



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

**A report on**

**Severn Primary School  
Severn Road  
Canton  
Cardiff  
CF11 9DZ**

**Date of inspection: May 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:

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 20/07/2016**

## Context

Severn Primary School is in the Canton area of Cardiff approximately one mile from the city centre. There are 407 full-time pupils between 4 and 11 years of age on roll. A further 146 pupils attend the nursery class part-time. There are 19 classes, none of which are mixed age.

Around 24% of pupils are eligible for free school meals. This figure has remained similar over the last three years and is slightly above the national average. The school identifies that around 25% of pupils have additional learning needs and a very few pupils have a statement of special educational needs.

The school is a multicultural community. Approximately 23% of the pupils are White British. A majority of pupils are of Pakistani, Bangladeshi, Indian or Somali heritage. There are over 50 different languages and dialects spoken by pupils, the most common of which are Urdu and Arabic. Around 76% of pupils speak English as an additional language.

The headteacher took up her post in September 2008. The school was last inspected in March 2010.

The individual school budget per pupil for Severn Primary School in 2015-2016 means that the budget is £3,671 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum is £2,901. Severn Primary School is 43rd out of the 96 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is excellent because:

- The overall progress that nearly all pupils make in the development of their skills relative to their starting points is exceptional
- Pupils with English as an additional language make outstanding progress, particularly in the development of their oracy, reading and writing skills
- Nearly all pupils enjoy learning, and are enthusiastic and highly motivated to succeed
- Pupils make an extensive contribution to whole school improvement
- The school provides a rich and balanced curriculum
- Teaching across the school is consistently of a very high quality with excellent features in most classes
- The school is an exceptionally harmonious and inclusive community
- The school has an ongoing focus on finding imaginative approaches to widen pupils' experiences and to encourage ambition

### Prospects for improvement

The school's prospects for improvement are excellent because:

- School leaders provide very clear strategic direction and guidance to all members of the school community
- Leaders' relentless commitment to improving provision and raising pupils' standards and wellbeing brings about consistency and coherence throughout the school
- All staff members set high expectations for themselves, their colleagues and their pupils
- Governors are knowledgeable and provide highly effective support and challenge to the school
- The school has extremely robust processes for assuring the quality of its work
- The school has an excellent track record of improving provision and raising standards
- The school has developed a range of exemplary strategic partnerships, particularly with parents, that enrich and support pupils' learning and wellbeing very effectively

## Recommendations

R1 Improve provision for Welsh to raise standards in oracy at key stage 2

R2 Increase opportunities for pupils to shape their curriculum

### **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?

Excellent

#### Standards: Excellent

Many pupils enter the school with literacy, numeracy and social skills that are below those expected for their age. However, the overall progress that nearly all pupils make in the development of these skills relative to their starting points is exceptional.

Many pupils begin school with English as an additional language and literacy levels well below those expected. Most of these pupils make outstanding progress, particularly in the development of their oracy, reading and writing skills. By the time they leave the school, in most cases, these skills are of a very good standard.

The quality of most pupils' speaking and listening is very good. Throughout the school, pupils listen attentively and respond very well to adults and other pupils. In the Foundation Phase, most pupils speak confidently. They use interesting vocabulary and many talk enthusiastically about their learning. By the end of key stage 2, many pupils express their opinions clearly, with detail and using extended vocabulary. Many use their communication skills particularly effectively to share their ideas and thoughts in lessons, to solve problems and to discuss collaborative tasks. More able pupils are highly articulate and confident when speaking in public.

Most pupils develop their reading skills well in relation to their starting points. In the Foundation Phase, they acquire a wide range of phonic skills that they apply effectively. By the end of the Year 2, most pupils read independently, fluently and with good expression. They have a positive and enthusiastic attitude to reading. In key stage 2, many pupils use their reading skills purposefully across the curriculum. They develop a good range of higher order reading skills, including skimming non-fiction texts to extract the meaning and key points quickly. The more able speak knowledgeably about their favourite books and authors.

As they move through the school, pupils' writing skills develop very well. In the Foundation Phase, many pupils write with confidence and independence for a very wide range of purposes. By Year 2, most pupils use basic punctuation correctly and spell common words accurately using their good knowledge of phonics. Their stories are structured well and they include an interesting range of sentence starters and time connectives. In key stage 2, most pupils build successfully on this excellent start. They write competently and extensively across a broad range of genres, including autobiographies, biographies, poetry, reports and newspaper articles. More able pupils use highly imaginative vocabulary and creative ideas to enliven their story writing. Handwriting and presentation are consistently of a very high standard.

