



## **Maesybryn Primary School**

*Ysgol Gynradd Maesybryn*

### *Self Evaluation Report* *September 2011*

#### **School Context**

Maesybryn Primary School is a large Community Primary school in Llantwit Fadre, on the outskirts of both Pontypridd and Cardiff. There are currently 389 pupils on roll, split into 15 classes. Of these, two are nursery classes and two cater for pupils with Special Educational Needs. These two SEN classes are LEA provisions with one being for infant children with Communication Disorders and the other for junior pupils with Complex Needs. Most children in these classes are from outside our catchment. The school has an intake number of 52 but is annually oversubscribed. An extension is planned but no timescale exists. The school has a low FSM figure ( 9.2%) and most families are economically active and educationally supportive. Currently 15% of the school population is identified as SEN and two children speak an alternative language (Norwegian). Approximately 2% of pupils are from ethnic minorities.

The current Head teacher was appointed in September 2009 and the Deputy in December 2008. The SMT is made up of these and two TLR holders. The school was last inspected in 2007 when all seven areas were judged as Good or better. Strong links exist with the local Comprehensive school, Bryncelynnog School.

In September 2011, the Nursery moved into a single building and SEN classes were moved to classrooms adjacent to their mainstream counterparts. The school is fully staffed in accordance with guidelines from WAG with regard to Foundation Phase ratios.

Evaluation	Evidence	Areas for Development
<p><b>Quality Indicator: 1.1.1 Standards</b> - results and trends in performance compared with national averages, similar providers and prior attainment;</p>		
<p style="text-align: center;"><b>Key Stage One Results (2011)</b> (See Appendix for full details and graphs)</p> <ul style="list-style-type: none"> <li>• Results show that the school is consistently above local and national averages at the end of KS1. It is also above the Family average in third position</li> <li>• At KS1 the school has consistently achieved results better than the family average in all subjects and overall.</li> <li>• Baseline assessments at Nursery were evenly spread with no obvious gender difference except in oracy. Assessments at Reception were higher than average with smaller gender differences.</li> <li>• The school fully implemented the new All Wales Assessment Profile and will continue to use it pending new guidance.</li> <li>• At KS1 the school outperformed national, local and family averages in all subject areas for pupils achieving L2. The school was again second in the family of schools.</li> <li>• The school performed below the family average but above national and local averages for overall L3 results. However, the trend is upward with the average for the school now at 26%.</li> <li>• In English pupils achieve good standards at KS1 with 92.5% L2, this is in the second quartile. The numbers of L3 pupils reached 25% , below the family average but above local and national. Girls do far better than boys. Standards in oracy, reading and writing were above all averages at L2+ but in writing were below at L3.Overall, standards in English are good</li> <li>• The school was placed in the second quartile for Maths with 95% of pupils attaining L2. This is above family and national averages (3<sup>rd</sup> in family).A similar pattern to English at L3 (25%). Boys did far better at Maths than girls. Overall, standards in Maths are good.</li> <li>• 100% of pupils achieved L2 in science placing the school first in the family and in the upper quartile. Again L3 numbers were below the family average but above national. There was no gender issue in science. Standards in science are good.</li> <li>• Pupils make good progress from Nursery to Reception and from there to KS1.</li> <li>• At Key Stage 1 the trend has been flat for the last three years with only small variations. Figures are consistently above 90% of pupils attaining L2. The trend for pupils attaining L3 is upward, especially in English.</li> </ul>	<p>KS1 and KS2 Data Analysis Document</p> <p>Appendix 1 – Data analysis</p> <p>English Core Data Analysis</p> <p>All Wales Core Data set</p> <p>Target setting Data</p>	<p>Raise standards in L3</p> <p>Monitor pupils who do not achieve L2 – what are the reasons?</p>

**Key Stage 2 results (2011)**

(See Appendix for full details and graphs)

- At Key Stage 2 the school performed above local and national averages but below the family with 82.05% . The school was 6<sup>th</sup> in the family and in the third quartile for benchmarked schools. If SEN and identified pupils are considered, the school would have been well above all averages and second in the family.
- At KS2, the trend has been downward over the last two years, due in the main to SEN pupils in our Special Class (class did not exist prior to 2007) and several children in the mainstream with specific difficulties at School Action Plus, identified in their IEPs. These pupils accounted for 13.5% of Y6 pupils. The school expects this to continue in 2012 when six children in the SEN class will be in Year 6 (10% of cohort) in addition to those in the mainstream at SA+ with IEPs. The impact on English and the gender balance was especially large.
- Noticeable increases were seen with L5 pupils in English and Maths – Science was relatively constant. These figures of around 26% still remain below family average.
- Increases in L3 and L5 scores in each phase are a key issue for the school and thus good progress is being made in this target.
- At KS2, local averages were exceeded in each subject but were below family and national averages for each subject, except English. If the pupils in our Complex Needs group and identified pupils in mainstream are not included (13.55%) the picture is very different with figures well above our family average in each subject.
- Results in Welsh as a second language at KS2 were very positive and showed more pupils at L3 and L4 than we expected – due to oracy project. Pupils in Maesybryn achieved above local average and cluster. No family information is available.
- Improved assessment and internal/external moderation have lead to the numbers attaining L5 to increase in each subject area. KS2 subject leader is WJEC moderator and cluster initiatives at KS2 and FPhase.
- In English, the school was in the third quartile, with 84.62% achieving L4. The school was 8<sup>th</sup> in the family but if SEN issues are considered this would not be the case and the school would have been well above the family averages and in the second quartile. The numbers achieving L5 and above increased with an upward trend to 30.77%. Girls did far better than boys. Oracy scores were higher than the overall English results with writing and reading in line. When considering SEN issue, standards in English are good, although headline figures would not suggest this. Pupils make good progress.
- Maths results were poor with the school in the 4<sup>th</sup> quartile and lowest in the family of schools. If the SEN issue is considered, the school performs at the family average. Maths has been a target area this year, although has not impacted on KS2 results. A large gender issue exists due to cohort make up. Pleasingly, L5 results increased to 25% with two children achieving L6. Standards in Maths are adequate when taking account of cohort issues. Most pupils make good progress.
- Similar issues exist with Science, where the school was in the 4<sup>th</sup> quartile and lowest in the family at 82.05%. Even with cohort adjustment, these figures were below local and family averages. The trend for L5 was constant at 23%. Standards in Science are unsatisfactory.

Disaggregate data for SEN class and SA+ pupils.

Do other groups of pupils make sufficient progress. Need to investigate this?

Raise standards in Maths and Science significantly.

