Ysgol Gynradd Maes y Deri
Oaklands Primary School

Self-Evaluation Report

Together Everyone Achieves More



The Self Evaluation Process

Oaklands Primary school is situated in the village of Aberaman just outside Aberdare. It has 237 pupils on roll at the beginning academic year 2017. It has a LA funded Foundation phase Learning support class. In January 2013, the school received an Estyn inspection where all aspects of the school's work were judged to be **GOOD**. The results of the inspection were positive and were able to identify and celebrate the positive steps the school has made over the recent academic years.

The school has adopted a rigorous School Development Cycle involving all members of the school community in making judgements and plans about its work. This self evaluation report is the result of an aspect of this cycle. We have made evaluative statements about the work of the school and listed where this evidence can be found. Many targets in our SDP have come from this process. The following elements have fed into the SER and the devising of the SDP:

- Meetings with staff and governors
- Analysis of the Parental Perception Survey
- Analysis of the Pupil Perception Survey
- Moderation of teacher assessment within and between schools
- Reviewing progress against the SDP
- Analysis of statistical information including reading ages, National reading tests, National numeracy tests, Baseline, Fynnon/ APR data
- Review meetings with Challenge Adviser
- Discussions with the School Council

NIA 1 - Standards

Evaluation	Evidence
1.1 Standards and progress overall	
Foundation Phase ▪ The year 2 cohort has 34 pupils 20 boys 14 girls. Each pupil represents 2.9% each boy 5.0% girl:7.1% ▪ At the end of Year 2 the FPI is 82.35% which is below our family of schools, the LA and Wales. 85% of boys and 78.57% of girls achieved the FPI ▪ This year there are 3 pupils from our Communications Disorder Unit (CDU) included in our data. ▪ The school FSM is 22.35% which means we remain in the 3rd benchmarking group. This has impact on our quartile positions **Whole School Results:**	All Wales data core sets CSC APR data pack APR data report Tracking systems Numeracy & Literacy catch up Contributory Factors Analysis SEN data FFT data Read Write Inc Baseline and Progress Assessments B squared assessments (LRB) FP & KS2 Performance data summary 2015

FP	2013		2014		2015		2016		2017	
	FPO 5+	FPO 6+	FPO 5+	FPO 6+	FPO 5+	FPO 6+	FPO 5+	FPO 6+	FPO 5+	FPO 6+
LL&C	76.19	28.57	86.7	26.7	90.9	30.3	86.21	31.03	85.29	23.53
MD	76.19	33.33	86.7	33.3	93.9	27.3	89.66	31.03	85.29	23.53
PSED	85.71	47.62	93.3	30	90.9	42.4	93.10	31.03	85.29	29.41

▪ In 2017 performance in LLC, MD, PSD and the FPI has fallen to the 4th quarters respectively
▪ In 2017 O6+ for LLC, MD & PSD has fallen to the 4th quarter
▪ The Contributory factors analysis identifies the reasons why individuals did not gain their FPI. This analysis also identifies the school's support for these individuals.

Evaluation	Evidence

Whole school results (excluding LRB):

% LO5+						
	2016	**2017**	**Family 2017**	**LA 2017**	**CSC 2017**	**Wales 2017**
LLC	89.3	90.32	92.29	87.71	89.33	88.11
MD	92.8	90.32	93.54	90.25	91.54	90.28
PSD	96.4	93.55	96.04	93.77	95.08	94.66
FPI	85.7	90.32	90.63	86.94	88.60	87.28

When excluding pupils from our LRB class performance at LO5+ sees our benchmarking position for MD, LLC rising to the 3rd quarter and FPI rising to the 2nd quarter. While performance for PSD move to the top part of the 3rd quarter.

KEY STAGE 2

The year 6 cohort has 24 pupils. Each pupil represents 4.2% 12 boys representing 8.3% and 12 girls representing 8.3%. It is important to keep this in mind when comparing the benchmarking data.

At Key Stage 2 the CSI is 100%, which is above the family of schools and LA and Wales's national averages.

	2013		**2014**		**2015**		**2016**		**2017**	
	Level 4+	**Level 5**	**Level 4+**	**L 5**	**L4+**	**L 5**	**L4+**	**L 5**	**L4+**	**L 5**
English	92.31	26.92	91.7	25	88.24	52.9	96.15	46.15	100	58.33
Maths	92.31	23.08	91.7	29.2	82.35	41.8	96.15	34.62	100	58.33
Science	92.31	23.08	91.7	33.3	82.35	41.8	100	46.15	100	54.17

- Performance at the end of Key stage 2 is consistent. Progress is above the LA and Wales national averages for Level 4+ in English, Maths, Science and the CSI.
- L4+ national FSM benchmarking is in the 1st quarter position for all areas.
- L5+ results have risen in English, Maths and Science placing the school in the 1st quarter for all areas

Evaluation	Evidence

National Reading and Numeracy Test Outcomes

Year 2										
		English Reading			Procedural			Reasoning		
	No of pupils	<85	85-115	>115	<85	85-115	>115	<85	85-115	>115
School	34	11.76	70.59	17.65	23.53	70.59	5.88	17.65	55.88	26.47
LA		17.67	67.99	14.34	18.26	68.90	12.85	18.51	67.62	13.88
CSC		14.20	68.01	17.80	14.46	68.23	17.31	14.98	67.89	17.14
Wales		15.65	67.93	16.42	15.68	68.07	16.25	14.95	68.26	16.78

- In the FP (Y2) Reading test data and reasoning test data compares favourably to comparators. Pupil performance at >115 in procedural is below comparators. It is worth noting that 2 pupils were disapplied from the test and are included in the data.

Year 3										
		English Reading			Procedural			Reasoning		
	No of pupils	<85	85-115	>115	<85	85-115	>115	<85	85-115	>115
School	25	8.00	68.00	24.00	8.00	76.00	16.00	16.00	64.00	20.00
LA		17.73	67.49	14.78	17.00	70.05	12.95	15.59	72.10	12.31
CSC		15.25	65.65	19.10	14.98	67.23	17.79	13.66	69.72	16.62
Wales		16.31	65.83	17.86	15.91	67.82	16.26	14.97	68.49	16.54

Year 3	English Reading		Procedural		Reasoning	
	No of pupils	%	No of pupils	%	No of pupils	%
Lower	0	0%	0	0%	0	0%
Consistent	23	100%	23	100%	21	100%
Higher	7	30.40%	4	17.39%	3	14.28%

- The Year 3 test data shows that pupils have made consistent and higher progress from the test data in Y2. The results compare favourably with LA, CSC and Wales.

Evaluation

Evidence

Year 4

		English Reading			Procedural			Reasoning		
	No of pupils	<85	85-115	>115	<85	85-115	>115	<85	85-115	>115
School	33	3.03	84.85	12.12	6.06	75.76	18.18	9.09	78.79	12.12
LA		17.76	68.84	13.41	18.84	67.15	14.02	18.51	67.79	13.70
CSC		14.95	67.07	17.99	15.92	66.47	17.61	16.22	67.36	16.43
Wales		15.95	67.40	16.65	15.82	68.11	16.07	15.63	68.05	16.33

Year 4	English Reading		Procedural		Reasoning	
	No of pupils	%	No of pupils	%	No of pupils	%
Lower	3	9%	2	6%	2	6%
Consistent	30	91%	30	94%	29	94%
Higher	2	6.06%	1	3.12%	0	0.00%

- In Year 4 the test data compares favourably for reading, procedural and reasoning. However there is a slight dip in performance at >115 for reasoning.
- There is a significant dip where 3 pupils are making lower progress in English and 2 pupils making lower progress in procedural and reasoning than in previous year.

