



Self-Evaluation Report (SER)

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SCHOOL	MISKIN PRIMARY SCHOOL
HEADTEACHER	MRS. FRAN DAVIES
SER DATE	SEPTEMBER 2017 – JULY 2018

OUR SCHOOL CONTEXT 2017-2018

Our School caters for children between the ages of 3 and 11 years. It was established in 1992 and serves the old parish community of Miskin in Mountain Ash although it is located within the boundaries of the Penrhiwceiber ward. It is a Community-First area serving a significantly socio-economically deprived area. The catchment area is a mixture of predominantly early 20th century terraced housing and social housing built in the 1940s and 1950s. The significant majority (>95%) of our pupils come from inside the catchment area and walk to school.

Currently, there are 109 full-time and 17 nursery pupils aged between 3 – 11 years, comprising of 95 families in total. The pupils come to us from a variety backgrounds with some having playgroup experience within the area. We operate link up sessions and pupils start the term after their third birthday. Presently 53.5% of pupils are girls and 46.5% are boys.

There are five classes which consist of one part time nursery class, one reception / year 1, one year 2/3 class, one year 4/5 class, one year 5/6 class. There are 4 teachers, 5 support staff and 4 1:1 staff within the mainstream classes working with mainstream pupil (R-Yr6) – teacher ratio is 1- 27.75.

Most of our pupils come from homes where English is the predominant language

Different religions or beliefs represented in our school include: Christian and Muslim and atheists. 14% of our pupils are recognised as Christian, 1.6% Muslim, 0.8% as other, while 72% have no recognised religion or belief.

The area has high-levels of unemployment. 29.3% of pupils take up free school meals at last data gathered for SIMS. As of Sept 2017 it is currently running at 31%

The percentage of pupils identified as having special educational needs (Sept 2017) is 22%, with 6% of pupils on School Action and 14% on School Action +. We work closely with Social Services and Team Around the Family (TAF). We presently have 4 Child Protection pupils, 0 Children in Need, 4 Looked After Child and 6 children with TAF support. (17.1% of school pupils have some form of Social Services intervention).

The Headteacher has been in post since September 2011. The school was last inspected in February 2015.

Our purpose is education, interpreted in its truest sense from the old Latin verb, ‘educare’ – to grow. Therefore it is our intent that all connected with the School receive a variety of opportunities to acquire knowledge, practise skills and develop talents to the best of their abilities: instilling a love of learning and no fear of failure.

Our Mission Statement reinforces this vision:

This School exists for its pupils to enjoy today and prepare for their tomorrows.

Our ethos is represented by the three Rs:

Respect

Responsibility

Reliability



Our badge reflects our belief that reading and the ability to use language is the key to learning:

Our aims are threefold and demanding:

1. *To help pupils understand themselves, their strengths and weaknesses, and achieve the best they can dependent upon their abilities and aptitudes.*
2. *To help pupils understand their relationships with others enabling them to fit securely into the society in which they will develop.*
3. *To stimulate pupils' curiosity about the world around them, building knowledge, skills and attitudes which will allow them to explore it with purpose and enjoyment for the rest of their lives.*

Our intention is, in partnership with parents, to build a safe and stimulating environment with staff who are valued and who value their role in producing a child who is confident, communicative and caring.

At Miskin we strive to be marvellous!

CURRICULUM STATEMENT

At Miskin Primary School, the curriculum will be taught using a variety of styles and groupings, as appropriate to the intellectual and emotional development of the needs of the children.

All children will be provided with opportunities to learn from a wide range of experiences.

All teaching will be planned to develop individuals' potential and will take account of both previous and future learning needs.

Children will have regular and constructive feedback/dialogue about their work.

All children will, commensurate with their ability and maturity, be expected to evaluate their work and social relationships in order to improve personal standards and enhance relationships.

SELF EVALUATION PROCESS

The following process was used to compile this whole-school self-evaluation report:

A series of staff meetings were held, subjects were reviewed by Subject-Leaders and then evaluated and collated by the Senior Leadership Team. The opinions of both parents, staff and pupils were surveyed. These, together with consideration of whole-school issues and procedures, were used to inform and produce the final report. This was then discussed and agreed by the Governing Body.