Nearly all Foundation Phase pupils develop their numeracy skills very well in mathematical development and across the curriculum. By the end of Year 2, most pupils use a range of skills effectively, including measure, data handling, time, money and shape. For example, they use their measuring skills accurately when weighing ingredients in the mud kitchen. They carry out division with remainders and have a

good understanding of inverse calculations. Many pupils tackle simple problems confidently and collect, record and interpret different kinds of data very effectively. For example, pupils in Year 2 create a bar chart to share the outcomes of a bug hunt.

In key stage 2, nearly all pupils build very successfully on their prior mathematical learning. They have quick mental recall and a thorough understanding of the link between percentages, fractions and ratios. More able pupils display excellent numerical skills, particularly in problem solving. For example, they carry out multi-step calculations when managing a household budget. Nearly all pupils apply their numeracy skills to a very high standard across the curriculum. For example, they use four figure grid references when planning a journey to Barry Island.

Foundation Phase pupils respond enthusiastically to learning Welsh. They use basic greetings around the school and most respond correctly to simple instructions. Many pupils develop good pronunciation, for example when asking and answering questions about their class topic on the garden.

Key stage 2 pupils develop a good understanding of an appropriate range of words and sentence patterns when using Welsh. They write simple sentences about their likes and dislikes, and formulate simple questions and answers. Pupils in Year 6 use writing frames to create postcards and simple travel leaflets well. They use a variety of sentence starters to make their writing interesting, and give reasons for their choices. However, despite a reasonable understanding of familiar words and patterns, most pupils lack the confidence to speak to their peers or adults in Welsh.

Due to the high proportion of pupils who enter the school with English as an additional language, comparisons between the school's performance and that of schools with a similar percentages of pupils who are eligible for free school meals need to be treated with caution.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has placed the school largely in the lower 50% or bottom 25% when compared with similar schools over the last four years. Pupils' performance at the higher than expected outcome placed the school largely in the bottom 25% for mathematical development and between the lower 50% and higher 50% for literacy.

At the end of key stage 2, pupils' performance at the expected levels in English, mathematics and science has generally placed the school in the lower 50% and bottom 25% when compared with similar schools over the last four years. At the higher than expected level, pupils' performance has generally placed the school in the top 25% for mathematics and the higher 50% for science. In English, performance at the higher level has been more variable.

Pupils with additional learning needs make good progress and those eligible for free school meals generally progress as well as other pupils at the expected level.

## **Wellbeing: Excellent**

Nearly all pupils are polite and respectful to one another and to their teachers. They enjoy learning, and are enthusiastic and highly motivated to succeed. In classrooms and at playtimes pupils collaborate very well, sharing ideas and learning from each other. The 'lunchtime divas and dudes' and the school's peer mentors enjoy supporting other children on the playground. Nearly all pupils have an appetite for learning and are extremely proud of their work. Many benefit from taking part in a wide range of after school activities involving the wider community, for example the young engineers club run by volunteers from a local engineering company and the weekly sports club.

Nearly all pupils feel safe and enjoy school life. They understand the importance of a balanced diet and regular exercise in order to be healthy.

A particular strength of the school is pupils' extensive contribution to whole school improvement. Members of the school council produce an effective improvement plan and they work hard to implement, monitor and evaluate its impact. Most recent developments involve training Year 6 pupils to support the emotional needs of younger pupils at playtime. This has been successful in ensuring that all pupils feel happy and safe during break times.

Attendance rates have increased steadily over the last four years, from about 92% to over 94%. When compared with similar schools, pupils' attendance has placed the school in the higher 50% for two of the past four years. Rates of persistent absenteeism have declined significantly in recent years. There is no obvious difference in attendance rates between pupils eligible for free school meals and other pupils. Punctuality is improving.

<b>Key Question 2: How good is provision?</b>	<b>Excellent</b>
---	------------------

## **Learning experiences: Good**

The school provides a rich and balanced curriculum, which addresses the requirements of the Foundation Phase, National Curriculum and religious education and meets pupils' learning needs well.