Year 5

		English Reading			Procedural			Reasoning		
	No of pupils	<85	85-115	>115	<85	85-115	>115	<85	85-115	>115
School	27	3.70	81.48	14.81	3.70	55.56	40.74	3.70	37.04	59.26
LA		17.56	68.15	14.30	16.11	69.07	14.78	16.44	70.11	13.41
CSC		14.84	66.22	18.93	15.00	67.21	17.78	14.57	68.83	16.59
Wales		15.99	66.94	17.07	15.43	68.43	16.14	14.38	68.88	16.74

Year	English Reading		Procedural		Reasoning	
	No of pupils	%	No of pupils	%	No of pupils	%
Lower	1	4%	0	0%	0	0%
Consistent	25	96%	26	100%	26	100%

Evaluation	Evidence

Higher	2	7.69%	7	26.92%	8	30.76%

- In Y5 pupils' achievement in all tests is well above all comparators.
- Nearly all pupils make consistent progress based on tests in previous year.

Year 6										
		English Reading			Procedural			Reasoning		
	No of pupils	<85	85-115	>115	<85	85-115	>115	<85	85-115	>115
School	24	0.00	29.17	70.83	0.00	41.67	58.33	0.00	54.17	45.83
LA		15.69	69.14	15.17	16.39	69.73	13.87	16.06	68.55	15.39
CSC		14.97	66.86	18.17	15.05	67.13	17.81	14.92	66.71	18.36
Wales		15.58	67.85	16.58	15.93	68.13	15.94	14.79	68.09	17.12

Year	English Reading		Procedural		Reasoning	
	No of pupils	%	No of pupils	%	No of pupils	%
Lower	0	0%	0	0%	0	0%
Consistent	24	100%	22	100%	22	100%
Higher	20	83.33%	10	45.45%	4	18.18%

- In Year 6 all pupils achieve well above comparators and make consistent or higher progress than in previous year.

Actions Necessary

- **Ensure appropriate challenge for MAT pupils to achieve their potential**
- **Increase attainment at Outcome 6 in MD and PSE Y2 SDP target 3**

1.2 Standards and progress of specific groups

- The percentage of pupils in school entitled to free school meals is 22.4%, which puts the school in the 3rd highest benchmarking group.
- In 2017, 8 pupils in year 2 were eligible for free school meals, 2 of these pupils did not achieve the FPOI.
- At KS2 there is a fluctuation in the performance of pupils who are eligible for free school meals (eFSM) over time when compared to those pupils who do not receive free school meals. In 2017, 1 pupil in the cohort was eligible for free school meals, and 100% achieved the CSI.
- At Year 2 gender differences are minimal for pupils achieving the expected levels in PSD. However, boys outperform girls by 11.43% in LLC and MD and by 6.43% for the FPI at the expected level. At O6 girls outperform boys in LLC (-8.57%) and MD (-8.57%). The performance gap is minimal for PSD

All Wales data core sets
CSC APR data pack
Tracking data
SEN Register.
Attendance File
Subject Leader Evaluations
Scrutiny of books
ALN/MAT registers

Evaluation	Evidence
▪ At Year 6 there are no gender differences at expected level.100% of boys and girls achieved the CSI. At the expected level +1 boys outperform girls. ▪ Of the 20.5% of SEN pupils in Year 2, 28.5% achieved outcome 5+ in all areas and 71% did not achieve the CSI. ▪ Of the 20.8% of SEN pupils in Year 6, 100% achieved level 4+ in English, Maths, Science ▪ In Year 2, 23.5% of pupils were identified as more able and talented. 100% these achieved outcome 6+ in all areas. However the percentage of MAT learners is below family, LA and Wales averages ▪ In Year 6, 33% pupils were identified as more able and talented. 100% of these achieved level 5+ in the CSI. 16% of the cohort achieved L6 in Mathematics.	
1.3 Standards and progress in skills	
• Pupils display positive attitudes to learning which can be evidenced from lesson observations. SLs & HT have commented in lesson observation that most pupils are able to recall previous knowledge and learning in their lessons and are engaged in their learning. • In parental questionnaires, 94% of parents strongly agreed or agreed that their children are making good progress at school. • 96% of pupils in a KS2 questionnaire think they are doing well at school. • Pupil work scrutinies in core subjects have shown that good progress and standards are being maintained across the year groups. • Lesson observations and pupils work scrutinies indicate that AFL techniques such as, 'no hands' strategies, positive praise, learning objectives, success criteria, formative feedback are used effectively to develop pupils' skills and teaches them to be more independent in their thinking. Self and peer assessment is evident throughout most lessons following the adoption of a whole school approach to. This is having a positive impact on pupil's learning as they are beginning to evaluate against success criteria and identify what they need to do next. • The Read Write Inc. scheme continues to have significant impact on the development of pupils' reading skills as evidenced by the tracking of pupils' phonological development. Similarly, the Big Maths programme is showing improvements in pupils' mental maths. Lesson observations have shown that the RUCSAC approach to solving problems has had a positive impact and ensured continuity across the school. • When compared with their nursery baseline results, nearly all pupils made the expected level of progress with around half making above the expected levels: **LLC performance at FP outcomes compared to On Entry Baseline** 60% of pupils (18) made the expected rate of progress (4 levels) 40% of pupils (12) made above the expected rate of progress (5 levels) **MD performance at FP outcomes compared to On Entry Baseline** 6.6% of pupils (2) made below expected rate of progress (3 levels) 60% of pupils (18) made the expected rate of progress (4 levels) 33.4% of pupils (10) made above the expected rate of progress (5 levels) **PSD performance at FP outcomes compared to On Entry Baseline**	STEFs Pupil and parental questionnaires RWI trackers Big Maths trackers AFL audit and strategies Planning and Curriculum maps Subject Leader Evaluations Assessment policy and procedures Work scrutiny & Listening to learners CSC Reports Catch up and Spotlight Assessments STEFs SEN Records Teacher assessment files Reading results Cluster portfolio Skills policy

Evaluation	Evidence
50% of pupils (15) made the expected rate of progress (4 levels) 50% of pupils (15) made above the expected rate of progress (5+ levels) **The mean progress scores are:** LLC 4.4 MD 4.3 PSD 4.6 ▪ **Value added data at Key stage 2 shows positive outcomes:** **English performance at KS2 compared to FP outcomes** 62.5% of pupils (15) made the expected rate of progress 37.5% of pupils (9) made above the expected progress **Mathematics performance at KS2 compared to FP outcomes** 70.8% of pupils (17)made the expected rate of progress 29.2% of pupils (7) made above the expected rate of progress **The mean progress score for English and Maths is 2.3** **Communication** • Most pupils develop good communication skills as evidenced in their drama work, class assemblies, the Shakespeare in Schools Festival and presentation to Governors and parents. • Catch up programme targets identified children. All children involved in the catch up programmes have made gains ranging from +9 months to +23 months over the year. • Extended writing has improved and literacy across the curriculum ensures that pupils have more varied opportunities, techniques such as story-mapping support pupils with their extended responses. **Numeracy** • Most pupils display a comprehensive range of numeracy skills across the curriculum as demonstrated in lesson observations and scrutiny of pupil work and teacher's planning. • The Catch-Up Numeracy programme identifies children who are underachieving in maths. Pupils who have accessed this programme have made positive gains in their basic number acquisition • Effective use is made of the maths baseline to identify gaps in pupils' numeracy skills. This information is then used by teachers to target numeracy skills. **ICT** • Most pupils use their ICT skills competently across the curriculum and this is beginning to have a positive impact on pupils learning. • Training has been provided for pupils to become Digital Leaders. • The DCF tool is being used to track digital skills across the curriculum. **Thinking** • Most pupils demonstrate good thinking skills and can skilfully use a range of thinking tools and strategies according to their age and ability. **Welsh** • The school promotes the Helpwr Heddiw scheme in each class and many children use welsh confidently in a	All Wales data Planning STEFS Listening to Learners Displays Portfolio Pupil work