Evaluation

Key Evidence

**Inspection Area 1
Standards**

1.1 Standards and progress overall

Headline summary

Most pupils' literacy and numeracy skills across the school are good. They enter school with a very low baseline but make good progress by the end of Foundation Phase and in particular Key Stage 2. Most pupils have good phonetic awareness and this supports the progress they make in reading and writing. The ability of most pupils to write independently at length across a wide range of contexts is good. At the end of Year 2 and Year 6 pupils meet or exceed targets set with 100% achieving L4+ at the end of KS2 in English and 91% in Maths (1 pupil with a diagnosis of Dyscalculia / CP involvement achieved L3). Y2 and Y6 outcomes/levels are verified by cluster moderation.

Pupil progress is tracked using an electronic tracker and by the time they reach the end of year 6 most pupils achieve age expected outcomes. In relation to baseline data, most pupils make higher or much higher than expected progress by the end of FP and KS2 in literacy.

By the time pupils arrive at key stage 2 many recall previous learning well and can talk enthusiastically about their learning. In numeracy, most pupils develop suitable number and measuring skills as they move through the school. In relation to baseline data many pupils make higher or much higher than expected progress in Maths. However, pupils do not always develop their own strategies to record results and explain their thinking. Across the school, pupils' ability to apply their numeracy skills in work across the curriculum is developing.

Progress in science is good. 100% of pupils achieve L4+ in Science at the end of KS2. Experiential learning as part of the science curriculum is being developed across Key Stage 2.

All pupils use information and communication technology (ICT) appropriately to produce work containing text and graphics. Pupils' ability to use wider ICT skills (modelling, data handling) to support their work across the curriculum is well developed.

Pupils' use of Welsh and the development of their progress is good by the end of KS2; Helpwr Heddiw sessions and weekly welsh lessons need to be consistent across Key Stage 2.

Foundation Phase

Year 2	PSD	LLC	MD
O5+	94%	76%	76%
O6	23%	18%	24%

All Wales Core Data Set
Analysis of Core Data Set
CSC data packs
RWI
Lesson observations
Book scrutiny
Progress meetings
Athrawes Bro reports
See saw (online evidence)
INCERTS tracking tool

Key Stage 2

Year 6	English	Maths	Science
L4+	100%	91%	100%
L5	73%	55%	45%

Actions necessary

Sustain: Progress in the development of literacy skills particularly early phonic development, reading and writing to ensure that pupils use these consistently well across the curriculum.

Adjust: The teaching of maths to ensure pupils' have secure skills in numeracy and problem solving across the school.

Start: SEBD training for all staff to further support pupils who experience difficulties.

Halt:

1.2 Standards and progress of specific groups

Headline summary

Due to the small cohorts trends in data are difficult to identify. Most pupils at end of KS2 reached or exceeded their target with 100% of pupils achieving CSI (with the exception of one pupil who achieved L3 in Maths and has a diagnosis of dyscalculia).

In Foundation Phase, standards in PSD have improved over past 3 years. eFSM pupils achieved above nFSM pupils in 2018.

In LLC, there is no significant difference between boys /girls achievement.

Actions necessary

Sustain: DHT to continue working with comprehensive cluster MAT group and RCT NACE group as convener. Staff to continue to use incerts data to analyse the performance of groups on a termly basis.

Adjust: The teaching of mathematics with the focus on basic numeracy skills development.

Start: SEBD training for all staff to further support pupils who experience difficulties.

Halt:

1.3 Standards and progress in skills

Headline summary

Pupils communicate well with peers, adults and visitors. Numeracy, ICT and thinking skills are beginning to develop.

Most pupils at KS2 can write clearly and read for understanding.

Pupils' need to develop higher-order thinking skills at KS2 and creativity. Curriculum Cymraeg and Welsh is developing with areas of good practice identified but this is inconsistent.