In the Foundation Phase, teachers plan a range of creative learning experiences that engage and enthuse pupils well. They include a good balance of structured and independent activities that use both the indoor and outdoor areas effectively. For example, pupils in Year 2 improve their measuring skills when making cakes in the outdoor mud kitchen. Teachers' planning in key stage 2 builds well on the progress pupils have made previously. It includes many imaginative opportunities for pupils to develop their knowledge, skills and understanding. For example, pupils in Year 6 create mind maps to explain why a polar bear could not live in New York. However, planning does not always provide enough opportunities for pupils to have a say in what and how they learn.

Planning for the development of literacy, numeracy, ICT and thinking skills is a high priority in all schemes of work. This enables pupils to apply their key skills effectively



and systematically across the curriculum. The provision for pupils who enter the school with little or no English is particularly good and ensures that they make good progress in speaking, listening, reading and writing.

The school offers pupils appropriate opportunities to learn about the culture, history and geography of Wales. This includes a wide range of visits in the locality and examples of interesting work about the relevance of rules in religion in Wales today. Provision for developing Welsh language skills is generally appropriate, with good opportunities for pupils to hear, understand and use Welsh in the Foundation Phase in particular. However, planning and expectations for key stage 2 pupils to speak Welsh regularly are limited.

The school is effective in teaching pupils to live sustainably. The enthusiastic eco-committee leads the school well in monitoring energy usage and reducing waste. The provision for enabling pupils to develop their awareness and understanding of other parts of the world is a strength. Pupils learn about other cultures through an annual international week and links with a school in Bangladesh, and fund raising for 'toilet twinning' in Pakistan. As result of being part of a diverse community and effective curriculum planning, pupils' knowledge of other cultures and countries is developing well.

### **Teaching: Excellent**

Teaching across the school is consistently of a very high quality with excellent features in most classes. As a result, most pupils make very good progress over time and a majority achieve particularly high standards in relation to their starting points.

Teachers plan imaginative activities that are highly successful in engaging all groups of pupils. For example, pupils in Year 5 develop their data handling and measuring skills when investigating the effect of weightlessness on seeds that have travelled to the International Space Station. Teachers match activities carefully and accurately to meet the needs of all pupils. They organise groups, devise activities and work with teaching assistants highly effectively to ensure very good progress for pupils of all abilities.

The development of pupils' oracy skills is a particularly strong feature of most lessons. Teachers create motivational practical activities that require pupils to use relevant and creative vocabulary to express themselves. As a result, pupils with English as an additional language make excellent progress. For example, pupils' performance of play scripts as part of a literacy lesson in Year 6 is highly effective in developing their ability to speak clearly and with expression while improving their understanding of character.

All lessons move at a good pace. Teachers intervene skilfully and sensitively to support pupils at appropriate points during the lesson. They use questioning very well to check and extend pupils' learning. For example, the use of the 'big question' in key stage 2 is very effective in encouraging pupils to think more deeply about the topic they are studying.

In nearly all lessons, pupils have a good understanding of the learning objective for the session. Nearly all pupils assess their own progress and that of their peers accurately and beneficially. This is very effective in helping them to improve their own work. All teachers identify what pupils have done well and provide pupils with helpful feedback on what to do next to improve their work. Pupils respond well to this and most know which literacy and numeracy skills they have mastered and which they need to work on further.

A highly effective, rigorous programme of assessment enables staff to monitor pupils' progress thoroughly. The school reviews and monitors its high quality tracking systems diligently. As a result of robust intervention programmes, the school meets pupils' needs successfully and keeps parents informed about their children's progress well.

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

Teachers and support staff are exceptionally skilful at identifying the precise needs of the pupils in their care. Regular reviews of pupils' progress and robust and informative assessment systems allow them to provide highly effective targeted support. This focuses efficiently on the particular challenges that face pupils. For example, more able pupils with specific behavioural difficulties learn to express their concerns, thoughts and emotions through creating scenes from their lives using construction kits. These pupils value the regular opportunity to discuss their feelings and this helps to improve their behaviour and attitudes significantly. As a result of the school's creative and imaginative approach, most pupils with additional learning needs make outstanding progress.