Evaluation	Evidence

variety of contexts beyond their Welsh lessons including registrations and assemblies. This was positively highlighted in our LA review in March 2010 and Estyn in 2013

- End of key stage 2 assessments show continued improvement in standards at L4.

	2014			2015			2016			2017		
	L 3	**L 4**	**L5**	**L3**	**L 4**	**L5**	**L3**	**L 4**	**L 5**	**L3**	**L 4**	**L 5**
Welsh 2nd language	8.4	70.8	20.8	17.7	52.9	29.4	7.7	73.1	19.2	25	75	0

Overall in 2017 there has been an increase in level 4+ performance. This is above LA family and Wales average. However there has been a dip in performance at L5.

- The athrawon bro makes regular support visits and has undertaken listening to learners. Areas identified for improvement in the foundation phase have been addressed.

Further comments/ Areas for development

The school has made significant progress in evaluating and tracking the standards of its pupils and needs to maintain this. Further areas for development will include:

- Consistency in standards at the end of Key stage 2 with accuracy in target setting.
- To increase Outcome 6 and L5 attainment.
- To embed writing across the curriculum opportunities**. SDP Target 2**
- Embed & refine assessment procedures by adopting new tracker
- Continue to develop pupil's skills in Welsh reading and writing and improve outcomes for the more able and talented pupils

NIA 2 – Wellbeing and attitudes to learning

Evaluation	Evidence
2.1 Wellbeing - attitudes to keeping healthy and safe; roles and responsibilities; ethical informed citizens	
▪ Nearly all pupils have a good understanding of the importance of keeping healthy through a variety of strategies including police programme, participation in the healthy schools scheme, PSE programmes, tooth brushing project and the Fit 4 Fun initiative. Pupils can demonstrate the importance of making healthy choices. The Year 6 pupils run a healthy tuck shop and the school operates 'fruit only' break times. This is also developing their financial awareness as well as taking on responsible roles throughout the school. ▪ Pupils are aware of what constitutes a balanced diet through curriculum initiatives. Many pupils demonstrate this by taking part in food tasting sessions throughout the year. For example, partnerships with Warburtons on healthy eating in Year 3. ▪ In a pupil questionnaire, 99% of pupils feel safe in school and 97% agree that the school teaches them the importance of living a healthy lifestyle. ▪ The school has continued to make good progress in achieving its Healthy School Awards. We have achieved Phase 5 in summer 2016. This evidences the school's commitment towards maintaining high standards against the Healthy School's framework. ▪ Nearly all pupils show a positive attitude to keeping healthy and take part in regular sporting activities such as football, rugby, multi sports, and swimming. All pupils engage in regular exercise and achieve good standards. ▪ All KS2 pupils have swimming lessons weekly for a term and by the end of the key stage the majority achieve their competency certificate. ▪ Nearly all pupils have a sound understanding of ICT safety and have used a variety of age appropriate programs to explore keeping themselves safe on line. They also discuss with confidence aspects of domestic violence, drugs and alcohol in PSE sessions. ▪ The aim of the school prepares pupils to take responsibility for their actions and to be caring and respectful citizens. This can be demonstrated by the positive attitudes of our Year 6 pupils in the way they take up positions of responsibility around the school. ▪ Democracy is a highly significant feature of the school. All pupils are involved in electing the school council. They meet regularly to bring about change in the school such as developing the zoned playground. ▪ Pupils have opportunities to undertake roles such as COPs (Committee of Planet Savers), playground pals and digital leaders. These roles help them to respond positively to increased responsibility as they move through the school and further improve their social skills. ▪ The school adopts AFL, Kagan structures and thinking skills strategies into lessons; pupils are taught to be more independent and collaborative thinkers who know how to improve their learning. These techniques are promoted in classrooms and are having a positive impact on learning, social and life skills and the ethos at school. ▪ All Year 6 pupils have an allocated responsibility as a prefect and carry out duties such as tuck shop	Analysis of pupil survey Healthy school assessment file Acceptable Use Policy Anti-bullying Policy School Prospectus Healthy School File

Evaluation	Evidence
monitors, corridor prefects, register monitors. These roles give them an opportunity to lead by example and they understand that it is a privilege. They are giving something back to the school as a sign of respect. ▪ The LRB pupils integrate with mainstream at lesson and lunchtimes. This enhances opportunities for all children to develop their social and life skills and show each other respect. ▪ All year 6 pupils benefit from developing team work during their residential transition project at Manor Adventure. ▪ Many visitors to the school give positive feedback about the children's behaviour. This has been accompanied by positive reports commending the children on their behaviour on off site visits. ▪ Big Foot drama workshops developing emotional self-esteem through drama work enriching our creative curriculum. ▪ PSE curriculum and the use of SEAL develops the pupils' moral and social development. This has been embedded by Health mentor and his work with small identified groups. This has had a positive impact on pupils' self-esteem and been measured in questionnaires. ▪ The school operates a well-attended Breakfast club. ▪ Pupils have participated in a number of charity events including Macmillan Cancer, Children in Need and Size of Wales. Pupils are involved in organising these events and deciding how to raise funds for these charities. ▪ Identified pupils and parents have been involved in John Muir Discovery award to enhance their learning in the outdoor environment. ▪ Parents and pupils have been involved in out of hours Literacy project match funded by Communities First programme. The school continues to offer a range of extra-curricular activities to enhance opportunities for its pupils. They benefit from a range of sporting activities, choir and a COPs club. ▪ Pupils at KS2 have participated in a school survey to give their views and opinions about the school. This has allowed them to speak positively about school and say what concerns them. ▪ The school has successfully gained its second eco flag status.	
2.2 Attitudes to learning	
▪ In a parent survey 98% stated that their child likes school. ▪ There have been improved opportunities for pupils to participate in their own learning through involvement in planning their own targets and reporting their progress to parents in the end of year reports. Pupils are also involved in planning aspects of their themes and curriculum. Many pupils are able to improve their own learning through a range of strategies that promote and support collaboration, engagement, independent learning and problem solving. ▪ Most pupils show resilience when faced with challenges or problems and would use a range of strategies including RUCSAC and Kagan structures such as rally coach. ▪ Lesson observations report that behaviour is good and that pupils participate well in their learning and all pupils know how to move around the school. ▪ The school has revised the Positive Behaviour policy and the way it records incidents of poor behaviour. A tracking system has been devised so that patterns of behaviour can be analysed. There has been more parental involvement when incidents of poor behaviour occur. The school council has been involved in	STEFs Positive Behaviour Policy Behaviour tracking sheets and records Attendance File School council Minutes Pupils questionnaires