Continue progress in L5 figures

Develop standards of writing especially in lower KS2 through outcomes of PLC



Quality Indicator: 1.1.3 Standards - achievement and progress in learning		
<ul style="list-style-type: none"> <li>• Tracking of each pupil in the school shows good achievement and progress in most subjects and in most year groups.</li> <li>• Most pupils make good progress in reading by the end of Key Stage 2 and results show that the majority read beyond their chronological age. Recent training in POPAT means that Nursery children make rapid progress in phonic acquisition. Pupils who need additional support are identified early through regular assessment and make excellent progress in intervention programmes.</li> <li>• Whilst in Year 6, pupils who do not read at the required standard spend weekly periods being taught in KS3 during the Summer term prior to transition. SEN links have been established with LSAs from KS3 working with Yr6 pupils. A recent Reading Club for YR4 pupils has been established by the secondary school.</li> <li>• Pupils on the catchup reading programme make average gains of 18.6 months.</li> <li>• Although an area for improvement, writing skills at the end of KS2 are good with our pupils' work celebrated at cluster and LEA level with one pupil last year attending the NACE conference as part of a group with Glyn Scott HMI.</li> <li>• Many children develop their oracy and drama skills each year in school productions and the outcomes are very good. Most children leave Maesybryn as confident speakers, able to take part in debates and role play.</li> <li>• Most pupils make good progress in developing mathematical skills but a minority of pupils in the past have not achieved as they should. Newly implemented intervention strategies and a new Maths scheme are already having a positive impact on this group. More Able and Talented mathematicians are identified in Foundation Phase and reach high standards at L6. Two pupils are working towards GCSE Foundation level Maths.</li> <li>• Children in the Foundation Phase make excellent progress in their Knowledge and Understanding of the Word and use the school grounds and Forest Schools activities to reach high standards. However, standards in Science at KS2 have not reflected this in the past. A new skills based scheme and focus on Teaching and Learning in this are showing improvements already and we expect standards to rise quickly.</li> <li>• Nearly all pupils enjoy investigative science and recognise the need for fair testing and present their findings in a range of ways, including written reports and power point presentations.</li> <li>• Links with Uganda ensure that children make excellent progress in their understanding of the world around them. However there are too few opportunities for practical fieldwork and the use of maps.</li> <li>• Through the thematic approach to planning, pupils develop a good understanding of significant historical periods and show enthusiasm to all aspects of World War Two for example. Again, the use of first hand evidence is under developed. Children research their work very well through books and the internet.</li> <li>• Pupils at Maesybryn are very caring and considerate and fully understand these concepts in RE. They are sensitive to others, especially those who visit from Craig y Parc Special school and those in our own special classes – they are very tolerant. They investigate religious concepts and stories and many pupils show good understanding of difficult religious concepts.</li> <li>• Good staff role models enable pupils to reach very good standards in drawing and painting. They learn to use colour and sketching skills well. However, there is a lack of 3D work throughout the school and insufficient progress is made in this area.</li> </ul>	<p>Pupil Questionnaire Lesson Observations Pupil books INCERTS subject reports Target Setting Lesson Evaluations Provision highlighted in KQ1.1.1 and KQ2 <b>WAG Core Aims1, 2 &amp; 7</b></p>	<p>Ensure standards in all subjects are linked to subject specific skills.</p> <p>Finalise assessment procedures as a way to confidently raise standards.</p> <p>Tackle specific subject shortcomings e.g. Art and 3D work or fieldwork in Geography. ( Subject leader targets)</p>

<ul style="list-style-type: none"> <li>• Pupils from a young age, develop the skills of making and projects in Upper Key Stage 2 show good standards. Designing and evaluating skills do not always match these and need to be developed.</li> <li>• Children in Maesybryn sing well and we have an active choir and regularly compete in the Urdd Eisteddfod. Some pupils show great enthusiasm and attend extra curricular classes. Children who receive music tuition in violin, keyboard and guitar make excellent progress towards grade 1 exams. Composition in class is provided for in the Scheme of Work but insufficient practice is given.</li> <li>• Nearly all pupils enjoy and actively participate in a full range of PE activities with many representing the school and county in football, rugby and swimming. Good standards are seen in gymnastics with excellent poise and body control shown in Year 5 and 6. Most pupils achieve the required standards in swimming and additional PE support is given to those with dyspraxia or other motor coordination difficulties.</li> <li>• Pupils in both key stages but especially F Phase, make very good progress in wellbeing due to the daily emphasis and dedicated time.</li> <li>• The Forest School initiative means that our youngest pupils have a very well developed knowledge of the outdoor environment and the opportunities for exploration and investigation.</li> <li>• The recent use of Incerts as an assessment package means that pupils are tracked and assessed in all subject areas with planning building on subject skills.</li> <li>• KS3 staff report that pupils settle quickly and that clear assessment and pastoral records allow for smooth induction into the next phase of learning.</li> <li>• In conversation with pupils, they retain knowledge well and learn new skills quickly, for instance Yr5&amp;6 pupils using KWL charts independently or Year 1 pupils assessing which learning skills they have used in a lesson.</li> <li>• The school was recently awarded the Basic Skills Quality Standard.</li> </ul>		
<b>Quality Indicator: 1.1.4 Standards – skills</b>		
<ul style="list-style-type: none"> <li>• A skills based curriculum is being developed in Maesybryn and a great deal of time is spent on monitoring the progression in skills across subjects and year groups. A Skills PLC has been established in the school to ensure progression in the framework skills and this is having a direct impact on standards in the classes involved. The use in some classes of the Skills Caterpillar is excellent.</li> <li>• <b>Thinking skills:-</b> Pupils make very good progress in developing thinking skills. They use a range of strategies across the curriculum for example the use of fortune graphs in Nursery to map the story of Little Red Riding Hood or the use of KWL grids in Year 5 to research planets. This year’s focus on these skills ensures all pupils understand and comment in class on their use of these skills. This continues in formal and informal observations.</li> <li>• <b>ICT skills:-</b> Children have good ICT skills and use these to produce Power Point presentations and spread sheets in a number of subjects. This is more often than not done independently. Pupils in Reception show confidence in using interactive whiteboards and their understanding of subjects benefits as a result.</li> <li>• <b>Literacy skills:-</b> The skills of oracy, reading and writing are constantly reinforced across the curriculum and children show good progress across the curriculum, especially when reporting on investigative learning in History, Geography and RE. Children read across the curriculum and apply these skills throughout the day. Reading standards are high, although there is a perceived dip in comprehension levels which is being addressed. School has</li> </ul>	Pupil books/project files Planning Skills caterpillars Listening to Learners PLC reports and evaluations.	Roll out Skills strategy to all staff.  MER of standards by DHT  Map numeracy and literacy skills across curriculum (PLC 2012/13)

<p>purchased a comprehension based reading assessment from Yr1 to Yr6. New phonological test for Nursery and Reception. Initial results are good. Reading strategies are effective in classes e.g new group reading.</p> <ul style="list-style-type: none"> <li>• <b>Numeracy skills</b>:- Opportunities are beginning to be identified in planning for the development of number skills. Pupils use their understanding of number, measure and data handling to present information in Science and PE (athletics).</li> <li>• Children report that they enjoy this skills based style of teaching and standards and teaching grades have improved as a result in all classes Children show enthusiasm in all lessons where this approach is used to the best effect. They show very good abilities when working together in groups.</li> </ul>				
<b>Quality Indicator: 1.1.5 Standards - Welsh language</b>				
<ul style="list-style-type: none"> <li>• Welsh language skills are good throughout the school but especially in Year 5&amp;6 where an oracy teacher is employed as part of a cluster initiative. Most children speak with increased fluency and use a range of phrases and tenses.</li> <li>• Most pupils at the end of Key Stage 2 achieved Level 3 with a significant minority achieving Level 4. These results were higher than expected and above national averages. Funding has been obtained to continue this provision for a further year. School target is to get some pupils to L5 in Welsh Second Language by July 2012.</li> <li>• Standards of incidental Welsh are very good since the introduction of the Helpwr Heddu policy. Children in Year 2 show excellent understanding and show very good use of Welsh.</li> <li>• Bilingualism in the Foundation Phase is strong with children using phrases outside of the classroom and with additional practitioners.</li> <li>• Incerts tracking shows good progress in Welsh across the school with NC levels being reached in each year group.</li> </ul>			<p>Welsh co-ord file Pupil books Pupil tracking records / Welsh assessment records Athrawon Bro feedback SDP Displays Signage <b>WAG Core Aim 5</b></p>	<p>Ensure consistency in all year groups.</p>
<b>Significant Strengths</b>				
<ul style="list-style-type: none"> <li>• F Phase standards across all subjects.</li> <li>• Incidental Welsh and standards at end of Y2 and Y6</li> <li>• Thinking Skills identification and standards across school</li> </ul>				
<p><b>Ways Forward for 2011-2012 SDP(current)</b></p> <ul style="list-style-type: none"> <li>• Raise the standards of writing throughout the school in line with reading.</li> <li>• Improve standards of Science throughout the school but especially KS2 to family average.</li> <li>• Raise standards of Maths to family average through use of new scheme and numeracy support.</li> <li>• Close the gap of performance indicators between non SEN boys and girls in specific subjects.</li> <li>• Monitor the application of all skills throughout curriculum.</li> </ul>	<p><b>Ways Forward for 2012-2013 SDP</b></p> <ul style="list-style-type: none"> <li>• Numeracy and literacy skills across curriculum.</li> <li>• Science and Maths developed to above family averages.</li> </ul>	<p><b>Ways Forward for 2013-2014 SDP</b></p> <ul style="list-style-type: none"> <li>• See Estyn Recommendations from Inspection.</li> <li>• Monitor link between subject specific targets and standards.</li> </ul>		