The school provides a highly supportive, nurturing environment for pupils and their families. There is a very clear focus on developing pupils' wellbeing by improving their self-esteem and independence. The school makes appropriate arrangements to promote healthy eating and drinking by providing healthy eating choices, such as through the provision of a daily fruit tuck shop. There are very good opportunities for pupils to participate in exercise through physical education lessons and extensive extra-curricular activities. Staff use a wide range of strategies and activities to support pupils' spiritual, moral, social and cultural development. Pupils feel that they are part of a caring, inclusive school community where they are listened to and their opinions are highly valued. Incidents of bullying are rare and, where these do occur, staff address them very successfully.

The school's extensive work to engage hard to reach families is a strong feature. It ensures that the school is a valued part of the local community and is very beneficial in creating a team ethos among staff, pupils and parents. For example, English language classes for parents enable and encourage them to assist their children with the development of their literacy skills.

The school works successfully with many specialist outside agencies to access worthwhile support for pupils and parents. For example, speech therapists provide important support for pupils with communication difficulties and the local authority behaviour support team provide staff with guidance on how to address the needs of pupils with emotional difficulties.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has effective systems and processes to combat radicalisation.

### **Learning environment: Excellent**

The school is an exceptionally harmonious and inclusive community. Staff take carefully considered steps to ensure that pupils' diverse cultural and faith backgrounds are celebrated. They work closely to challenge stereotypes and to encourage all pupils to achieve their best regardless of their gender or social background. For example, visits from professionals from a wide range of occupations as part of the school's 'Open your Eyes' initiative were highly effective in raising the aspiration of girls. The school's relentless focus on finding imaginative approaches to widen pupils' experiences and encourage ambition is an outstanding feature.

As a result of the school's deep commitment to understanding and promoting equality, pupils are tolerant and respectful of each other's traditions and beliefs. All pupils receive equal access to all areas of learning.

The accommodation is clean, secure and well maintained. Staff ensure that all pupils can access the environment safely, for example by providing visual aids for those with limited sight. Despite the site's limitations, staff ensure that the outdoor environment is attractive and stimulating with well-resourced areas. For example, the large secure nursery area encourages investigation, experimentation and independence from a young age. Displays throughout the school reflect the high priority given to celebrating pupils' achievements and work. They contain a good balance of pupils' curriculum work in classrooms and information to assist learning.

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

### **Leadership: Excellent**

School leaders provide very clear strategic direction and guidance to all members of the school community. Their co-ordinated, consistent and enthusiastic approach to all aspects of school life is motivational and results in particularly high levels of commitment from all staff. The school's carefully considered line management structure enables excellent communication and highly effective collaboration between teachers and support staff in different key stages. For example, the numeracy co-ordinator in the Foundation Phase and the Year 6 teachers analyse the relative success of whole-school mathematics initiatives in the two key stages in order to support effective teaching. Leaders' relentless commitment to improving provision and raising pupils' standards and wellbeing brings about consistency and coherence throughout the school. A particular success is the constant, high quality teaching by teachers and support staff that enables pupils of all abilities and linguistic backgrounds to make very good progress from their varied starting points.

All staff set high expectations for themselves, their colleagues and their pupils. Leaders encourage practitioners to be reflective and staff regularly act as 'critical friends' to their peers. They provide one another with support and challenge that

brings out the best in everyone. A particularly strong feature is the way the school uses professional development and performance management to improve the practice of individuals. The school's innovative and flexible approach to addressing staff training needs includes frequent opportunities for them to learn from one another during brief 'Wednesday workshops'; at these times staff share their expertise in a specific area.

Governors are knowledgeable about the school and provide highly effective support and challenge in relation to pupils' performance and school improvement. Embedded in the work of the school is a clear commitment to addressing local and national priorities. There is a considerable focus on ensuring high standards of literacy and numeracy and reducing the impact of poverty on pupils' attainment. The school has already begun to consider its readiness for curriculum reform.

### **Improving quality: Excellent**

The school has extremely robust processes for assuring the quality of its work, and the outcomes of these processes link carefully with plans for school improvement. A systematic and thorough approach to self-evaluation means that school leaders, including governors, have an accurate and detailed picture of the school's strengths and areas for improvement. The exceptionally focused use of data to diagnose the underperformance of specific groups of pupils means that leaders set particularly purposeful priorities for school improvement. For instance, end-of-key-stage assessments highlighted that key stage 2 pupils eligible for free school meals were less likely to achieve level 5. However, the school's own tracking proved that these pupils made well above expected progress in relation to their starting points, and their levels of language acquisition.