Evaluation	Evidence
devising the system and all children are aware of the consequences of poor behaviour. ▪ There are fewer incidents of poor behaviour. ▪ All pupils participate in designing their class contracts. These are displayed in all classes. Class contracts are being adhered to and are having a positive impact on attitudes to learning. All classes operate Golden Time to reward behaviour. ▪ The school council plays an important role in the life of the school. It has made a positive contribution to the playground and the new behaviour tracking system over the last year. In the pupils questionnaire (summer 2016) 70% of pupils felt that pupils behaved well at lunchtime. To address this issue the school council has also been involved in establishing Golden Lunchtimes. The pupils have altered their canteen routines to eliminate opportunities for poor behaviour. Incidents have been reduced. One pupil received a fixed term exclusion in the last 12 months. ▪ Most pupils display good attitudes towards all aspects of school and are absorbed in their learning. Those children who find the school environment difficult and exhibit unacceptable behaviours, lack independence, self-confidence or fail to engage in group/peer work are given individual pastoral support (SEAL work Mr Hill/ Behaviour support groups). ▪ Attendance results for the academic year 2016-2017 are 94.4%. Since the implementation of the new attendance policy the number of unauthorised absences has reduced to 2.0% (from 2.7%). ▪ The school has been in quartile 4 since 2014-2015. However, with benchmarking of the lower quartile at 94.2% we are expecting our attendance to reach the 3rd quartile this year (94.4%) Attendance levels have been steady (93.6%) and have now improved in the last year (94.4%). 69.5% of the pupils achieved over 95% attendance. ▪ The improved attendance is because the school regularly promotes the value of high attendance in newsletters, on the website, twitter and other forms of correspondence. Close work with the EWO team also includes the promotion of good attendance through assemblies, termly awards, annual Head teacher awards and termly attendance traffic light certificates/reports. ▪ The school's effective attendance tracking system and in-house monitoring procedures have enabled school leaders to identify and work with families to improve attendance. ▪ Over time there is no significant difference in attendance between girls and boys. Between eFSM and nFSM pupils, there is just less than a 2% difference which has fallen from a 3% difference for the previous year.	School Council minutes School council reports to Governing Body Attendance data
Further comments/ Area of Development ▪ To further develop and embed the use of Kagan Strategies across the school. (SDP target 1) ▪ To further improve attendance and meet school targets (SDP action A) ▪ To update the Teaching and Learning policy to reflect the teaching strategies deployed across the school.	

NIA 3 – Teaching and Learning Experiences

Evaluation	Evidence
3.1 Quality of teaching	
▪ Nearly all teaching in our school is consistently good or better. Staff are dedicated, motivated, and conscientious and work effectively as a team. We have high expectations of our pupils and they are all encouraged to meet their full potential. ▪ All teachers and LSAs have an up to date subject knowledge which allows them to plan and deliver an engaging curriculum. They develop their professionalism through well planned CPD activities to ensure that their teaching is current and relevant. They have undertaken training in collaboration with SIG19 on Developing Numerical Reasoning and adopting a whole school approach to problem solving using the RUCSAC approach. This has had a positive impact as reflected in the National test scores for numerical reasoning. ▪ Members of staff have undertaken action research projects with a literacy focus and have shared their findings with colleagues. These action research projects have been published by Central South Consortia. ▪ Staff use a variety of teaching styles including AFL techniques and thinking skills to stimulate learners. These are highlighted on planning documents and evidenced in Lesson observations. Resources are used in a purposeful manner to interest, stimulate and challenge learners to achieve highly. ▪ All staff use Kagan structures to develop pedagogical principle of collaboration for pupils in lessons. This develops oracy outcomes, more independence in pupils learning and improved social skills. Most pupils can confidently contribute to group discussions or tasks. ▪ Nearly all teachers are sensitive to the needs of pupils and ensure that planned activities meet their needs in a challenging and supportive manner. ▪ High expectations are communicated to all pupils and staff are conscious of their responsibilities as role models. The development and adoption of a whole school policy and approach to presentation of pupils' work has increased ▪ Relationships in school are positive. The respectful ethos that is created between staff and pupils fosters purposeful working atmospheres, supports well-being and enhances learning. ▪ The previous school council has been involved in reviewing the behaviour policy. All members of the school community are aware of the expectations. Class routines are clear and in place with rules agreed by pupils and displayed. ▪ LSAs are fully involved in all aspects of our school and make valuable contributions to lessons working with both teachers and pupils. They are effectively involved in delivering a range of intervention programmes, pastoral care, guided reading at KS2 and Read Write Inc sessions and have also received training for ELKAN, ELSA and Nursery RWI training. They are involved in the planning, delivery and assessment of children's experiences. They are also responsible for after school groups e.g. COPS and contribute to whole school initiatives e.g. developing an evidence base for Green Flag accreditation and Healthy Schools. ▪ AFL strategies are used well to develop pupils' learning. Pupils are involved in setting their own learning targets and these are provided for all pupils in English and Maths. ▪ The marking policy is comprehensive and staff use a wide range of feedback and feed forward strategies to	Teaching and Learning Policy STEFs Planning files Behaviour Policy Action Research papers Cluster moderation file Medium term thematic overview Evidence forms of planning CPD PM Assessment files AFL policy Formative Feedback Policy Marking code displayed in all classes Learner profiles Foundation Phase Profile B-Squared assessment tool Parent questionnaires Pupil reports

Evaluation	Evidence
inform pupils about their learning and how to improve e.g. self/peer assessment grids. There is an agreed marking code which is displayed in all classrooms. This ensures that there is consistency in the quality of feedback given to pupils. Success criteria are developed with the pupils to enable them to evaluate their work and work of others. This enables pupils to identify what they need to do to improve. ▪ Teacher assessments and judgements of standards (levels and outcomes) are based on agreed criteria across the school and the cluster. Learner profiles, at both Foundation Phase and Key Stage 2 ensure that assessments are valid and reliable. Moderation and standardisation meetings take place at the end of KS2 and the foundation phase across the cluster. This process has also been moderated and agreed by our Challenge Advisor. **<u>Actions Necessary</u>** ▪ **To continue to develop reflective practitioners by;** ○ **sharing good practice and pedagogy via video technology and embedding Kagan structures (SDP 1)** ○ **teachers undertaking peer mentoring identifying strengths and way forward** ○ **ensuring consistent use of a variety of questioning techniques** ▪ **Review moderation and standardisation procedures of core subjects (SDP Target G)**	SIP (Specialist Intervention Plan)
3.2 The breadth, balance and appropriateness of the curriculum	
▪ In our school we provide a stimulating and challenging curriculum which engages pupils' through a wide range of learning experiences. A comprehensive range of teaching strategies ensure that all pupils enjoy their learning and reach their potential. ▪ The Foundation Phase curriculum provides a range of hands on experiences and the balance between focused, enhanced and continuous provision is good. The indoor provision is well developed and the outdoor provision has been further enhanced by literacy and numeracy resources. Pupils are involved in their planning through pupil voice sessions which gives opportunity for the pupils to discuss ideas. ▪ The design of our curriculum and organisation of our classes ensures that we successfully and appropriately build on pupils' knowledge and skills as they move from the Foundation Phase to Key Stage 2. Tracking of pupils' progress indicates that there is progression and continuity across all phases. ▪ Pupils are grouped effectively and many factors are taken into consideration, both academic and social. When delivering our synthetic phonic programme pupils are grouped according to stage of learning. There is fluid movement between these groups according to the pupils' progress. This has had a positive impact on pupils' phonological development. ▪ Abacus and Big Maths provide summative maths assessments to ensure pupils have access to the correct level of challenge. ▪ Withdrawal classes are used to ensure that pupils acquire the appropriate skills needed to fully access the curriculum. These classes are set based on analysis of National Test data and teacher assessment. Evidence from our tracking system indicates that the majority of pupils make good progress. ▪ Planning is effective and demonstrates a variety of stimuli and teaching strategies. It highlights differentiation to meet the needs of all learners and is informed by assessment and evaluations.	IEPs IBPs Language support groups Planning Curriculum maps and Overviews Schemes of work Curriculum Policies ALN/MAT registers RWI Trackers Maths Trackers