<p><b>Quality Indicator: 1.2.1 Wellbeing</b> - attitudes to keeping healthy and safe;</p> <ul style="list-style-type: none"> <li>Recent initiatives such as Playground Leaders, Healthy Snack and water in the classroom have made pupils far more health conscious.</li> <li>The Foundation Phase approach to healthy living and outside learning, coupled with Eco-schools work, has raised the profile with our youngest children. Recent whole school training in Wellbeing and Play to Learn is impacting on daily routines and standards.</li> <li>Daily wellbeing session in F Phase is being replicated in KS2 with an increase in outcomes as a result.</li> <li>PESS has been a key part of the SDP and pupils receive good PE lessons. Strategies continue in school despite withdrawal of funds. Pupils regularly assess their health and fitness in PE lessons.</li> <li>There are a range of extra curricular clubs including sports and cooking in both KS1 and KS2. These promote wellbeing and develop the skills of those who take part to a more advanced level.</li> <li>Initial assessment of pupils in Y2 and Y6 show that most children achieve the required levels or outcomes.</li> <li>In a recent survey of parents, 93% stated that their child liked school and pupil discussions found that the vast majority were very happy. New survey planned for March 2012.</li> <li>Instances of bullying are dealt with quickly and the policy has been reviewed recently.</li> <li>Children are aware of their own safety and that of others in all subject areas. They carefully plan and assemble PE equipment in Y5 and show awareness during DT lessons when using saws and glue guns. Children in Foundation Phase carry out their own risk assessments before starting Forest School activities. There are very few accidents in school and none in class activities.</li> <li>School Council members carry out a termly Health and Safety audit of the school with HT and Governors and highlight many issues.</li> </ul>	<p>Healthy schools file / healthy eating policy</p> <p>Summary of pupil questionnaires</p> <p>PESS reports</p> <p>PESS Self Eval</p> <p>After school Sports Club Registers</p> <p>Visitors badges</p> <p>Safeguarding policies</p> <p><b>WAG Core Aim 3</b></p>	<p>Assess wellbeing fully in KS2</p> <p>Share good practice in FPhase with Yrs 3-6</p> <p>Implement SEAL across school and link with RE and Ethos.</p> <p>Pupil Survey</p> <p>Healthy Schools award.</p>
<p><b>Quality Indicator: 1.2.2 Wellbeing</b> - participation and enjoyment in learning</p> <ul style="list-style-type: none"> <li>Attendance for 2010/2011 was 94.3% which is marginally below the WAG target but well above local and national averages. The level of unauthorised absence is below 1% and is mainly due to rigorous enforcement of a 9.10am deadline for lateness. Lateness has been reduced. The school is in the first quartile for attendance.</li> <li>Behaviour standards are high and there are very few instances of poor behaviour. There have been no fixed term exclusions and limited involvement with behaviour support services.</li> <li>Attitudes to learning are always good and feature prominently in lesson observations. Children listen intently and offer good comments and suggestions throughout lessons and activities. The use of the outside environment has radically altered attitudes to learning and children speak enthusiastically about it.</li> <li>Positive comments from a range of external providers. E.g Llangrannog and visitors to school identify good behaviour, politeness and enthusiasm.</li> <li>Foundation phase children choose what to learn as part of their studies and KS2 children are given plenty of opportunities for independent research into topics of their choosing. Both of these help raise standards in this area.</li> </ul>	<p>Core Data Set</p> <p>Attendance Registers</p> <p>Attendance policy</p> <p>100% attendance certificates / display board</p> <p>Letters to parents</p> <p>Late Book</p> <p>First Day Response</p> <p>Pupil questionnaire</p> <p>Provision highlighted in KQ2</p> <p>Leadership highlighted in KQ3</p> <p><b>WAG Core Aims 2&amp;7</b></p>	<p>Raise attendance to 95% for non SEN unit children.</p> <p>Implement LEA attendance project as a cluster.</p>

<p><b>Quality Indicator: 1.2.3 Wellbeing - community involvement and decision making</b></p> <ul style="list-style-type: none"> <li>• The School Council carries out its duties with enthusiasm and are involved in spending decisions, health and safety audits and advise staff on pupil perceptions and attitudes to bullying etc.</li> <li>• Pupils suggest spending areas for the PTA and not the school. £6500 was allocated to the school grounds and active playtimes upon their suggestion. The PTA is a very active body and holds numerous events for children and parents throughout the year.</li> <li>• Children have very good knowledge and understanding of their community and the wider world through strong links with the community at Harvest time with elderly residents, our work with the PONT charity in Africa and links to industry. Pupils work well with the Community Cluster Worker and two grants obtained for community use of school grounds. Children enjoy and welcome working with these organisations.</li> <li>• Pupils designed their own posters and banners to highlight traffic concerns outside school and worked with Road Safety staff and the police.</li> <li>• Standards shown by Y6 pupils with the SAFE project (linked to police) are always showcased in the cluster.</li> <li>• A new “ Friends of Sikusi” group decides upon links with our partner school in Uganda. As a result of this link pupils in all classes recognise their global responsibilities and the contrasts between their lives and those in Africa.</li> <li>• Strong links exist between Y5 and Craig y Parc Special School. Children show advanced skills in tolerance and the appreciation of disability issues.</li> <li>• Pupils in Year 6 study global citizenship and Fair trade and recognise their place in society. School council elections also develop the understanding of democracy and personal choice.</li> <li>• Their understanding of how these communities work has broadened their horizons and aspirations.</li> <li>• School Council operates well buy there needs to be a new focus on its effect on Teaching and Learning.</li> </ul>	<p>School Committees Prefects and Playground Leaders SEAL Collective Worship Links with the community Global Links with Ugandan School Leadership highlighted in KQ 3 Cluster worker reports. Community Links folder. <b>WAG Core Aims 2 &amp; 5</b></p>	<p>Develop links with country in Europe.</p> <p>Evaluate links with community.</p> <p>Develop the role of School Council to impact on T+L.</p>
<p><b>Quality Indicator: 1.2.4 Wellbeing - social and life skills</b></p> <ul style="list-style-type: none"> <li>• Pupils have well developed social skills and resolve differences well. Development of PSE and emotional intelligence in school will take this further.</li> <li>• Most pupils are able to be independent learners and to reflect on their own learning.</li> <li>• Very good attitudes are held with respect to inclusion and equality. Integration of SEN classes benefits both parties. Mainstream children have very positive attitudes towards children with needs.</li> <li>• Through AfL strategies of self and peer assessment, pupils recognise that that learning is a series of steps. They monitor their progress and devise their own targets as a means of reaching their own goals.</li> <li>• Nearly all pupils leave school with the confidence and basic skills to develop their learning further.</li> </ul>	<p>Pupil questionnaire summary School Ethos Mission, Vision &amp; Aims School prospectus PSE leader file Provision highlighted in KQ2 Leadership highlighted in KQ3 <b>WAG Core Aims 1-7</b></p>	<p>Exemplify good standards</p>