Eisteddfod portfolio
Bro report

<p>Actions necessary</p> <p>Sustain: regular pupil progress meetings; termly analysis of class data. continue to coordinate cluster MAT</p> <p>Adjust: Continue to develop the creative curriculum and use of the outdoor areas.</p> <p>Start: SEBD training for all staff to further support pupils who experience difficulties. Coordinate cluster Welsh language.</p> <p>Halt:</p>	
<p>Inspection Area 2</p> <p>Wellbeing and attitudes to learning</p>	
<p>2.1 Wellbeing</p>	
<p>Headline summary <i>100% of parents think that staff are able to deal with bad behaviour effectively and that there is a respectful and trustworthy relationship between pupils and teachers.</i></p> <p><i>96% of pupils feel safe place and that the school deals quickly with bullying.</i> Most understand how to make healthy choices relating to diet but this is not always supported by parental choices in for example lunch boxes. Workshops have been conducted and supported by the school nurse. We are a gold status tooth brushing school. We have Investors in Families accreditation. Pupils understand the importance of physical activity in keeping healthy and they respond positively to opportunities to undertake physical activity, during lessons, at break and lunchtime and through after-school clubs and activities. We hold 3 Healthy school accreditations. Pupils' emotional wellbeing is well supported by the school through intervention type approaches (e.g. ELSA/ thrive timetabled sessions and drop ins) because many of our pupils have a deficit in their emotional literacy. Nearly all pupils understand how to keep themselves safe online. Most pupils are polite and respectful to adults and each other. They enjoy school (<i>99% seeing school as a happy place</i>) and behave well in lessons and many behave appropriately at break and lunchtimes although a minority still find these times challenging and additional support is being sought from the LA. <i>10% of pupils feel that pupils do not behave well.</i></p> <p>Pupils, including those with additional learning needs, are keen to take on leadership roles and responsibilities and to play a full part in the life and work of the school, for example as members of the school/eco council, captains and vice, librarians and digital leaders. Pupils are open and honest and show confidence in the way they interact with new people and with adults. Mindset work is evident and effective in all classes.</p>	<p>Pupil /Parent questionnaires</p> <p>L2L activities</p>
<p>Actions necessary</p> <p>Sustain: visits to the community- Day Centre, Remembrance March, local supermarkets.</p> <p>Adjust: Resources, Processes and practice for the improvement of whole school behaviour breaktimes following Jenny Mosley training and P Dix reading.</p> <p>More focus on the 'Buddy stop'</p> <p>Start: training from Ed Psyc on ADHD,ASD. Variety of clubs eg choir, board games etc.</p> <p>Halt:</p>	
<p>2.2 Attitudes to learning</p>	

<p>Headline summary The school is working proactively to raise aspirations amongst all pupils and staff. There is a focus on producing learners who are ambitious, confident, capable and independent is developing well.</p> <p>Pupils have many opportunities to engage with new and unfamiliar experiences and ideas school provides a wide range of visits/visitors and experiences to enrich their lives. The majority of pupils are interested in their work and have the ability to sustain concentration and to avoid distractions. However, there are still a minority of learners who find this a challenge and these pupils resilience when faced with difficulties is underdeveloped. Support for these pupils is in place or placements being sought.</p> <p>Pupils are ready to learn at the start of lessons and move easily between different lessons and activities. Most work effectively in small groups and in whole-class settings. Most pupils demonstrate respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them. Extensive works as been completed on Growth Mindset with staff and pupils which is having a positive effect on attitudes to learning. Most pupils demonstrate good behaviour in lessons and around the school.</p> <p>There is an active school council which feeds into school routines and procedures. <i>98% of pupils feel that the school helps them to look after the environment.</i> We have achieved 3 Eco flags.</p> <p>Pupils' attendance is well managed with robust systems and processes used to monitor trends e.g. there has been no persistent absence identified over the last five years. Attendance dropped slightly in the last year by 0.8% to 93.5% pupils with low attendance are challenged and supported</p>	<p>Enrichment activities Attendance processes Staff meeting/ INSET mins SEN files School Council mins</p>
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<p>Actions necessary</p> <p>Sustain: work on Mindset with pupils and staff. Celebrations to support good attendance and successful systems for informing parents. The role of the school council. Providing opportunities for pupils' enrichment.</p> <p>Adjust: playground resources and routines following INSET training.</p> <p>Start: 4 Enrichment days on 4 core purposes. Class assemblies for parents. Late book to sign in for pupils.</p> <p>Halt: Mother's Day concert</p>
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Inspection Area 3
Teaching and learning experiences