Evaluation	Evidence
▪ School provides good provision for those pupils with SEN. The pupils in the Communication Disorder Class (CDU) have full access to the national curriculum. Nevertheless, by its nature pupils in the CDU may experience emotional and social difficulties. Positively, there have been pupils, due to the strategies adopted in the class, who have successfully integrated into mainstream classes to fulfil both academic and social needs. These pupils make good progress see IA 1.2 ▪ We provide a broad and balanced curriculum, which builds on pupils' knowledge, understanding and skills as they move through the school. Curriculum maps and overviews provide a structure for this and the tracking of pupils' progress indicates that there is progression and continuity throughout the school. ▪ Baseline data indicates that pupils often enter our school with low attainment in communication, literacy, numeracy and social skills needed to access the whole curriculum. Early identification of this ensures that we are successful in overcoming barriers to learning. ▪ The school has strong community links with the local church, Treorchy Male Voice choir, Cardiff City, Cardiff Blues, Aberdare Rotary Club, Cynon Valley Horticultural society, Arriva trains, Llandewi Court, and shops such as Asda and Tesco. The Dare Valley Country Park offers environmental education to our pupils. All pupils also participate in the police education programme with PC Claire Price. ▪ Pupils show an understanding of the importance of helping others through community fundraising activities for various charities. These include Children in Need, Comic Relief, Macmillan Trust, British Heart Foundation, Food Bank, Shoe boxes for Romania, Size of Wales. This helps the pupils' develop a sense of belonging to a wider community. ▪ School council play important role in decision making in school e.g. organising Golden Rules, Playground Pals training and Healthy Schools Assessment, Eco-schools planning and assessment etc. ▪ The school regularly hosts students from local comprehensive schools who benefit from work experience and has strong partnerships with SEWCTET, Coleg y Cymoed and Ysgol Henfelin. ▪ Extra-curricular and out of school learning activities complement and extend the curriculum and have a positive impact on pupils' learning experiences.(see IA 4.2) ▪ Pupils benefit from a variety of opportunities to gain awards e.g. cycling proficiency in Year 6, swimming awards, Building Safe Relationships awards, Manor Adventure awards, Playground Pals, and John Muir Award. ▪ Problem solving skills are made use of e.g. Year 5 & 6 run school tuck shop and organising Key Stage 2 yard zoning. ▪ We have a clear ESDGC policy which indicates how we promote this aspect across the curriculum. ▪ Pupils have a variety of opportunities to develop ESDGC through projects such as Grounds and Global Week, Healthy Eating week and Walk to school week. These projects provide the pupils with an understanding of the wider world. ▪ All classes took part in the Road to Rio project, studying an aspect of Brazil and culminating in a celebration carnival for attaining our 2nd green flag. This involved pupils developing their knowledge of Brazil and using ICT skills to share their work. ▪ Over the last year we have succeeded in gaining our 2nd green flag and Healthy Schools Phase 5. These projects have helped pupils develop an awareness of local and global issues.	Healthy Schools File LNF DCF tracker SDP Planning files & skills palettes Scrutiny of books

Evaluation	Evidence
▪ Being sustainable is important for our school. Our COPS club meets weekly as an extra-curricular club and coordinates the recycling in the school. The COPS are also involved in developing action plans for the Green Flag award. The school promotes efficient use of energy and care for the environment. ▪ The COPs encourage everyone in our school to actively conserve energy, water and recycle. They collect data and measure the impact of their actions including monitoring recycling, lights and walk to school week. The school council have actively promoted water saving devices in toilets such as push taps and they help to reduce wasteful energy with the light monitoring scheme. ▪ Pupils are aware of their role as global citizens through whole school events such as Global Week and have a good knowledge of sustainable development through activities in Grounds week. ▪ Pupils have also had the opportunity to develop their links with local community groups by taking part in work with a local allotment society, Cynon Valley Horticultural society and RCT Rhys Cycle initiative. ▪	
3.3 Provision for skills	
▪ Planning is skills led and ensures that learning activities across the curriculum meet pupils' needs in gaining both subject specific skills and literacy and numeracy, thinking and ICT skills across the curriculum. ▪ LNF Framework skills are planned for across all curriculum areas and where pupils' skills in literacy or numeracy are identified as falling behind intervention programmes are put in place (Catch-up Numeracy, RWI One-to-One, Catch up Literacy and Project X). ▪ The coordination of the provision for skills is thorough: skills are mapped in planning, cross referenced to the LNF and skills framework and pupil work. The staff then uses the 'Learning Skills Palette' to highlight the skills taught and to inform future planning. ▪ The Learning Palettes provide a basis for monitoring and evaluating skills across the curriculum. ▪ Incidental use of the Welsh language throughout the day is good feature. Helpwr Heddiw scheme supports the use of pupils using Welsh independently. ▪ Subject leader for Welsh, provides advice, and has undertaken self-evaluation reviews, which include pupil work scrutiny and listening to learners, and has measured pupils skills using the Welsh 2nd Language continuum. ▪ Subject leader for Welsh has provided support sessions for LSAs to improve confidence ▪ We have undertaken learning walks looking at the implementation of "Cwtch Cymraeg" and the use of dragon speech bubbles to promote sentence patterns and vocabulary across the school. These were identified as a strong feature of our welsh provision by the Athrawon Bro. These areas give pupils opportunities to develop welsh language skills through flashcards, games and the use of ICT QR codes to read interactive welsh story books. ▪ Cwricwlwm Cymreig is strongly promoted throughout the curriculum with visits to local places such as St Fagans, Cardiff Bay, Llancaiach Fawr, Folly Farm, Park and Dare Theatre, Coliseum Theatre and links with Treorchy Male voice choir and Cardiff Blues. ▪ Pupils have the opportunity to be involved in residential visit to Llangrannog, school eisteddfod and Urdd art competition. High emphasis is placed on developing Welsh culture through literature, art and sports.	ESDGC Policy Eco File Displays Healthy Schools Assessment Phase 5 Listening to Learners Cluster portfolio Displays Planning Welsh Policy

Evaluation	Evidence
Further comments/Areas for development **Actions necessary** • Further develop the use of effective collaboration in all subjects is a focus in SDP target 1 • Increase the active use of incidental welsh around the school • To use the DCF tool to track ICT skills	