<b>Significant Strengths</b> <ul style="list-style-type: none"> <li>• Links to community</li> <li>• Inclusion of own and external pupils</li> <li>• Attitudes to Learning</li> </ul>		
<b>Ways Forward for 2011-2012 SDP</b> <ul style="list-style-type: none"> <li>• Develop PLC and introduce SEAL</li> <li>• Develop an effective and robust Sex Education Scheme of Work .</li> <li>• Raise attendance to 95%.</li> </ul>	<b>Ways Forward for 2012-2013 SDP</b> <ul style="list-style-type: none"> <li>• Assess wellbeing fully in KS2</li> <li>• Implement SEAL across school and link with RE and Ethos.</li> <li>• Pupil Survey</li> <li>• Develop the role of School Council re: T+L</li> </ul>	<b>Ways Forward for 2013-2014 SDP</b> <ul style="list-style-type: none"> <li>• Estyn recommendations will be key here.</li> <li>• Expand links with Europe through Commenius or link town in France.</li> </ul>
<b>Key Question 2 - How good is provision?</b>		
<b>Quality Indicator: 2.1.1 Learning experiences - meeting the needs of learners and employers/community</b>		
<ul style="list-style-type: none"> <li>• The school has recently reorganised the curriculum in KS2 to enable two year planning around a theme. Class restructuring means that no class is now over 30 and year groups are placed in four separate phases to avoid duplication and to encourage continuity and progression. These phases are Upper Juniors (Yrs5&amp;6); Lower Juniors (Yrs3&amp;4), Upper Foundation Phase (Yrs 1&amp;2) and Reception. Nursery are a distinct unit. This plan is under pressure due to rising numbers in some year groups and the directions given by LEA admissions policy. This needs to be managed carefully.</li> <li>• The reorganisation of the Nursery has meant that provision is now excellent, as identified by LEA.</li> <li>• The school has a new class setting policy to try to reduce the impact on learning of mixed age classes. All classes are mixed ability and no subject setting takes place. Current discussion about the benefits of setting in new year due to large numbers in Year 5 and 6.</li> <li>• We believe, and pupil feed back shows, that we have a vibrant curriculum in KS2 and the Foundation Phase. The principles of FP have been adopted through to Year 2. The use of visits, outside speakers and the local area make learning more interesting. Developments in school environment add to this.</li> <li>• Timetables are carefully planned so that withdrawal groups have a minimal impact on overall learning. Extra provision is having a very positive impact on numeracy and literacy skills as seen in Incerts reports.</li> <li>• The integration of pupils with Special Needs inspires confidence and benefits the learning of all pupils.</li> <li>• Robust monitoring is now in place to ensure that Subject Leaders monitor all subjects and areas of learning through a faculty system. Range and progression are at the forefront. Timetable for monitoring in place across school Subject leaders have had training and are more aware of role.</li> <li>• A great deal of work has taken place this year with engaging and developing Boy's Literacy at Year 5</li> <li>• Very good transition links exist with Bryncelynog Secondary School. Pupils spend time visiting before and effective dialogue takes place between KS2 and KS3 teachers. Increased time has been given to moderation with</li> </ul>	Planning Files Pupils' and Parents' questionnaires Governor's Reports FP & KS2 curriculum plans, schemes of work Parent Newsletters, Catch up and Cumbrian Reading literacy programmes Numeracy groups <b>WAG Core Aims 2, 4 &amp; 7</b>	Monitor standards in new integrated nursery.  Further provision for Skills across the curriculum – PLC input.  Fully implement new Subject Leader reports and MER cycle to ensure provision across curriculum and school.  NACE Award to be obtained.

<p>the KS3 this year. Over 10 transition events are planned and PLC set up with secondary colleagues to look at MAT pupils.</p> <ul style="list-style-type: none"> <li>• Pupils who require additional support make very good progress and the majority leave KS2 at the required level. Where they do not, effective strategies are in place to ensure that individual targets are fully met.</li> </ul>		
<p><b>Quality Indicator: 2.1.2 Learning experiences - provision for skills</b></p>		
<ul style="list-style-type: none"> <li>• Pupils develop good skills in literacy, numeracy and ICT. They are also starting to develop the use of thinking skills and social interaction. Training in September 2011 for increased use of group working. Effective links between teachers and LSAs for impact of withdrawal groups on class work.</li> <li>• The school has started to monitor the progression of skills and the SDP identifies assessment of skills as a priority. Use of incerts and new assessment regime.</li> <li>• Skills in the Welsh language are good.</li> <li>• Where pupils struggle with literacy or numeracy, provision is made through small groups overseen by the subject leaders for English and Maths. Deemed very good in recent BSQS review.</li> <li>• In all lessons, a strong emphasis is placed on literacy and numeracy.</li> <li>• Recent LEA projects to target reading and mental calculation have been adopted by the school and developed further. All prove positive. Analysis of data shows that there are already increases in both.</li> <li>• The Curriculum has now been reorganised and Schemes and policies are being rewritten in line with this. Incerts assessment package has enabled closer tracking and improved planning for skills in all subjects</li> </ul>	<p>Standards highlighted in KQ1          Planning Files          Skills policy          Classroom activities and display.  <b>WAG Core Aims 1 &amp; 2</b></p>	<p>Assessment of skills to ensure continuity and progression is planned into all teacher planning.</p> <p>Continued development of bilingualism.</p>
<p><b>Quality Indicator: 2.1.3 Learning experiences - Welsh language provision and the Welsh dimension</b></p>		
<ul style="list-style-type: none"> <li>• This is a strong feature of the school and pupils make a great deal of progress with their Welsh language. A cluster project ensures that an oracy teacher visits our eldest pupils each week. Funding has enabled this to continue.</li> <li>• The Foundation Phase has grasped the Bilingualism aspect well and teachers, support staff and pupils use the language as soon as they start school.</li> <li>• The Welsh dimension is fostered well with curriculum links, visits, Eisteddfodd, visits to Llangrannog and membership of Urdd. All curriculum areas actively embrace Cwricwlwm Cymreig in new schemes and policies.</li> <li>• There is a need to ensure the pupils use Welsh freely and not just in lessons.</li> </ul>	<p>Standards in KQ1          FP &amp; KS2 curriculum plans,          Policy support from Athrowon Bro          Co-ordinator's file          Bilingual signage  <b>WAG Core Aim 5</b></p>	<p>Opportunities for pupils to use Welsh inside and outside classroom independently.</p>

<b>Quality Indicator: 2.1.4 Learning Experiences</b> – Education for Sustainable Development and Global Citizenship		
<ul style="list-style-type: none"> <li>The school has obtained the Eco School Bronze Award this year and major developments have taken place with regard to environmental education. School has now achieved Silver and aims to achieve its flag in September 2012.</li> <li>Strong links now exist with a school in Africa with two teachers visiting Mbale in February and the Head teacher visiting us. The school is now working with ESIS to develop a curriculum pack.</li> <li>The Eco School committee has addressed sustainability issues such as recycling and energy management this year.</li> <li>Future areas include a walking bus, safe cycle routes and allotments. Allotments in place and used for first season. Work with Community cluster Worker to develop allotment use in place. A Need to link work in school with impact on World</li> <li>The School Council is a very active body and was involved in the appointment of the Head teacher. They have a delegated budget of £360 and spent this on improving the playground. Eco committee created and robust. Playground Pals scheme fully developed.</li> <li>An annual parent survey is conducted each year and results published. Last year this resulted in a Breakfast Club, new termly information sheets, a changed school uniform and new school times.</li> </ul>	ESDGC Audit ESDGC File Fair Trade File Forest Schools activities School Council / Eco Club minutes Eco School certificates Healthy Schools Leaf 4 Opportunities for recycling Planning Links with Uganda <b>WAG Core Aim 2</b>	Eco School Flag assessment.  Focus on Fair trade with links to Mbale.  Pupils to understand the link between recycling here and impact on World
<b>Significant Strengths</b> Links with Mbale are very strong. Use of Welsh throughout school. Developing spotlight on non statutory skills.		
<b>Ways Forward for 2011-2012 SDP</b> <ul style="list-style-type: none"> <li>To improve monitoring and co-ordination of Framework Skills through PLC</li> <li>To develop the single Nursery unit in line with</li> </ul>	<b>Ways Forward for 2012-2013 SDP</b> Focus on Fair trade with links to Mbale. Assessment of skills to ensure continuity and progression is planned into all teacher planning.	<b>Ways Forward for 2013-2014 SDP</b> Estyn Recommendations. Continue to monitor effect of new provision in Nursery and skills. What is impact on standards in both areas.

