

## Nottage Primary Self-evaluation summary 2025-2026

Area of evaluation	May 2025
<b>Effectiveness of evaluation and improvement activities</b>	<p>The school was inspected in January 2025 and the report highlights the school's strong self-evaluation process and was able to celebrate many strengths of the school including 2 spotlighted areas. These were the developing strong, shared and impactful leadership and developing pupils as thoughtful and independent learners who can solve problems.</p> <p>The two recommendations are to: - Provide more frequent opportunities for pupils to develop and apply a full range of writing skills</p> <p>Improve pupils' Welsh oracy skills</p>
<b>Teaching and Learning</b>	<p>The ESTYN inspection identified good practice through the following spotlight: Developing pupils as thoughtful and independent learners who can solve problems.</p> <p>The school's curriculum is developing well. There is a suitable focus on the interests and needs of the children of Nottage and staff use the local area successfully to enrich the learning. Pupils benefit from a useful range of opportunities to explore the history and culture of Wales. Pupils have regular opportunities to contribute to how and what they learn, as well as to review their progress. Similarly, the school's many pupil groups are active and enthusiastic. They are proud of the purposeful role they play in influencing school life and feel that staff value and act upon their ideas.</p>
<b>Leadership and Improving</b>	<p>Strong and successful distributed leadership is an impressive facet of the school's work. Leaders strive productively to ensure the continuous development of the skills and knowledge of both pupils and staff, to support them all to reach their potential. Leaders at all levels have a thorough and accurate knowledge of the school's strengths and areas for development. They use this effectively to drive and sustain improvements in teaching and learning, such as recent successful work to improve reading. The school places a strong and consistent focus on the development of pupils' oracy and reading.</p> <p>Governors are passionate about the school and fulfil their role with determination and care.</p>
<b>Systems and processes to monitor progress of all</b>	<p>The school's support for pupils with additional learning needs (ALN) is strong and well-led. Leaders and staff have a good understanding of ALN reform and extensive and</p>

<b>learners, including identified learners</b>	valuable training has taken place. Leaders work closely with cluster colleagues and external agencies to support all pupils and their families, especially those with ALN. Leaders deliver beneficial and relevant professional learning to staff and monitor the progress of pupils effectively. Learning support officers provide effective assistance to pupils with ALN through intervention programmes and class-based support, enabling most to make solid progress towards their individual targets.
<b>Literacy skills</b>	The school places a strong and consistent focus on the development of pupils' oracy and reading skills. Most pupils quickly develop a valuable range of vocabulary and an early enjoyment of reading, through purposeful and engaging learning opportunities. As they get older, most pupils develop as confident speakers who read well. They use these skills capably to support and enhance their learning across the curriculum. However, as they move through the school, opportunities for pupils to develop their writing are inconsistent so this is included as a recommendation. The school has already drawn up an action plan.
<b>Numeracy skills</b>	Many pupils develop their mathematical skills well. Throughout the school, staff use a good range of strategies to develop pupils' mathematics knowledge and interest. The use of concrete apparatus to support learning is effective and, as they get older, pupils make wise choices about what to use and when.
<b>Wellbeing and attendance</b>	Estyn 'Most children attend Nottage with Glee' Nottage Primary School is a happy, safe and caring school where most pupils make solid progress in the development of their learning and well-being. The school benefits from strong leadership and a dedicated team of staff who work together successfully to support the needs of pupils and their families. Throughout the school, relationships are purposeful and considerate. Staff are strong role models for good behaviour and language, and they treat all pupils with kindness, fairness and respect. This helps pupils to develop as polite, friendly and conscientious learners who behave well and engage positively with school life. Good attendance has a high profile in the school. Most pupils attend school daily and do so with glee. The school monitors attendance diligently and staff challenge and support the attendance rates of identified families well. There is a strong culture of safeguarding, which ensures that pupils are safe and happy during their time in school. Staff are well trained and have a good understanding of the role they play in keeping pupils safe. Across the school, staff model positive behaviour well and successfully

	develop strong relationships with pupils based on mutual respect and fairness. Consequently, incidents of poor behaviour, bullying and discrimination are extremely rare.
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