3.1 Quality of teaching

<p>Headline summary All teaching has been judged as good or above. Teaching is successful in engaging pupils' interest and skills. All pupil progress is accurately tracked, next step feedback is given to pupils. Teachers have high expectations of all pupils.</p> <p>Teachers have high expectations with well understood success criteria, good classroom management, well established routines and effective oral and written feedback and questioning. Lessons are well planned and delivered with clear</p>	<p>Marking policy Pupils' books Parental survey 2018 schemes of work assessment records pupils' progress meetings</p>
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<p>differentiation and learning styles accounted for. Pupils peer and self - assess work with increasing confidence.</p> <p>Classrooms are stimulating, organised environments despite being in a very old building with issues. The needs of all pupils are catered for with withdrawal areas/ tents/ chill out zones, tranquillity lounge and Thrive room for pupils to have reflection and quiet time as well as interventions eg CRI, ELSA, Thrive, Wordshark etc.</p> <p>100% of parents felt that the school tries hard to set high standards of good behaviour. However 18% of staff disagree that behaviour is managed well by all staff. While 10% of pupils felt that pupils do not behave well and 55% mostly. Pupils respond well to the 3Rs.(Respect, Responsibility, Reliability)</p> <p>All support staff are well deployed by the teachers and SLT, performance management is conducted and relevant training facilitated in order to support pupils' learning and CPD.</p> <p>DHT led the cluster MAT group linking with the comprehensive school to extend and challenge our MAT pupils.</p>	<p>lesson observations learning walks</p>
<p><u>Actions necessary</u></p> <p>Sustain: good to excellent teaching with all staff including the new member of staff.</p> <p>Adjust: SOW to meet the requirements of Successful Futures.</p> <p>Start:</p> <p>Halt:</p>	
<p align="center">3.2 The breadth, balance and appropriateness of the curriculum</p>	
<p>Headline summary</p> <p>School is working towards pupils planning their own learning in line with the new curriculum. Planning ensures that learning experiences across the school stimulate and challenge pupils so that they engage in their learning. All pupils are well supported and their needs are met in order to make the best progress possible.</p> <p>The school has evaluated our readiness to engage with the new curriculum and are engaging with our CSC Pioneer school. Adjustments have been made to the curriculum and this is developing in order to ensure our pupils become ambitious, confident, aspirational and well-informed individuals.</p> <p>Teachers provide a variety of learning experiences across the school stimulate and challenge the full range of pupils so that all pupils engage fully in their learning and make the best possible progress.</p> <p>Joint INSET and support sessions have been delivered with and to our linked school via the executive head, who has been supporting for the majority of the academic year. RWI has been introduced across the FP with training facilitated.</p> <p>The tracking system ensures that teachers plan the next steps in pupils' learning appropriately for all groups of learners. Support and interventions are effective in providing for pupils' emotional and academic development within the classroom</p>	<p>INCERTS Teachers' planning Pupil books Eisteddfod books</p>

and in withdrawal groups this work is having a positive impact on standards. Teacher judgements for both outcomes and levels at the end of phases were seen to be 100% accurate in cluster moderation.

The principles of the foundation phase are very well established in all early years practice with good use of the outdoors; these principles are developing in KS2.

School provides pupils with a wide range of experiences to develop their interest and skills across a range of subjects and areas of learning with class trips linked to their learning termly, as well as enrichment trips to events such as the millennium centre for War Horse, residential visit to Llangrannog etc. Where possible grant funding is acquired. ICT is used in all areas of learning when appropriate.

The school has worked closely with the Arts Council of Wales for the last 2 years in order to enrich the curriculum for pupils. This has had a positive impact on the pupil resilience and standards. A successful celebration event was hosted for parents, other school leaders and the community.