<p>best practice as assessed by LEA.</p> <ul style="list-style-type: none"> <li>• Work with community to develop the use of environment to enhance skills progression e.g. Allotments and forest school.</li> </ul>	<p>Fully implement new Subject Leader reports and MER cycle to ensure provision across curriculum and school.</p>	
<p><b>Quality Indicator: 2.2.1 Teaching</b> - range and quality of teaching approaches</p>		
<ul style="list-style-type: none"> <li>• During class observations, all teaching was judged to be satisfactory or better with over 80% being judged as good or very good. Recent observations by HT and ESIS advisor saw 100% at good or better with 33% very good.</li> <li>• Since critical skills training, teachers use an increasingly varied range of strategies that mix individual, paired and group work. Different learning styles are catered for and learning objectives and success criteria are used throughout. AfL strategies now fully included e.g Learning journals and reflective logs.</li> <li>• Planning has been reorganised to ensure that skills are adequately provided for within all lessons. Learning is now based on a thematic approach in KS2. Carefully tracked by assessment package.</li> <li>• Teachers in the Foundation Phase fully address the seven areas of learning in lessons and make good use of additional practitioners. They increasingly use the outdoor environment to enhance learning and ensure that bilingualism is positively used. Forest School Training has recently taken place. KS2 plan under the seven headings.</li> <li>• Recent ICT purchases should ensure that teaching styles develop even further. Whiteboards in every class and portable laptops.</li> <li>• Teachers and support staff foster excellent relationships with pupils and this leads to good behaviour and attitudes to learning.</li> <li>• Staff confidence in teaching Welsh is high and many opportunities are used to develop the language. Role of Deputy Head teacher is very impressive in this respect.</li> </ul>	<p>Job descriptions</p> <p>Staff CPD records</p> <p>Examples of medium &amp; short-term plans</p> <p>Schemes of work</p> <p>Lesson observations</p> <p>Subject Leader files</p> <p>Standards in KQ1</p> <p><b>WAG Core Aim 2</b></p>	<p>Share excellent practice across school.</p> <p>Expand Forest Schools into KS2.</p> <p>Teaching of skills as a focus.</p>
<p><b>Quality Indicator: 2.2.2 Teaching</b> - assessment of and for learning</p>		
<ul style="list-style-type: none"> <li>• The school has a wide range of strategies but needs to create consistency. Good practice needs to be shared and used throughout the school to ensure effectiveness. The recent introduction of assessment logs in the Foundation Phase has made AfL far more robust. Robust system now in place. Training for new baseline in process. New commercial package in operation and reflective journals in KS2</li> <li>• Training in assessment strategies has taken place and all staff are developing these in the classroom. This will ensure good assessment for learning in the school. Evidenced in recent class observations.</li> </ul>	<p>Policies</p> <p>Data Analysis:</p> <p>Planning Files</p> <p>Portfolios</p> <p>Pupils' Reports</p> <p>IEPs and reviews</p> <p>Standards in KQ1</p> <p>Baseline Assessment</p>	<p>Effective use of Inserts to lead to better planning.</p> <p>Monitor impact of Effective Feedback strategy.</p>

<ul style="list-style-type: none"> <li>• Marking and feedback to pupils is often good but lacks consistency across the school. Effective Feedback strategy now in place.</li> <li>• Pupils are starting to assess their own work and feed back to their peers. Children using this in all classes.</li> <li>• A wide range of assessment tools are used but a detailed timetable is required to ensure consistency. This is being developed. Now in place and being used.</li> <li>• The school is updating tracking procedures although they are used well to inform target setting and extra provision. Inserts in place. HT developing whole school summary tracker.</li> <li>• The school has recently purchased new reading and numeracy assessments to aid planning and recording. Now used and are showing clear results. On line system being trialled in two classes shows great potential.</li> <li>• At Yr2 and Yr6 there are robust portfolios for individual assessment and these are moderated within school and within our cluster. Greater consistency is needed across the cluster to ensure our good practice is used elsewhere. A big improvement this year in consistency. LEA advisors are supportive and rate it well.</li> <li>• Reports to parents are clear and linked to learning outcomes and skills. They provide useful targets. Parents are encouraged to make comments and these are kept in school.</li> <li>• ALN pupils are reviewed each year and IEPs are well written and targets are clear and appropriate to the needs of the child. The school has invested a great deal of training time into critical thinking skills assessment for Learning and Working Together strategies.</li> </ul>	<p>NFER scores CATS tests Teaching talking Yearly target setting End of Key Stage Assessment Core Data LEA Comparative data IEP Tracking sheets FP observations</p>	<p>Yr2 portfolio and moderation of work to be embedded.</p>
<p><b>Significant Strengths</b> Teaching in nearly all classes is good or better with examples of excellent teaching. Use of Incerts is having a positive impact on planning of subject skills.</p>		
<p><b>Ways Forward for 2011-2012 SDP</b></p> <ul style="list-style-type: none"> <li>• Concentration on the teaching of skills in all lessons, especially literacy and numeracy.</li> <li>• Identify best practice and share through learning walks and team teaching.</li> <li>• Ensure new assessment arrangements raise standards through targeted teaching linked to Incerts.</li> </ul>	<p><b>Ways Forward for 2012-2013 SDP</b> Share excellent practice across school.</p> <p>Expand Forest Schools into KS2.</p>	<p><b>Ways Forward for 2013-2014 SDP</b> Any Estyn Recommendations.</p> <p>Monitor impact of Effective Feedback strategy.</p> <p>Yr2 portfolio and moderation of work to be embedded.</p>

<p><b>Quality Indicator: 2.3.1 Care, support and guidance - health and wellbeing including spiritual, moral, social and cultural development</b></p>		
<ul style="list-style-type: none"> <li>• The school is developing a new PSE and SRE policy to ensure better provision. New PSE policy and scheme in use. Received well. Staff trained in Wellbeing in FPh.</li> <li>• Adequate First Aid provision is in place and a timetable for Child Protection training is in place for all staff, SMT and Governors.</li> <li>• Clear policies exist for promoting good behaviour and standards are high. The school prospectus gives clear guidance on discipline and the range of sanctions. There have been no fixed term exclusions at the school and very good links exist with the behavioural support service and EWO.</li> <li>• The school is fully involved in the PESS initiative, Healthy Schools, Eco Schools and links to the E3 funding in the Secondary school.</li> <li>• The spiritual development of pupils is well met. Daily assemblies take place for KS2 and Foundation Phase. Stories and prayers are linked to weekly themes that cover a host of topics including working together, animals, teamwork, family, tales from other cultures and Welsh tales. The school holds festivals for Harvest, Christmas and St David's Day.</li> <li>• Use is made of outside speakers and lay preachers and a strong link exists with the Salvation Army.</li> <li>• Pupil's identity of being Welsh is developed at every opportunity and our links with the school in Mbale, Uganda have developed their awareness of identity further.</li> <li>• RE week was celebrated with a showcase of work in ESIS. All religions were on display and children had a wonderful introduction to other cultures/religions even in Nursery.</li> <li>• The school achieved the Healthy Schools Award in November 2010. New targets are in place for the second assessment in December 2011. The main focus is on adopting the SEAL approach to teaching PSE within a PLC across county boundaries. SRE to be revised.</li> </ul>	<p>Annual Gov.' Report to Parents  Healthy Schools Award 4  Prefects  Collective Worship  PSE &amp; SEAL  Parent Questionnaire  Relevant school policies  Extra Curricular / Sports/ Out of School Activities  Worry Boxes  <b>Seal – Sut wyt ti? boards</b>  ESDGC audit  School Council / Eco Council  Home School Agreement  Celebration assembly- 'Seren y Wythnos'</p> <p>Behaviour Incentives  Eye to Eye Counsellor  Attendance Certificates/ display boards  Standards KQ1 (1.2.4)  Leadership KQ3  Attendance letter to Parents  <b>WAG Core Aim 3 &amp; 4</b></p>	<p>Embed fully new approach to SEAL</p>