Strong features of this area of the school's work are the excellent understanding and full involvement of all teachers and support staff. They provide leaders with a wealth of reliable evidence gathered from meticulous data analysis, constructive lesson observations, focused book scrutiny and detailed subject leader reviews. Leaders value these contributions highly, as well as those of pupils and parents, and take good account of these views when identifying improvement priorities for the coming year. This secures considerable commitment from all stakeholders to the process of school improvement. For example, the school's high quality provision for developing literacy and communication skills is a result of the rigorous training of teachers and support staff, regular, robust monitoring of teaching and learning and highly effective tracking of pupils' progress.

The school has an excellent track record of improving provision and raising standards through its comprehensive improvement cycle. The school improvement plan is a detailed but practical document with clear, measurable targets that focus sharply on pupil outcomes. The plan provides staff with helpful guidance that enables them to carry out their responsibilities in a timely and efficient manner. It is supplemented by other plans, including manageable subject development plans and the school council's improvement plan. The annual input of pupils to the school improvement plan is a strong feature of the school's work, which ensures that pupil voice has a high profile.

### **Partnership working: Excellent**

The school has developed a range of exemplary strategic partnerships that enrich and support pupils' learning and wellbeing very effectively.

The school caters for its diverse population exceptionally well. A key element in the school's achievement in raising standards of literacy has been the effectiveness of the work that it has undertaken with parents. The appointment of a family engagement officer and the development of a family engagement team have proved highly successful in involving parents in their children's education. This has led to many further initiatives that have helped to strengthen partnerships with parents. For example, senior leaders recognised the need to help parents to improve their literacy skills in order to support their children. As a result, they organised the provision of English lessons by a teaching assistant who plans and leads the sessions. This has contributed very successfully to improvements in outcomes for pupils with English as a second language. The provision of translation facilities through, for example, the school's electronic messages to parents, is very effective in ensuring good communication and high levels of parental engagement.

Visits by staff to the homes of pupils in the nursery classes play an important part in ensuring a smooth transition to the main school. During these visits, teachers share the school's approach to the teaching of phonics and, at this very early stage, begin to help parents to support their children with the development of their literacy skills.

The school has forged a number of innovative links with both the local and wider community. For example, the establishment of an engineering club supported by a local business helps to develop life skills and raises the aspirations of pupils. Visitors and speakers that attend the school provide positive role models for pupils, particularly girls.

The school benefits considerably from strong links with an initial teacher training partnership that helps staff remain up-to-date with current educational practice. In addition to providing placements for individual trainees, groups of students visit the school to develop their understanding of safeguarding and the specific challenges of schools in diverse communities.

Transfer arrangements with the local high school are of a high standard. They include curriculum and pastoral links that provide continuity in learning and support pupils' wellbeing successfully. For example, teachers from the high school visit the primary to deliver French lessons to Year 6 pupils and good partnership working has ensured continuity in the reading support programmes used in both schools. The school works well with the high school and other schools in the cluster to moderate outcomes and levels for pupils at the end of the Foundation Phase and key stage 2.

### **Resource management: Excellent**

The arrangements for professional development are excellent and result in innovative approaches to learning and teaching. The ability of the school to identify the professional development needs of staff and to share good practice is exemplary. Senior leaders base whole school training events on school targets and performance

management objectives. Support staff receive good quality training that is well targeted in relation to their roles and personal developmental requirements. There are very good opportunities for them to enhance their qualifications and this increases their confidence in delivering support and intervention programmes for pupils. Teachers' planning, preparation and assessment time is very effectively organised in order to improve the quality of education provided.

The school has sufficient teachers and support staff to deliver the curriculum effectively. All staff have appropriate experience and expertise to carry out their roles and responsibilities. As a result, nearly all pupils learn very effectively and make good progress, particularly those who are new to learning English.

The school has effective links with other schools in the cluster and a local school improvement group that ensures training supports teachers' professional development very well. Collaborative research work with other teachers in the group has been particularly effective. This has led to changes in teaching methods in the Foundation Phase classes that have resulted in measurable improvements in many pupils' concentration and ability to learn independently.

The headteacher, leadership team and governors manage the accommodation, resources and budget effectively and efficiently. The finance committee monitors expenditure closely and makes spending decisions wisely to ensure good outcomes for pupils based on school improvement priorities. High quality administrative routines operate in a very effective manner.