PPA support has been provided via an external party, this was seen to be substandard with a lack of engagement and positive praise. The provider has since been changed.

Pupils with additional learning needs are identified early and appropriate support put in place and monitored closely by our SENCO with regular meetings. Relevant documentation for ALN, MAT and pupils with behaviour concerns are all in place and discussed with support staff and parents/carers. (IEPs, IBPs) SENCO time and review days are built into the school timetable. Support provided for pupils within the classroom or in withdrawal groups to develop their skills is effective with all pupils reaching or exceeding their targets by the end of KS2.

1 pupil with English as an additional language joined us at the end of the summer term in year 6, the appropriate support was sought from the LA and sessions adjusted to meet the needs of the pupil.

School celebrated St David's day with Eisteddfod however Welsh culture needs to be further developed.

Actions necessary

Sustain: The development of pupil led learning in line with new curriculum. Continue to develop the growth mindset techniques.

Adjust: FP principals to continue to enhance KS2 learning.

New maths coordinator to audit provision and devise action plan.

Welsh week to be separated from the Eisteddfod in order to have more work of cultural significance.

Start: FP principals in KS2. Training on Literacy and Language for KS2 staff and introduce.

<p>4 core purpose days with enhances sessions using external expertise as well as staff. Training and support for the new Maths and literacy coordinators as well as new SENCO. Halt:</p>	
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3.3 Provision for skills

Headline summary
Skills have been developed and are integral to planning.
 A phonic SOW has been introduced to FP successfully and is having a positive impact on pupils reading skills. Training was delivered internally and to our link school. 100% of pupils achieved level 4 or above in literacy by the end of year 6. Our pupils come in with a low baseline, there is significant value added progress.

Pupils reach a good level of welsh by end of KS2 however the provision is inconsistent from adequate to very good. There are Helpwr Heddiw sessions in all classes daily as well as formal welsh lessons. KS2 subscribe and use the welsh magazine. Staff and pupils use of incidental welsh around the school is developing.

LNF, DCF and ICT is built into the planning in order to support pupils work across the curriculum .

Pupils’ have a wide breadth of experiences across the curriculum that provide purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy (Welsh/English), numeracy and ICT.

Planning
pupils’ books

Actions necessary
Sustain: *Development of incidental welsh around the school .
 Development of the curriculum to incorporate skills, DCF, ICT .*
Adjust:
Start: *Literacy and Language is being gradually phased across KS2 and appropriate MER and training to be delivered.
 Bro to support new member of teaching staff in Welsh.*
Halt:

Inspection Area 4

Care, support and guidance

4.1 Tracking, monitoring and provision of learning support

Headline summary
The tracking of pupils’ progress is robust. Teachers and support staff track the progress made by their pupils and use this information to identify pupil/s who need more support or challenge in lessons, and provide relevant interventions and

Records of concern
 Exclusion rates
 Attendance data

support as a result.

Teachers and SMT undertake termly data monitoring to ensure that all individuals and groups of pupils are on track to meet targets set. Pupil progress meetings provide regular opportunities for discussions around tracking and reporting and its impact on the progress of individual learners and groups. Underperforming pupils identified through pupil progress meetings are provided with appropriate interventions to close any gaps in their learning.

Tracking of pupils' wellbeing, including attendance and behaviour, as they move through the school is established. The school uses partnerships with outside agencies effectively to provide support for identified learners and their families (educational psychology, behaviour support resilient Families), .

The progress of pupils with additional learning needs in relation to the targets in their individual plans, and their progress from their individual starting points is well monitored by the newly appointed SENCO.

Interim progress reports (February) provided parents with appropriate information on their child's progress and how their child can make further progress in the future alongside x2 parent evenings and an end of year report.

The school supports pupils with emotional, health and social needs well so that they can engage positively and benefit from the opportunities that the school offers. There are regular interventions such as Thrive ELSA available as well as daily check in sessions in classes.