<p><b>Quality Indicator: 2.3.2 Care, support and guidance - specialist services, information and guidance</b></p> <ul style="list-style-type: none"> <li>• Full use is made of specialist services. Strong links exist with Educational Psychologists, great deal of support is given to pupils and parents who require additional help. Recent use of Eye to Eye counselling for bereavement and for transition to KS3.</li> <li>• The school has an open door policy and regular contact is made with parents.</li> <li>• When outside involvement is sought, parents are always consulted and given extensive advice. The school is a happy place where pupils feel secure.</li> <li>• Speech and Language Therapists and Occupational therapists who all work in the school with a variety of pupils. Programmes given are carefully provided and SEN support is sought at all times.</li> <li>• Close contact is maintained with Social Services in respect of LAC children and PEPs are in place for all.</li> <li>• We believe that this is a very positive feature of the school.</li> </ul>	<p>ALN / Specialist Services ALN reviews- SEN files Eye to Eye Counsellor Support from external agencies including:LAC, educational psychologist, speech therapy, hearing and visually impaired support, social services <b>WAG Core Aim 3</b></p>	
<p><b>Quality Indicator: 2.3.3 Care, support and guidance - safeguarding arrangements</b></p> <ul style="list-style-type: none"> <li>• A clear policy exists for reporting concerns and this is published around the school and made clear in induction.</li> <li>• The Head teacher is the nominated CP officer and has received Advanced Level training, Level 3 training and training in conference attendance. A timetable exists for other staff to be trained. The Governor responsible for CP issues takes a keen interest and is fully trained for her role.</li> <li>• The Head teacher attends all case conferences and reviews.</li> <li>• All staff on appointment have enhanced CRB checks which are held by the HR department of RCT.</li> <li>• Several issues of CP have been dealt with by school and two referrals were made by us. All procedures were followed carefully and in line with AWCPP</li> <li>• Child Protection procedures and First Aid are robust and staff are adequately trained. All staff were trained to Level 1 in December 2011. DHT – L2 and HT – L3. Governors are trained.</li> </ul>	<p>Appropriate policies &amp; related documentation CRB Records Child Protection Files Child Protection information Posters SENCO/Governor Meetings <b>WAG Core Aim 3</b></p>	<p>Ensure training list is attached to Child Protection policy</p> <p>Update Safeguarding policy</p>
<p><b>Quality Indicator: 2.3.4 Care, support and guidance - additional learning needs</b></p> <ul style="list-style-type: none"> <li>• The school prides itself on the provision given to those children with additional learning needs. Identification is carried out quickly and IEPs and strategies put in place at an early stage.</li> <li>• Reviews for all identified children take place annually and outside agencies are invited to provide as much input as possible.</li> <li>• The SENco is very experienced and is supported by the two TLR holders in monitoring standards of support.</li> <li>• Pupils within the two Special Classes are very well cared for and parents and other professionals comment often on the positive effect they have on the children.</li> <li>• The school has a well established system of integration for these pupils into the mainstream and this represents excellent practice..</li> <li>• The school has received training for More Able and Talented pupils and they are now identified and catered for with clear IEPs for their needs.</li> <li>• Maths and language groups operate very well with good communication with class teachers.</li> </ul>	<p>Registers of ALN &amp; MAT Relevant policies Planning Files IEPs and reviews Eye to Eye Counsellor KQ 1.1.3 &amp; 2.1.1 KQ Leadership in 3.4.1 ALN link governor SEN files External visits e.g by LA advisers, Ed. Psychologist <b>WAG Core Aim 3</b></p>	<p>NACE award for Mat pupils.</p> <p>Ensure B Squared assessment used effectively and progress monitored.</p>

<ul style="list-style-type: none"> <li>Children make good progress and many are removed from SEN register.</li> <li>School achieved BSQS in March 2011.</li> </ul>			
<b>Ways Forward for 2011-2012 SDP</b> <ul style="list-style-type: none"> <li>Monitor all pupils within the various support groups to ensure progress which is evident in class.</li> <li>Celebrate and share with others excellent integration procedures.</li> <li>Train all staff to level 2 CP and ensure all CRB checks are up to date.</li> </ul>	<b>Ways Forward for 2012-2013 SDP</b> <p>NACE award for Mat pupils.</p> <p>Ensure B Squared assessment used effectively and progress monitored.</p>	<b>Ways Forward for 2013-2014 SDP</b> <p>Estyn Recommendations</p> <p>Embed fully new approach to SEAL</p>	
<b>Quality Indicator: 2.4.1 Learning environment - ethos, equality and diversity</b>			
<ul style="list-style-type: none"> <li>Clear policies exist for equality of provision and we actively promote positive values about sexual, racial, disability and religious tolerance and understanding.</li> <li>Girls and boys have equal access to all areas of the curriculum and after school activities. There is a minimal gender gap within the school and integration and inclusion are strong features of the school.</li> <li>Links with Africa and charity work by pupils have raised the profile of racial tolerance even further.</li> <li>The building is fully accessible to all children and adults with any form of physical disability.</li> <li>Equality and Diversity Plan to be implemented by 1<sup>st</sup> April 2012</li> </ul>		Policies and procedures Positive Behaviour Management Diversity and Equality plan Access plan <b>WAG Core Aims 1-7</b>	<a href="#">Equal/Diversity Plan.</a>
<b>Quality Indicator: 2.4.2 Learning environment - physical environment</b>			
<ul style="list-style-type: none"> <li>The school is fully staffed by appropriately qualified teachers and support staff. Ratios are maintained within the Foundation Phase and no class has more than 30 pupils.</li> <li>The main building is well kept and recently modernised but the outside buildings are not suitable in the long term for 21<sup>st</sup> Century education.</li> <li>The school is cramped and in need of a proposed extension which would increase capacity.</li> <li>The school is fully resourced with ICT and other infrastructure. Currently, a lot of emphasis has been on developing the outside environment with allotments, woodland areas and a willow garden.</li> <li>The school is cleaned and maintained to a high standard.</li> <li>Resources are now used in a more efficient way with relocation of SEN classes to mainstream areas and the creation of an integrated Foundation Phase in the existing SEN block for 60 children.</li> </ul>		School Plans Health and Safety files Fire Risk Assessments Forest School activities F.P. planning Leadership in KQ 3.4.1 <b>WAG Core Aim 2 &amp; 4</b>	Lobby for extension.  Monitor the quality of environment.

<b>Significant Strengths</b> Modern building for majority of pupils with good ICT resources. Outdoor environment is a very positive feature of school			
<b>Ways Forward for 2011-2012 SDP</b> <ul style="list-style-type: none"> <li>Complete the development of FPh provision with emphasis on outdoor area to compliment new internal provision.</li> <li>Use of the links with Uganda to enhance provision for ESDGC and curriculum.</li> </ul>	<b>Ways Forward for 2012-2013 SDP</b>  <a href="#">Equal/Diversity Plan</a> .  Lobby for extension.	<b>Ways Forward for 2013-2014 SDP</b>  Monitor impact of rising numbers on physical environment.	
<b>KEY QUESTION 3: How good are leadership and management?</b>			
<b>Quality Indicator: 3.1.1 Leadership</b> - strategic direction and the impact of leadership			
<ul style="list-style-type: none"> <li>A new leadership team is in place and is having a direct effect on all areas of the school. Major changes in curriculum, planning and school organisation have taken place in the last 24 months and this has been managed well.</li> <li>Performance management and training ensure that high standards are expected and received from all staff.</li> <li>Training has a clear impact on standards, such as the emphasis on critical thinking. This evidenced in recent class monitoring.</li> <li>The open policy of the SMT is replicated in staff working groups and in links with parents and other agencies.</li> <li>The Deputy Head teacher and TLR holders ensure that new initiatives are implemented and monitored and this includes the work of support staff.</li> <li>The impact in leadership can be seen in the positive comments of parents to recent changes.</li> <li>Underperformance is identified early and addressed with appropriate support offered.</li> <li>All staff are responsible for developments in the school.</li> <li>The School Development Plan is a robust document that provides a clear plan for the next three years. This has been drawn up with the involvement of all stakeholders.</li> <li>This document is drawn up in consultation with staff, parents and pupils. It is based on clear monitoring of standards using CRIS documentation etc.</li> <li>The direction of the school is clear and all stakeholders are well aware of this through staff meetings, parent letters and Governor reports.</li> </ul>		SDP Self eval Staff roles & responsibilities Co-ordinator files Governor reports Staff meeting minutes GB committee structure School vision statement See also Section 1.1.1 and Core Data analysis Current 3-year target setting for KS1 and 2 pupils PM arrangements and targets Staff roles & responsibilities Lesson observation file Target Setting processes <b>WAG Core Aims 1, 2 &amp; 3</b>	

