceptable pattern of work or behaviour.

The school believes in praising all aspects of a child's development through the behaviour policy within the school and an incentive award system is in operation to support this. Our children learn to behave sensibly and responsibly and staff make a point of using praise and encouragement throughout the day. Our Respect and Wellbeing (Behaviour) Policy is available from school or on our website.

PUPIL RECORDS

The Education (school records) Regulations 1989 states that regarding access to pupils' records, all parents have the right of access to their own child's records stored at the school. Any parent wishing to view the records of their child must contact the Headteacher to arrange an appointment time. Please see the Privacy Policy on our website.

HEALTH and SAFETY / SECURITY

A key pad security system is in operation on the main front entrance and the rear hall entrance. A procedure for visitors to sign a register on arrival and departure is in operation. The school site is monitored via CCTV. All members of staff take responsibility for security and health and safety.

Fire drills take place each term.

Risk assessment procedures concerning health and safety matters are undertaken regularly according to health and safety and LA policy.

The school keeps an accident book and all accidents are investigated.

Members of staff are regularly trained in first aid and health and safety matters.

The school is furnished with sufficient toilet areas for the numbers of pupils. The school building, including the toilets and communal areas is maintained in good condition by the local authority and the governing body. The school site manager, takes day-to-day responsibility for minor repairs and security. Local Authority cleaning contractors are employed to clean all areas daily.

COLLECTING PUPILS AT THE END OF SESSIONS

Please inform us if anyone other than yourself is collecting your child. We require written permission from you if a child is to go by taxi, with full details of the taxi firm.

POLICY ON CHARGING FOR SCHOOL ACTIVITIES

The governing body recognises the valuable contribution that a wide range of additional activities and experiences can make towards pupils' personal and social education.

Contributions may be requested for visits to theatres, museums and other places of educational interest. In cases of genuine hardship, a donation is acceptable or an exception to contributing can be made. These donations will be requested to cover admission prices and transport costs. (In the event of absence, it may not be possible to refund the cost of the bus.) A small charge may also be requested for certain items made in design technology / cookery which pupils may choose to keep. This covers replacement batteries, bulbs, ingredients etc. Similarly, children undertake entrepreneurial work and will be involved in marketing, making and selling their own products. Children budget and plan how to use any profits made from entrepreneurial events.

Visits to the school by theatre groups, musicians and professional writers are generally funded by the Friends of Eveswell or the school fund as part of the curriculum, but the governors retain the right to seek contributions for participation in such activities.

Activities for which charging is allowed under L.A. policies are residential visits to Gilwern and Hilston Park outdoor pursuits centres.

Activities for which voluntary contributions are sought will generally be cancelled if the cost to the school is not adequately covered, although many class visits are partly subsidised from school funds. We do not make any profit on these activities.



COMPLAINTS PROCEDURE

Any parent wishing to lodge a complaint about the organisation and/or content of the curriculum (under section 23 of the Education Reform Act 1988) is asked to follow the following procedure;

- (a) Notify the Headteacher of the complaint, it will then be investigated and a response made.
- (b) If you are not satisfied with the response then - notify, in writing, the chairman of the governing body. The governors will investigate your complaint and respond to it.

Please ask for a full copy of the complaints policy if needed. It is also available on the website.

Parents and carers are respectfully asked **not** to use social media to air concerns or complaints as this is not school procedure and can cause problems for the school, other parents or pupils. We ask parents to work with us to resolve any problems.

CHILD PROTECTION

The school fully recognises the contribution it makes to child protection.

There are three main elements to our policy:

- A. Prevention through the teaching and pastoral support offered to pupils;
- B. Procedures for identifying and reporting cases, or suspected cases of abuse.
Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
- C. Support to those pupils who may have been abused.

We take our responsibilities in this area very seriously and if we have any concerns, we will notify the relevant agencies. The welfare of the child is paramount and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.

Our child protection policy is available from school upon request and is on our website. Members of staff are regularly trained in child protection matters.