There is an embedded productive relationships with parents with effective lines of communication, *94% of parents felt that the lines of communication between home and school are good. 100% felt that they were made to feel welcome when they visit or telephone the school. While 100% felt that the school offers an 'open door' policy so that any concerns are dealt with immediately.*

All parents are given a school prospectus, new starters have 'link up' sessions with parents. Parents of pupils in early years are invited to stay for the first 10 mins of the day to build relationships and discuss concerns etc.

The school has a new website containing information for parents and useful links. Regular communication via the home school reading record and information leaflets help parents support their child. School uses Twitter/Facebook and updates parents via a texting service and a printed termly diary.

School runs termly 'Bring a Parent sessions' giving opportunities to develop parents' capacity to support their own children. We are a FAST accredited school as well as Families Connect. We have a Parent Book Exchange and an active PTA. We run a regular book Fair.

School engage proactively in partnerships with others to provide effective support for learners. Eg Resilient Families, CHAMS, school nurse, Ed Psych, learning support, police etc.

Parents are lettered termly about excellent and poor attendance and pupils receive certificates etc. Additional info sent to

Parent/ pupil questionnaire
Interim report
EOY reports
Prospectus
Information to parents leaflet
Bring a Parent sessions
Book exchange
Reading fair
Website
twitter

<p>parents as is pertinent eg- recent safe apps leaflet for parents.</p>	
<p><u>Actions necessary</u> Sustain: All the good processes for engaging parents in their child’s education. Current tracking processes Adjust: Start: training and support for new SENCO role Halt:</p>	
<p>4.2 Personal development</p>	
<p>Headline summary The school’s provision helps pupils to develop skills, knowledge and understanding to make healthy lifestyle choices, for example in relation to healthy eating and drinking.</p> <p>Established links with outside agencies e.g. community police officers, school nurse, provide useful sessions to improve pupils’ understanding of substance misuse, sex and relationships and online safety. Pupils tooth brush daily. Online safety training has been given to UKS2 and will be redelivered in line with topic and DCF.</p> <p>The school council is active in its role and making decisions about the life and work of the school. Pupils are provided with opportunities to influence what and how they learn. The school’s provision helps pupils to develop an understanding of their culture and the local community and opportunities to develop an understanding of the wider world is developing. Eg Royal Wedding community picnic, use of First News newspapers in KS2.</p> <p>Daily check in sessions, Lego therapy sessions, ELSA and Thrive effectively support the development of the social and emotional skills of all pupils, including those from disadvantaged backgrounds. The school provides experiences for more able and talented pupils through the transition programme to help them prepare for the opportunities and responsibilities in their future, MAT /SEN pupils are identifies and supported in all classes.</p> <p>There are effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. The school develops pupils’ ability to reflect on their own beliefs and values. The school clearly promotes principles that help pupils to distinguish between right and wrong and fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others through the 3 Rs. School provides wrap around care with breakfast club and a variety of evening after-school opportunities to encourage pupils to participate in the arts and in sport and recreation.</p> <p>Pupils are given opportunities to use their imagination and to engage with the creative arts through their studies linking with the Arts Council of Wales Creative Schools as well as extra-curricular activities and educational visits. Pupils’ are given the opportunity to participate in performances throughout the year as individuals and in groups to a variety of audiences in</p>	<p>Daily check in sessions ELSA thrive files Club lists Twitter Arts council evaluations Books Lesson obs</p>

order to foster their self-confidence, their expressive capacities and their ability to work in a team.
 Acts of worship and assemblies support pupils' spiritual, moral, social and cultural development and meet statutory requirements.
 All pupils, including those from different groups, such as those eligible for free school meals are given the opportunity to take on responsibilities and to play a full part in the school and wider community. The effective School/Eco Councils makes decisions about the life and work of the school in consultation. Pupils have opportunities to influence what and how they learn.