NIA 4 Care, support and guidance

Evaluation	Evidence
4.1 Tracking, monitoring and the provision of learning support –	
▪ A range of standardised tests are used effectively to record and track pupils' progress. This information is analysed and placed into the school's tracking systems. This enables us to set targets for the pupils and ensure progression and offer support to pupils with the relevant intervention programmes. ▪ Nursery and Reception staff have received training in the Foundation Phase Profile and is currently being used to assess pupils. ▪ Assessment cohort files contain clear, systematic and useful records. A digital tracking system is used purposefully throughout the school to ensure consistency in progression for each pupil including those pupils with SEN who are tracked with the SIMs B-Squared assessment tool. ▪ Records are used successfully to target specific areas for improvement. ▪ Beneficial Pupil progress meetings are held termly which focus on pupil achievement and specific steps to move their learning forward. ▪ Purpose made end of year pupil reports are clear, consistent and informative. They set out areas for improvement and are prepared at the end of each school year. This complies with statutory requirements. The reports also have a section for Parents/Carers to respond on their child's progress. ▪ Nearly all Pupils contribute to the content of the reports by reflecting on the past academic year citing their achievements, likes, dislikes and areas for improvement. ▪ Parents' evenings are offered three times a year to keep them well informed about their child's progress. ▪ Parents of pupils who have IEPs/SIPs are also invited to meetings with the teacher each term to review IEP's and are invited to attend an annual review with the teacher and ALNCO ▪ Provision for pupils with ALN is thorough and meets the requirements set out in the Code of Practice. All staff have a shared responsibility in identifying and monitoring pupils with ALN. This is done through initial concerns, assessments and observations. ▪ ALN register and pupils' progress is reviewed and updated termly to identify the nature of the support/ intervention needed. The progress made is tracked carefully. ▪ Pupils with ALN needs have access to all areas of the National Curriculum and groupings and interventions are designed to meet the needs of pupils without having a negative impact on pupils accessing a balanced curriculum. ▪ The school hosts a LA funded Communication Disorder Unit who are not isolated but regularly join with other classes in FP gaining experiences of an enriched curriculum and equality of opportunity. This ensures that pupils can meet appropriate standards. ▪ Our Communication Disorder Unit uses the SIMS assessment system in accordance with the LA guidelines for all learning resource bases. The class teacher incorporates this system into her Specialist Intervention Plans and general teaching. The data shows that nearly all pupils have made progress against their baselines, with a minority pupils having made significant progress in some areas of their learning.	ALN register MAT register Literacy and Numeracy Catch up CRI Learning Support IEPS and reviews Provision maps for Interventions Pupil reports Parent Evening uptake and comments ALN file

Evaluation	Evidence
Most pupils have made progress within PSE, which is an area of difficulty for pupils with autistic spectrum disorders. A minority of pupils are showing to have made 3 steps progress in mathematics in the 18 months they have been in our specialist class. ▪ All SEN pupils have an IEP or Specialist Intervention Plan which is written and reviewed termly with pupils and their parents. ▪ MAT pupils are identified and appropriate challenge is provided. ▪ Pupils with physical disabilities are fully integrated into the busy life of the mainstream classroom. ▪ Behaviour policy, Looked after children policy and anti-bullying policy outlines procedures to support pupils ▪ Behaviour system and tracking charts ensure consistency of approach and high expectations of pupil behaviour. ▪ Pupils with emotional and behavioural difficulties are supported with the use of programmes such as ELSA. ▪ Our ARR procedures satisfy statutory requirements and we consult parents both formally and informally. ▪ Outside agencies are used regularly to support the needs of pupils. These include speech and language services, counselling, educational psychologists, behaviour support team. ▪ We evaluate the adequacy and usefulness of contributions from Learning support assistants to ensure a consistent approach to inclusion. ▪ The school focuses well on reducing the poverty gap by providing intervention for pupils depending on a specific need. These interventions are monitored and reviewed to ensure value for money. **<u>Actions necessary</u>** • To implement Thrive across the school to improve the identification and monitoring of wellbeing (SDP target H)	ELSA file ARR policy Pupil Deprivation Grant evaluation
4.2 Personal development (including spiritual, moral, social and cultural development)	
▪ All pupils are provided with a range of opportunities that develop well-being and healthy lifestyle choices as well as helping pupils to develop spiritually, socially, morally and culturally. This is reflected in the positive, supportive ethos of our school. ▪ Our PSE programme and effective Circle time sessions support pupils well in managing their feelings and developing self-respect and self-awareness. ▪ Both parents and pupils have opportunities to express their views though questionnaires. Views are considered carefully and acted upon if appropriate. ▪ There are a variety of programmes from external providers such as the Police Liaison Officer to support our provision. The pupils have access to advice on sex and relationships, substance misuse, Internet safety to support their development and understanding. This enables our pupils to make informed decisions both in and out of school. ▪ Appropriate Health and Safety Policies are in place and statutory requirements are met. ▪ Effective procedures are in place for dealing with harassment and bullying. However these incidents are rare. ▪ The school has adopted the SEAL programme as the main structure of the PSE programme. This ensures that pupils benefit from studying a range of themes to help them manage their emotions and behaviours	School prospectus Health and Safety Policy Risk assessments Pupil survey

Evaluation	Evidence
effectively. All pupils have opportunities to discuss issues and feelings in these lessons. ▪ Pupils questionnaires clearly state that nearly all pupils enjoy life at school. 100% of pupils feel safe and 96% know who to talk to if they are worried or upset. ▪ Our ethos indicates that good behaviour is expected at all times and that the strategies we have in place are understood by all members of the school community. ▪ Improvements have been made in increasing school attendance and we recognise that further actions are needed. ▪ Nearly all pupils are provided with a range of opportunities to reflect on their own and others beliefs and lives through collective worship, RE and assemblies. Pupils have a good understanding of right and wrong and honesty and respect and that actions have consequences. ▪ Pupils regularly participate in presenting assemblies and other similar activities that encourages them to use imagination and present ideas and themes in innovative ways, such as Shakespeare in Schools Festival	Planning Files/STEFs Attendance file Anti bullying Policy Behaviour Policy Collective Worship Policy SRE Policy RE Policy Assemblies
▪ School policies promote quality of access and opportunity for all. The school motto, 'Together Everyone Achieves More' reflects the ethos and importance of everyone. ▪ The school is fully inclusive and provides opportunities for integration of pupils with SEN. ▪ We offer a varied curriculum which tackles prejudice and challenges stereotyping in attitudes. The ethos of the school teaches tolerance to ensure that all its members are free from harassment. ▪ Staff are aware of home backgrounds of our pupils and support and guidance is appropriate. ▪ A Race policy is in place and all staff are aware of its relevant procedures. ▪ PSE curriculum and assemblies address race equality and promote diversity. ▪ Anti-bullying and Positive Behaviour policies are in place and details the high expectation we have of pupil behaviour. ▪ Behaviour charts and a code of conduct are used in every class to record inappropriate individual children's behaviour. HT and DHT use this information to follow up incidents and contact parents appropriately. Pupils are aware of the high expectations surrounding their behaviour. Incidents of poor behaviour are fewer. ▪ The school has good provision for disabled learners and has adapted the school environment accordingly. ▪ The ethos of the school is very good and all pupils are treated fairly and equally. Our Strategic Equality Policy meets statutory requirements and promotes equal opportunities and human rights for all. It has an action plan to ensure the delivery of the policy. ▪ Whenever possible opportunities to recognise and value cultural diversity are identified in our changing school curriculum. The school has recently hosted teachers from Murcia in Spain to share practice. This has helped pupils have an awareness of different cultures. ▪ Pupils have opportunities, through school council and class discussions, to agree group rules which contribute to decision making in the school. ▪ Pupils undertake enterprise activities in order to gain a greater understanding of financial matters and the world of work. Barclays Bank and a Financial Advisors have shared with older pupils the importance of budgeting and saving. ▪ Pupils are encouraged to take an active part both in and out of school so that they will develop as responsible adults in the wider community. They participate in a range of activities including assemblies,	Attendance and Punctuality File ALN Policy and register MAT Policy and register Prospectus Home/School Agreement Visitor & Supply Handbook