<b>Quality Indicator: 3.1.2 Leadership</b> - governors or other supervisory boards				
<ul style="list-style-type: none"> <li>The Governing Body is fully constituted and very supportive. They provide support to the school and challenge the Head teacher in a very professional way.</li> <li>Self review is carried out every other year and meetings have a clear focus on the fundamental question, "How are our children doing and are they happy".</li> <li>New links are being developed with Areas of Learning as the focus and we hope to see greater involvement over the next few terms. Link governors identified but need guidance on roles.</li> <li>The few complaints that are received are dealt with promptly and professionally.</li> <li>Governors take part in relevant training.</li> </ul>			Governors' Welcome Pack Governors' Minutes Governor link reports Headteacher's reports to governors Governors' annual reports Target Setting	Further strengthen links with Governors to specific areas of responsibility.
<b>Quality Indicator: 3.1.3 Leadership</b> - meeting national and local priorities				
<ul style="list-style-type: none"> <li>The school embraces national priorities such as Appetite for Life and the Foundation Phase along with local initiatives such as the recent numeracy and literacy training. The school is developing a clear direction and plan within the School Effectiveness Framework and we embrace this whole heartedly.</li> <li>The school performs well with regard to national priority areas and our direction is in line with the LEA "Fframwaith" plan.</li> <li>PLCs have been created throughout the school and within the cluster using SEG money. Two PLCs have been created across LA borders.</li> </ul>			School SDP Long-term plans School policies CPD records External accreditations e.g Green Flag, Healthy Schools See commentary for KQ1 and KQ3 RCT Literacy Plan RCT strategic Plan PLC Evaluations <b>WAG Core Aims 1-7</b>	
<b>Significant Strengths</b> Experienced GB who take a very professional interest in school. SMT works well as an effective unit.				
<b>Ways Forward for 2011-2012 SDP</b> <ul style="list-style-type: none"> <li>Develop the role of the GB as a critical friend of school in daily life. Links to staff.</li> <li>Increase the use by SMT and Subject Leaders of data from Incerts and All Wales data in raising standards.</li> </ul>	<b>Ways Forward for 2012-2013 SDP</b>  Self review of GB due.	<b>Ways Forward for 2013-2014 SDP</b>  Any Estyn Recommendations.		

<p><b>Quality Indicator: 3.2.1 Improving quality</b> - self-evaluation, including listening to learners and others</p> <ul style="list-style-type: none"> <li>• There have been several recent initiatives to ensure that there is effective self evaluation. Class observations have increased and a timetable for subject monitoring and book audits has been developed. Subject Leaders have had training in pupil voice and moderation of standards.</li> <li>• Subject Leaders each carry out a full review of their subject using the CRIS framework and subject targets are part of the SDP.</li> <li>• The school actively seeks the views of other stakeholders through interview and questionnaires.</li> <li>• Good use is now made of data to ensure standards are as high as possible.</li> </ul>	<p>Head Teacher Gov Reports Self evaluation procedures Staff roles &amp; responsibilities INCERTS Subject leader files Questionnaire Summaries</p>	<p>Further develop statistical analysis by subject leaders.</p> <p>Use pupil surveys to greater effect.</p>
<p><b>Quality Indicator: 3.2.2 Improving quality</b> - planning and securing improvement</p> <ul style="list-style-type: none"> <li>• There is a three year School Development Plan which covers all aspects of school life.</li> <li>• The SDP has a clear timetable for improvement and is reviewed and amended annually.</li> <li>• Progress is communicated to the Governing Body twice every term.</li> <li>• Data is used well.</li> </ul>	<p>SDP Core Data analysis CPD KQ1 Recommendations from previous inspections summary</p>	
<p><b>Quality Indicator: 3.2.3 Improving quality</b> - involvement in networks of professional practice</p> <ul style="list-style-type: none"> <li>• Training is well funded and extensive. Use is made of the BSF fund, the school budget and the expertise of staff within the school. Training is reviewed annually for its impact on standards and this is included in the SDP report. New SEG and WEG grants are understood and clear plans exist to ensure this addresses the three key areas of SEF. Monitoring processes are in place to assess impact on standards.</li> <li>• Links are made with other schools in the cluster and the Taff Valley Foundation Phase link group. The Head teacher is a PHIP mentor and the Deputy has developed a plc with her NPQH colleagues.</li> <li>• Initial discussions are in place to make links in Bridgend and Hertfordshire.</li> <li>• PLC created and operating within the cluster for MAT children.</li> <li>• Other PLCs are planned and funded through SEG for writing, skills, PSE and moderation of work at the end of KS1.</li> </ul>	<p>Discussion with staff about PLC's Co-ordinator files Governor Meeting minutes Staff CPD records Funding sources e.g. SEG Standards in KQ2 Mentor File and student observations</p>	
<p><b>Significant Strengths</b> SER is based on a timetabled cycle of review and attention is placed firmly on data. PLC development has impacted directly on standards and increased staff understanding of process.</p>		

<b>Ways Forward for 2011-2012 SDP</b> <ul style="list-style-type: none"> <li>To increase monitoring of standards by all staff in line with new agreed timetable.</li> <li>Further link SER to Estyn documentation.</li> </ul>	<b>Ways Forward for 2012-2013 SDP</b> Use pupil surveys to greater effect.	<b>Ways Forward for 2013-2014 SDP</b> Implement any Estyn Recommendations
<b>Quality Indicator: 3.3.1 Partnership working - strategic partnerships</b>		
<ul style="list-style-type: none"> <li>The school has good partnerships in place with the cluster and with the Local Authority. The Head teacher takes an active role in LEA groups including the Schools Budget Forum.</li> <li>The school fully engages with local authority strategic planning and with ESIS.</li> <li>The SIP reflects local priorities for reading, writing and maths.</li> <li>The school is a key link in the LA reading partnership with the cluster reading champion a member of staff here.</li> <li>Links with parents are good, blog is popular, but communication using VLE or Parent Mail needs to be considered.</li> </ul>	Parent questionnaires Home / School contract Discussion with parents Newsletters Seren y Dydd/ Seren a Wythnos Attendance certificates Partnership with Teacher Training Links with Careers Wales, providing work experience for secondary pupils and teacher work placements. Files: EWO, Social Services, SpLD support	Develop ICT links to parents further with use of texting and VLE
<b>Quality Indicator: 3.3.2 Partnership working - joint planning, resourcing and quality assurance</b>		
<ul style="list-style-type: none"> <li>Close links have developed this year with the Community cluster worker and stronger links with the community are now in place.</li> <li>PLCs are being created within the cluster and within the school.</li> <li>The school engages well with the local authority to plan for the future, however, there is a need to address the under capacity of the school.</li> <li>The school has been lucky to receive two community awards totalling £5900 from its joint working.</li> <li>Cluster teachers moderate work and common portfolios exist, however, there needs to be consistency across the schools in what is collected and assessed. This has been addressed.</li> </ul>	Minutes from Multiagency meetings SENCO File Child Protection File Transition Plans Core Data Analysis Multi Agency Report File/Links <b>WAG Core Aims 3</b>	Assess impact on standards of the PLC projects.