Actions necessary

- Sustain:** Bring a parent afternoons with lit/ num focus
- Adjust:** Promote fruity Friday with pupils and parents and extend to full week with SC support
- Break/ lunch provision following training
- Start:** consider the CLA friendly school accreditation
- Class assemblies for parents/carers
- Book club at lunch times to promote reading
- Plan for focus on assemblies
- Training on SEBD with Angie Wigford for all staff
- Halt:**

4.3 Safeguarding

Headline summary

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

All staff and some governors have completed level 3 safeguarding training. All teachers have completed radicalisation training. 2 staff hold full first Aid certificate. All staff have been recently trained in physical interventions and the appropriate paperwork completed.
 Robust safeguarding procedures are in place. The policies ensure that all children are protected. All staff know what to do to respond to child protection issues and the designated lead officer and lead governor.
 Arrangements ensure the identification of children in need or at risk of significant harm are well understood by all employees. The school employs safe recruitment practices and has robust procedures for checking the suitability of staff and others who are in contact with children. There are suitable records of these checks kept by the school. The school promotes safe practices and a culture of safety well. The school building is secure and CCTV in operation.
 School has effective half termly fire drills. Governors conduct termly H&S walks and report to GB.

- CP policy
- Safeguarding procedures
- DBS list
- Security protocols

Actions necessary

<p>Sustain: Ensure class teachers pass on information to support staff from meetings- phase team meetings</p> <p>Adjust: new starter pack to be revisited. Parental consent for media in line with GDPR</p> <p>Start:</p> <p>Halt:</p>	
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Inspection Area 5
Leadership and management

5.1 Quality and effectiveness of leaders and managers

<p>Headline summary</p> <p>School is well led by effective SMT. The executive head has also had a positive impact supporting a local primary school. Leaders and managers have established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies that focus on meeting all pupils’ needs. High expectations for staff, pupils and themselves.</p> <p>The school has an effective, engaged team of teachers and support staff. Leaders and managers model and promote professional values and behaviours that contribute positively to school improvement and effective collaboration between staff and with other providers. 100% of staff feel that children make good progress at school, and that pupils get help and support to do their best when they need it. 100% of pupils felt that staff listen to what they have to say.94% of parents felt the school is well led and moving forward while 6% were unsure.</p> <p>The executive head has been seconded to support a local school for the majority of the year, during this time the school has been effectively led by the deputy head as acting Headteacher who has also supported the local school with training, support and exemplar lessons. 100% of staff feel that the school is well led and managed.</p> <p>Staff at all levels understand and discharge their roles and responsibilities well and collaborate in driving forward strategic priorities and school improvement.</p> <p>Performance management arrangements are in place for teaching and support staff, with targets closely linked to the SIP Lesson observations and follow up feedback to support the process are conducted by the SLT.</p> <p>Staff are clear about their roles and responsibilities in driving forward the strategic school improvement priorities. The SMT provide effective support to sustain high quality and improve identified weak aspects of provision.</p> <p>Teachers have integrated LNF into their planning and are working towards fully incorporating the DCF. Mind set has been a focus for the last academic year with emerging success and will continue to be integral. We will continue with planned 4 core purpose days and adjust our curriculum in line with pioneer directives.</p> <p>PDG is well used to support pupil interventions and experiences, however there FSM pupils underperform the non FSM in most year</p>	<p>PM</p> <p>Lesson obs</p> <p>Staff meeting mins</p> <p>SMT mins</p> <p>GB mins</p> <p>Staff survey</p> <p>Pupil survey</p> <p>Parent survey</p> <p>Eisteddfod books</p> <p>End of year data</p> <p>INCERTS</p> <p>Comparative group data</p>
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<p>groups.</p> <p>End of year data shows all pupils performed well and reach or exceed their targets. 100% of our pupils achieved L4 in both literacy and Science while 1 pupil with dyscalculia achieved a L3. Level5 was achieved by 73% in English, 55% in maths and 45% in Science.</p> <p>School runs an Eisteddfod in which pupils compete developing their welsh language skills and cultural heritage. School also runs a Welsh Week in line with the Eisteddfod. This would be better separated to build more on the heritage and not practice for performances.</p> <p>School works actively within the cluster being the convener for the last year, there is good collaboration within the cluster. We have also worked closely with another local school due to the deployment of the Executive head with joint INSET, training and support sessions. School actively seeks support and enrichment opportunities from external organisations eg Lego therapy to build its capacity for continuous improvement and support out most vulnerable pupils.</p> <p>Governors understand and discharge their roles and responsibilities well, there are strong links with the vice and chair who are active 'critical friends'. The governors know the school's strengths and areas for development and are fully consulted in setting the school's strategic priorities. All governors play a proactive role in the life of the school.</p> <p>The governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance, including in relation to how it manages complaints and appeals from parents.</p>	
<p><u>Actions necessary</u></p> <p>Sustain: Continue working with our pioneer link school on the new curriculum as it develops.</p> <p>Adjust: Revisit roles and responsibilities with new staff members. Welsh week to be separated from Eisteddfod</p> <p>Start: training of new SENCO</p> <p>Halt:</p>	
<p>5.2 Self-Evaluation processes and improvement planning</p>	
<p>Headline summary</p> <p>The SMT know the school's strengths and weaknesses. Data/ opinions from all stakeholders is gathered along with analysis of standards and provision.</p> <p>Identified priorities forming the SIP link directly to the outcomes of the school's self-evaluation procedures and resources are allocated accordingly. Actions are clearly identified along with the lead staff, timescale, costing and resources needed to achieve.</p> <p>The school has a good track-record in making improvements and having positive impact on pupils' learning and wellbeing, Last Estyn inspection identified wellbeing as sector leading.</p>	<p>Questionnaires SIP timetables Governor visit reports</p>
<p><u>Actions necessary</u></p> <p>Sustain: good practice and involvement of all stakeholders</p>	