Evaluation	Evidence
performances and sporting activities. For example Y6 pupils participate in the Shakespeare in schools festival and confidently perform in our local theatre. ▪ Our extra-curricular activities include Committee of Planet savers (COPS), MAT Clubs, Cricket, Music clubs, Art and Craft, Multi Skills games, Netball, Football, Athletics and Rugby. As well as helping pupils' develop their fitness and team spirit these activities generate respect and care and nurture pupil's creativity e.g. COPS Club recycling Easter packaging and selling bird puddings. In addition Year 5 & 6 pupils have the opportunity to partake in residential trips to Llangrannog and Manor Adventure. These are very well attended and offer pupils a valuable experience. ▪ Daily acts of collective worship meet statutory requirements. ▪ Father Matthew, our vicar, attends whole school assemblies regularly to develop links with St. Margaret's church and we have hosted a visit from New Hope Baptist Church, USA. ▪ Teachers, support staff and adult helpers understand the needs of the pupils well and are sensitive to their welfare and personal development. ▪ Pupils are provided with very good support and the school has effective links with a wide range of outside agencies that provide guidance on educational matters as well as personal issues. ▪ Good links between staff and specialist services ensure provision and support is appropriate. We have close links with a range of specialist services which include police, health, psychology, counselling, social services and Team around the Family(TAF). **Actions necessary** • To implement Thrive across the school to identify and monitor pupil well being	
4.3 Safeguarding	
▪ There are clear child protection/safeguarding arrangements in place which are in line with local procedures and comply with best practice. ▪ All staff, students and volunteers have enhanced DBS checks ▪ A child protection/safeguarding policy is in place and staff are familiar with procedures and have received appropriate training. The policy is reviewed annually and staff receive annual training updates. All staff have undertaken TEAM Teach training with regard to safe physical intervention with pupils. Handling plans are in place for all pupils who are in need of regular intervention. ▪ All staff are clear with procedures and relevant information is displayed in all rooms. Visitors and supply teachers also receive information about procedures. ▪ Our policy meets the statutory requirements and reflects the All Wales Child Protection Procedures 2008. The HT, DHT and Foundation Phase leader are the designated named members of staff with responsibility for dealing with safeguarding and child protection issues. These members of staff have Level 3 training; this ensures that a member of staff with the relevant training is present at school at all times. ▪ The Chair of Governors is the named governor with responsibility and has received training ▪ The school follows the policy and guidelines laid out by HR when recruiting staff. Appropriate checks are in place and all staff and visitors to the school have DBS checks. ▪ The school building and site is appropriately secure. Any health and safety issues are identified and addressed in a timely manner.	Child Protection Policy Training certificates Training Updates DBS register Disciplinary Policy Whistle Blowing Policy

Evaluation	Evidence
Further comments	

NIA 5 Leadership and management

Evaluation	Evidence
5.1 Quality and effectiveness of leaders and managers	
▪ The school has evaluated and revised its aims involving all stakeholders to ensure clarity of school's direction. In addition the school motto has been established to give a clear sense of teamwork and achievement. ▪ The school development plan involves all staff and sets out clear targets for improvement and raising standards. It links with the training and development plan which identifies personal as well as school need for training. ▪ Our expectations are high for both staff and pupils. ▪ The school has developed distributed leadership roles which ensure that responsibilities are well balanced. The curriculum structure has been introduced to address the Foundation phase and new curriculum. TLR post holders lead curriculum teams to ensure progression and continuity throughout the school. Each curriculum team leader is responsible for improvement plans, monitoring and reviews and evaluations. All members of staff are assigned to a curriculum team. ▪ All staff are involved in setting targets for improvement which are realistic and challenging. ▪ Data is analysed to assess performance and highlight areas for improvements which feed back into school developmental planning. ▪ School-to-school working (SIGs/ collaboration with Kagan schools) is used to develop whole school needs. These have promoted effective sharing of good practice throughout school to school working and impacted on standards, for example in developing numerical reasoning. ▪ The Governing Body has a good understanding of the importance of their role in contributing to the strategic direction of the school. They are involved in budget setting, data analyses, and staffing recruitment. They agree the SDP and updated on termly progress. They receive high quality reports from the HT. ▪ The Governing Body ensures that appropriate policies and procedures are in place for all pupils, staff and parents and deal effectively with any issues that arise. ▪ A number of Governors have attended training courses provided by the LA ▪ They are well informed about the work of the school both in terms of written reports and first hand visits. They attend numerous curriculum workshops to develop their understanding of the quality of teaching and learning in our school. This helps them evaluate the effectiveness of the SDP. They are also involved in general visits and join in the life of the school.	Prospectus SDP Training and Development plan Performance Management policy PM cycle Proformas for Teaching staff and Learning Support Assistants (LSA) Curriculum Team Structure Job descriptions Curriculum Team Files to include evaluations Target setting procedures and spreadsheets CSC APR data, All Wales data pack Capability Policy GB minutes of meetings HT reports to GB GB committee structure SER/SDP APR Freedom of Information Policy Instruments of Governance Register of Business Interests GB annual report to Parents

Evaluation	Evidence
▪ The Governing Body's Standards Committee meets with SLT to analyse data annually and presents findings to the Challenge advisor as part of the categorisation process. Trends in data are discussed and the GB is fully aware of any issues. ▪ The GB set challenging targets for the HT as part of the PM cycle which are linked to raising standards and meeting the needs of the pupils. ▪ There are clear procedures for complaints and the school prospectus ensures that all parties are well informed. Governors have a committee structure in place which complies with legal requirements and meet when necessary. A register of business interests is updated regularly. ▪ We fully embrace local and national priorities which include literacy, numeracy and Closing the Gap. All our school actions and initiatives address these areas. ▪ School has been involved in a number of partnerships: Developing Numerical Reasoning, Action Research, Road to Rio project, developing collaboration through Kagan structures. Both staff and pupils have benefited greatly from working within these partners.	Healthy Schools file Transition plan Cluster minute meetings PDG spending plan EIG/PDG
Further comments • Continue to develop Governors as critical friends by carrying out self-evaluation audit.	