The school uses the Pupil Deprivation Grant highly effectively to support the learning and wellbeing of pupils eligible for free school meals, for example through the appointment of a family engagement officer, which has been instrumental in ensuring good links with parents.

Due to the excellent features in pupils' outcomes and the high quality of provision, the school provides excellent value for money.

## Appendix 1: Commentary on performance data

### 6812319 - Severn Primary

Number of pupils on roll	527
Pupils eligible for free school meals (FSM) - 3 year average	26.0
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	58	55	54	57
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	77.6	78.2	77.8	78.9
Benchmark quartile	3	3	3	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	58	55	54	57
Achieving outcome 5+ (%)	79.3	80.0	79.6	80.7
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	24.1	16.4	9.3	15.8
Benchmark quartile	3	4	4	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	58	55	54	57
Achieving outcome 5+ (%)	82.8	85.5	81.5	80.7
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	32.8	21.8	31.5	24.6
Benchmark quartile	2	3	2	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	58	55	54	57
Achieving outcome 5+ (%)	86.2	89.1	92.6	91.2
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	25.9	25.5	27.8	24.6
Benchmark quartile	3	4	4	4

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.

## 6812319 - Severn Primary

Number of pupils on roll	527
Pupils eligible for free school meals (FSM) - 3 year average	26.0
FSM band	4 (24%<FSM<=32%)

### Key stage 2

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	47	42	54	52
<b>Achieving the core subject indicator (CSI) (%)</b>	80.9	83.3	83.3	84.6
Benchmark quartile	3	2	3	3
<b>English</b>				
Number of pupils in cohort	47	42	54	52
Achieving level 4+ (%)	83.0	85.7	83.3	84.6
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	31.9	38.1	27.8	32.7
Benchmark quartile	2	1	3	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	47	42	54	52
Achieving level 4+ (%)	80.9	83.3	88.9	84.6
Benchmark quartile	4	3	2	4
Achieving level 5+ (%)	19.1	47.6	46.3	44.2
Benchmark quartile	4	1	1	1
<b>Science</b>				
Number of pupils in cohort	47	42	54	52
Achieving level 4+ (%)	83.0	90.5	87.0	84.6
Benchmark quartile	4	2	3	4
Achieving level 5+ (%)	27.7	35.7	35.2	34.6
Benchmark quartile	3	2	2	2

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.	101		98 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	101		85 84%	16 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	101		96 95%	5 5%	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	101		100 99%	1 1%	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.	101		94 93%	7 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	101		97 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.	101		99 98%	2 2%	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.	101		94 93%	7 7%	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.	101		88 87%	13 13%	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.	101		88 87%	13 13%	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.	101		79 78%	22 22%	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	101		88 87%	13 13%	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 Dairm yn gwybod	
Overall I am satisfied with the school.	142	76 54%	62 44%	4 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	146	95 65%	49 34%	2 1%	0 0%	0	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.	144	85 59%	55 38%	4 3%	0 0%	2	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.	138	78 57%	55 40%	5 4%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	135	59 44%	67 50%	8 6%	1 1%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	143	81 57%	59 41%	3 2%	0 0%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	139	78 56%	56 40%	5 4%	0 0%	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.	141	65 46%	63 45%	9 6%	4 3%	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.	139	76 55%	61 44%	2 1%	0 0%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	139	68 49%	67 48%	4 3%	0 0%	7	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.	141	86 61%	54 38%	1 1%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	132	56 42%	67 51%	9 7%	0 0%	10	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.	144	68 47%	65 45%	8 6%	3 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	144	74 51%	64 44%	4 3%	2 1%	1	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.	132	51 39%	68 52%	9 7%	4 3%	12	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.	136	73 54%	60 44%	3 2%	0 0%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	120	54 45%	59 49%	6 5%	1 1%	20	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	140	70 50%	63 45%	6 4%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	136	76 56%	58 43%	2 1%	0 0%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Jonathan Wright	Reporting Inspector
Sarah Jane Morgan	Team Inspector
Clive A Evans	Team Inspector
Deirdre Emberson	Lay Inspector
Michelle Green	Peer Inspector
Jacqueline Jane O'Toole	Peer Inspector
Julie Morris	Nominee

## Copies of the report

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