Adjust: Start: Halt: Previous SER proforma	
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5.3 Professional learning

<p>Headline summary The SMT has created a culture and ethos to support the professional learning of all staff who have been involved in a wide range of effective training linked to the SIP as well as actively supporting another primary school. Performance management processes are well established and staff are collectively working towards meeting SIP priorities as part of this cycle. Leaders effectively use this process to help staff to improve their CPD. <i>All staff participate effectively in professional learning experiences with Creative Schools, Arts Council, SIG, CSC, link school and cluster. Performance management is effective in building CPD is directly linked to SIP with measurable targets where appropriate and reflect positively on pupil performance. Teachers have fed back on professional learning outcomes with other staff and governors. Good practice has been identified and shared with our link school. We work closely with the training college and have had several LSAs training with us this year. We have supported a NQT this year who has now been appointed successfully to our staff.</i></p> <p>Actions necessary Sustain: Adjust: ensure all staff feedback at staff meeting/ phase meeting following training. Chase up our links with UWIC for trainee teachers as we didn't support any this year, complete relevant training.. Halt:</p>	PM Lesson obs Chav reports
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5.4 Use of resources

<p>Headline summary The school uses resources efficiently <i>proportionately</i> and effectively. Spending decisions and broad financial planning link appropriately to its strategic priorities and its improvement planning. In relation to spending decisions, the school balances its short-term needs alongside the long-term needs of pupils, the local community and Wales. Leaders and managers know the costs of existing programmes and activities, keep them under review and question whether they are cost-effective. The budget is well managed. There is an appropriate level of staffing and learning resources to deliver the planned curriculum effectively and meet the needs of our pupils. FP uses both the indoor and outdoor environment effectively and efficiently, KS2 is developing their use of the outdoors and has worked effectively with Creative Schools. The allotment area of the school is underdeveloped at present. The learning environment is well organised and well presented, it supports high quality teaching and learning however we are in an old building that has ongoing issues. We are working closely with our LA surveyor to improve the building</p>	GB finance meeting mins Budget allocation
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<p>structurally.</p> <p>We have 31% FSM pupils, the PDG grant is well used to support these pupils as individuals and in groups of learners.</p>	
<p><u>Actions necessary</u></p> <p>Sustain: look for additional funding sources/ grants etc. Use of PDG for enrichment opportunities- residential/ visits etc as well as support staff/ interventions.</p> <p>Adjust: Provider for PPA cover.</p> <p>Start: More parental / community support for the allotments.</p> <p>Halt:</p>	