Evaluation	Evidence
5.2 Self-evaluation processes and improvement planning	
▪ The school has a strong track record in making improvements which impact on pupils' performance, for example, developing collaborative structures in teaching. ▪ A thorough Monitoring, Evaluating and Review (MER) timetable outlines the self evaluation activities within the school covering the quality of the curriculum, provision, standards and performance in core subjects, achievement in the Foundation phase, provision of SEN and child protection/ safeguarding and quality of planning. ▪ Data is monitored regularly to evaluate standards and quality of teaching. This helps us to consider trends in performance for particular cohorts. ▪ These self evaluation activities take place regularly and form the main part of the School Development Cycle feeding into school improvement issues. All staff are involved in these self-evaluation activities and the observations and information gathered provides an overview about the quality of teaching and learning. ▪ The use of questionnaires to gather views form parents about the work of the school has given the school valuable opinions about its work. ▪ Pupils are involved in Listening to learners as part of the school's MER cycle. In addition pupils in KS2 complete questionnaires to give opinions about the school. We are developing the pupils' voice and involvement in contributing to policy in school e.g. home school agreements, attendance procedures, behaviour systems	MER Cycle PM Cycle STEFs School Development Cycle SER/SDP Maths Baselines National standardised tests RWI Trackers Parental questionnaires and spreadsheet/graphs of results Parent/Pupil questionnaire School council

Evaluation	Evidence
▪ Self-evaluation activities identify areas for improvement to be included into the school development. ▪ Data and pupil performance are used to identify areas for school improvement and challenging targets are set. ▪ LA reviews have also helped identify school improvement plans. ▪ School development plan identify clear and focused targets for improvement with specific measurable actions and timescales. ▪ Priorities are supported by appropriate allocation of resources according to budget and school need. ▪ All staff are included in identifying targets for action in the SDP. ▪ Our actions have had a positive impact on the quality of teaching and learning in school and standards are improving. ▪ A strong feature within the school is the establishment of Curriculum Teams which includes all staff within the school. The curriculum has been sorted into 4 areas: Communication, Technology, Culture and Health and Wellbeing. Staff working in these teams are responsible for action plans and evaluations in these areas. ▪ The school has participated in the SIG and worked closely with a groups of schools, raising the performance of pupils' in numeracy. Staff from other schools have visited to observe good practice and how to develop lessons. ▪ Following the success of the many initiatives we have continued to develop a strong learning community and staff are involved in effective collaboration within and beyond their own classrooms. They have worked on Cluster Standardisation at the end of the FP and KS2 to produce portfolios and planned Foundation phase themes. ▪ CPD is planned and delivered in line with our school priorities. Our CPD programme prioritises the development of new knowledge and skills and developing innovative approaches to learning and teaching. ▪ Cluster networking is a strong feature and helps staff to reflect on their own practice. ▪ Transition plan highlights the strategic actions for our cluster working and shows how resources are managed effectively to ensure improvement for the pupils within the cluster. ▪ End of key stage standardisation and moderation of work shows how the cluster partnership works effectively to assess pupils work and make accurate judgements on standards. This takes place at the end of the Foundation Phase as well as KS2.	School development plan All Wales Data Staff meeting minutes Financial reports GB Finance meetings Curriculum teams roles and responsibilities CTL Files and Evaluations Challenge adviser reports Action research paper SIG project data/report Training Plan Transition Plan Cluster Portfolios

Further comments

- To ensure that self-evaluation analyses the impact of specific initiatives on outcomes for groups of pupils.

Evaluation	Evidence
5.3. Professional learning	
▪ All staff participate in the performance management cycle and have clearly defined roles and responsibilities. This links strongly to raising performance and meeting the needs of pupils on a whole school level as well as individual training needs. All targets are agreed and challenge aspects of the school's work. LSAs also take part in the PM cycle and have targets which contribute towards school improvement. The HT and SMT work strategically to identify and provide mentoring to address areas of underperformance in the school. ▪ Two staff members have undertaken beneficial classroom based action research on ensuring high quality talk and questions in their classrooms. This research has been shared at school level and consortium level. It has had a positive impact on pupil outcomes. ▪ School encourages strong links with parents/carers in attending curriculum workshops, visiting class assemblies, improving attendance at parent's evenings etc. Our parents receive regular communication and are kept well informed about all aspects of school life. Their views are sort and we are very approachable. ▪ We have strong links with Local Authority, Aberdare Community School and our cluster primary schools. School engages with a variety of aspects of community life to support the well being and performance of pupils. These include; St Margaret's Church, Police, Fire station, local supermarkets, local charities, such as, Macmillan cancer research, Alzheimers. ▪ We have a long-standing and positive partnership with SEWCTET and have welcomed initial teacher training students. ▪ Staff work closely in Professional Learning communities developing collaborative learning using Kagan structures. This work is being developed by 9 schools in RCT. The deputy has shared this practice with athrawen bro across CSC. Staff have delivered twilights for 3 schools. Staff are involved in filming and evaluating the progress of their learners. ▪ The school works closely with SIG 19 which is convened by the HT. The work has had impact on developing Numerical reasoning and problem solving throughout the school. The current project is focusing on digital competence.	Community and Professional Partnership Map CSC action research publications Anonymised Performance Management Records Kagan portfolio SIG portfolio
Further comments • To participate fully in the CSC Strategy of Self improving schools	

Evaluation	Evidence
5.4 Use of resources	
▪ We adhere to WG guidelines on staffing in order to deliver an effective curriculum. Teaching and support staff are appropriately qualified and their levels of expertise and experience meet the needs of our pupils. All Staff, including LSAs, are deployed effectively to maximise teaching and learning opportunities for our pupils. e.g. LSAs supporting guiding reading at KS2	Class organisation Performance management systems
▪ All staff have received Performance Management and identified areas to be developed. These have been incorporated into the specific areas of the training and development programmes. All LSAs are involved in this process.	EIG/PDG CPD
▪ PPA cover is arranged for all teaching staff allowing staff to collaborate on planning where appropriate.	
▪ 93% pupils feel that they have appropriate resources to do their work in school.	
▪ We have an on-going improvement programme and we are constantly trying to improve the quality of our accommodation with in budget constraints. Recent projects have included refurbishing the corridors and ICT suite.	
▪ The school is well resourced and easily accessible by its pupils. There are appropriate levels of staffing to deliver planned curriculum effectively?	
▪ Spending decisions are based on school priorities and areas for development. Resources are allocated in accordance to our agreed objectives.	
▪ All costings are based on our budget and as a cheque book school we have systematic financial planning procedures. The HT and Clerk undertake a financial self-evaluation audit annually.	Financial self-evaluation
▪ The Finance committee meets with the HT regularly to review the school's finances and prioritise spending.	
▪ School is well resourced for all teaching activities; resources are age appropriate, in good condition and support teaching and learning.	Budget sheets SDP
▪ Our school provides an effective and stimulating learning environment and staff work hard to provide purposeful learning environments to support the works of pupils.	Finance reports minutes for GB
▪ The outdoor environment continues to be enhanced with development of garden areas, Foundation Phase playground markings and climbing frame, greenhouse, brightly painted fences, quiet storytelling area and environmental art on display around the grounds. This has a beneficial impact on pupils' confidence and behaviour when working in the outdoors environment The accommodation is well maintained and there is a rolling programme of improvements.	
▪ The ICT suite has been redesigned to provide pupils with an enticing environment that promotes positive learning.	PDG Evaluations
▪ The school makes effective use of grant funding such as the PDG. Evaluations are thorough and show impact on pupil progress	
▪ Spending decisions are based on priorities in the SDP. These help secure positive impact on pupils learning ensuring that the school provides good value for money.	
▪ The effectiveness of our provision is closely related to costs and includes staffing costs. We therefore make	

Evaluation	Evidence
good use of the funding we receive.	

Further comments

- Continue to develop the outdoor learning environment in line with Forest school programme