HEALTH and FITNESS POLICY

Children run a fruit tuck shop and only bring fruit as a snack. We encourage healthy lunchboxes and allow for regular exercise. We are very proud to have achieved Welsh Government accreditations for our work in this area; we were the tenth school in Wales to achieve the complete Healthy Schools National Quality award; we have now achieved this award for the third time. Copies of our policy are available from the school or on our website. It is our policy to promote healthy living and the benefits of a healthy lifestyle in its broadest sense.

Cyflwyno Ysgol i'w Rheolwr/Health Centre



Welsh Network of Healthy School Schemes

ATTENDANCE

We place great emphasis on good attendance and punctuality so that pupils may get the very best from their education from start to finish. Our attendance policy explains how attendance is marked and monitored and how we work together to ensure excellence for all pupils. Copies are available at the school or on our website.

We ask for your cooperation in **not** taking holidays during term time and ask that parents notify the school of reasons for absence on the first day, as soon as possible. Excellent attendance is praised and celebrated.

Our target for attendance is 95.5% and we do not usually authorise holidays during term time.

ATTENDANCE PERCENTAGE SUMMARY:

Pupils of Compulsory age

Year Reg	SUMMER TERM 2019 % Attend	AUTUMN TERM 2019 % Attend	SPRING TERM 2020 % Attend
1	92	95.9	92.3
2	94.2	95.6	92.1
3	93.3	96.8	93.5
4	93.2	95.7	93.9
5	93.3	94.9	92.3
6	95.9	96.6	94.2
Total	93.7	95.9	93.0

School Inspection

In 2014, our school was inspected by Her Majesty's Inspectorate for Wales, (ESTYN).

We were awarded the highest possible judgements:

Current performance - EXCELLENT

Prospects for improvement - EXCELLENT

Standards of learning, teaching and leadership were all judged to be excellent.

FURTHER DETAILS

Prospective parents are encouraged to make contact with us at school. We are always happy to show parents around to discuss our very high quality provision in more detail. As a very popular school, we suggest that enquiries are made as early as possible.

You may also wish to visit our website on eveswellprimary.co.uk. where several of our policies can be read in more detail. You can also read our latest inspection report and see the range of achievements by our children - of which we are very proud.

We look forward to welcoming you.



Mrs. Catherine Barnett
Headteacher

Unvalidated teacher assessment results for 2019 are on the following pages

School Comparative /Validation 2019 (End of Foundation Phase Outcomes – Pupils)

Newport
Eveswell Primary

		N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	23.7	74.6	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	25.0	73.3	0.0
Language, literacy and communication skills (in Welsh)	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Language, literacy and communication skills (in English)	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	10.2	13.6	74.6	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	36.7	61.7	0.0
Mathematical development	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.2	18.6	71.2	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	38.3	60.0	0.0

FPI **

2019	88.1
2018	98.3

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

** : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.

School Comparative / Validation 2019 (KS2 – Pupils)

Newport
Eveswell Primary

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4	32.2	64.4	0.0	96.6
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	3.3	20.0	75.0	0.0	95.0
Oracy	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	30.5	67.8	0.0	98.3
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	3.3	16.7	78.3	0.0	95.0
Reading	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4	32.2	64.4	0.0	96.6
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	3.3	20.0	75.0	0.0	95.0
Writing	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.2	28.8	61.0	0.0	89.8
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	3.3	28.3	66.7	0.0	95.0

Mathematics	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.1	32.2	62.7	0.0	94.9
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	3.3	35.0	60.0	0.0	95.0

Science	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.1	32.2	62.7	0.0	94.9
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	3.3	21.7	73.3	0.0	95.0

Welsh Second Language	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.5	28.8	62.7	0.0	91.5
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	6.7	20.0	71.7	0.0	91.7

Core Subject Indicator **

2019	93.2
2018	95.0

Notes

N: Not awarded a level for reasons other than disapplication.
 D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.
 NCO1 : National Curriculum Outcome 1
 NCO2 : National Curriculum Outcome 2
 NCO3 : National Curriculum Outcome 3
 (NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.