<b>Significant Strengths</b> Community links through cluster worker PLC development with other agencies			
<b>Ways Forward for 2011-2012 SDP</b> <ul style="list-style-type: none"> <li>• Create robust and purposeful PLCs within school and without to raise standards in a targeted way.</li> <li>• Further develop links with the local and international community .</li> </ul>	<b>Ways Forward for 2012-2013 SDP</b> Develop ICT links to parents further with use of texting and VLE  Assess impact on standards of the PLC projects.	<b>Ways Forward for 2013-2014 SDP</b>  Monitor impact of PLCs for future years.  Any recommendations from Estyn	
<b>Quality Indicator: 3.4.1 Resource management - management of staff and resources</b>			
<ul style="list-style-type: none"> <li>• The school is fully staffed and all teachers have PPA time each week. Leadership time is given as needed to address key issues such as monitoring.</li> <li>• The school is well resourced for pupil learning and money has been spent on developing the outside areas.</li> <li>• Strict financial management is in place with close scrutiny from the Governing Body, whose finance group meets twice a term.</li> <li>• Spending priorities are clearly made in the SDP and priorities for spending are based on raising standards.</li> <li>• Staff are encouraged to take part in training and this budget is closely monitored too.</li> <li>• Where possible the school applies for external funding such as the Lottery Fund and the PTA.</li> <li>• The school buildings are satisfactory when taken as a whole but the high number of demountable buildings needs to be addressed with a proposed extension.</li> </ul>		Relevant policies Finance file HTs reports to Governors School maintenance reports PM reports Staff appointment minutes. FM meetings Standards highlighted in KQ1 Provision highlighted in KQ2 <b>WAG Core Aim 6</b>	Space impact of additional numbers and lack of suitable classrooms.
<b>Quality Indicator: 3.4.2 Resource management - value for money</b>			
<ul style="list-style-type: none"> <li>• The school provides good value for money. Priorities are met and a small contingency of 3% is maintained.</li> <li>• Pupils do well when compared locally and nationally and standards are high, when the impact of SEN units is taken into consideration.</li> </ul>		SDP Budget Planning File Standards highlighted in KQ1 Provision highlighted in KQ2	

<b>Significant Strengths</b> Use of outside area and recent movement of Nursery. Use of outside funds to enhance learning environment.				
<b>Ways Forward for 2011-2012 SDP</b> <ul style="list-style-type: none"> <li>To maintain current staffing and resource levels.</li> </ul>	<b>Ways Forward for 2012-2013 SDP</b> To work with LEA to ensure pupil admissions are managed effectively.	<b>Ways Forward for 2013-2014 SDP</b> Ensure plans have been put in place for extension 2015.  Any recommendations from Estyn.		

**Please provide a comment on:**

**The provider's overall performance**

Overall, standards in the school are good once the effect of SEN provision is recognised. Recent dips in Science and Maths have been addressed and standards have risen as a response to this. Nearly all pupils make good progress and a significant minority exceed expectations at the end of KS2. Teaching is good throughout the school and the provision for the development of skills is a developing feature. Pupils are well cared for and supported whether they need extra support or be extended through the MAT project. Leadership is positive and self evaluation systems are now good and having an impact on standards. Good community links are developing and the school is enthusiastically embracing a range of national and local initiatives.

**GOOD**

**The provider's capacity to improve**

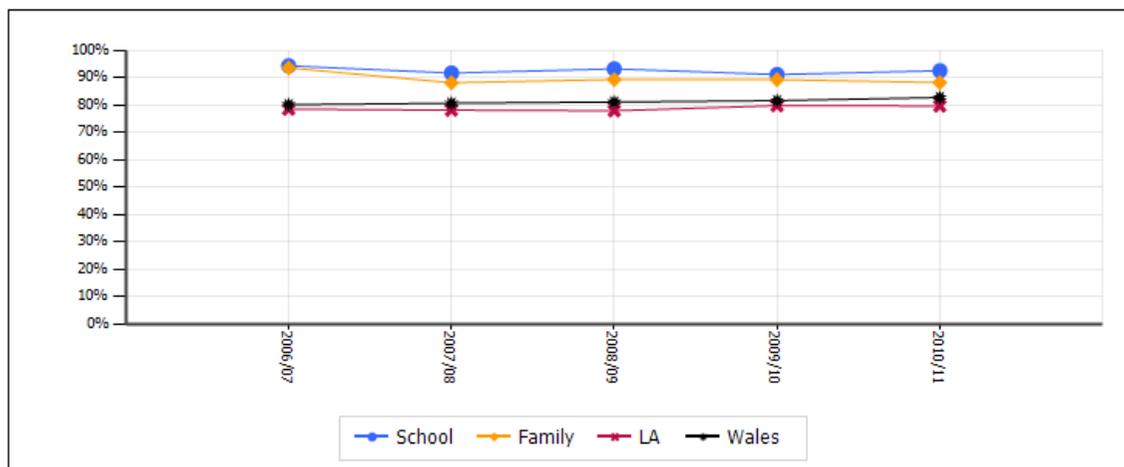
The Head teacher, staff and Governors have instigated a great deal of change in recent years. This has had a direct impact on standards. New self-evaluation and assessment policies ensure that the school is constantly under review and strategic direction is focussed on pupil standards. The school shows that it has the capacity to improve. Effective use of data and the SER process are in place and areas for improvement are quickly recognised and addressed e.g. Science scores in lowest quartile for one year.

**GOOD**

## Appendices – Data and SIP targets

### Maesybryn Primary School Analysis of Key Stage Data 2010/2011

#### Key Stage 1



#### Headline Points

The graph above shows that Maesybryn Primary School is above the National, LEA and family averages. This is without taking into account the pupils within the CDC Unit. This is 1.6% higher than 2009/2010, which is positive.

#### Cohort of pupils-

##### Nursery 39 pupils- 12 girls and 27 boys

There was a smaller in take of Nursery children this year, with 'Rising 3's' beginning school after October half term. Each child represents 2.56% with each girl as 8.3% and each boy 3.7%.

Baseline scores were evenly spread without a significant gender difference. However, Number recognition and concept scores were lower than in previous years. A good balance of achievement in Personal and Social, as well as Oracy in the Nursery results. The scores range between 41 and 57. 28 being the lowest score you can obtain and 84 being the highest.

### **Reception 59 pupils-29 girls and 30 boys**

Each child represents 1.69% with each girl as 3.45 % and each boy as 3.33%

Baseline results were high and evenly distributed, achieving their potential.

The overall scores for boys were slightly lower this year, as there were four children from the Complex Needs Unit, which distorts this figure slightly, as there is minimal gender difference.

### **Year 2 40 pupils- 24 girls and 16 boys**

Each child represents 2.5% with each girl as 4.16% and each boy as 6.25%

Over 100% of girls achieved level 2 and above and 81.2 % of boys achieved level 2 or above.

The 18.8% of boys who did not achieve Level 2 have I.E.P's and receive extra support.

**The CSI is 1.6% higher than previous year at 92.5%, making us the third highest in our family of schools of 11.**

### **Gender Analysis**

All girls achieved level 2 in all subjects. . The boys achieved slightly lower 81.2% achieved level 2 or above. Looking at All Wales data, there is a gender difference as the boys are underachieving compared to the girls. This is the case for our other Family schools as well as the Local Authority and Wales. The boys in question who did not achieve Level 2 have I.E.P's and are receiving additional support, which will hopefully make them achieve this in the future. However, overall there are more boys achieving Level 3 than girls this year.

### **Subject Analysis**

**In English, the school is above the National LEA and family averages. We are the fourth highest in our family of 11 schools.**

In our school 20.8% of girls achieved Level 3, 79 % achieved Level 2, 25% of the boys achieved Level 3, 50% achieved level 2, 18.75% achieved Level 1. A decrease was seen in the number of pupils attaining Level 3, however, there were more children achieving Level 2 and overall higher percentages, as last year we had some children in the Complex Needs Unit who were working towards Level 1. This year we are still above the family, Local Authority and Wales averages, which is pleasing.

**In Mathematics, the school exceeded all averages and we were fourth overall in our family group.**

In our school 20.8% of the girls achieved Level 3 and 79.17% achieved Level 2. The Boys 31.25% achieved Level 3 and 56.25% achieved Level 2, 12.5% achieved Level 1. A higher percentage of boys achieved Level 3 in Mathematics. The percentage attaining the higher level decreased slightly and we are higher levels than our family in Level 2 attainments, however our family are slightly higher than us in achieving Level 3. We are still above the family, Local Authority and Wales averages.

**In Science, the school was joint first in the family at achieving Level 2 and above all average figures.**

In our school 20.83% of the girls achieved Level 3 and 79.7% achieved Level 2. The boys achieved 37.5% at Level 3, 62.5% achieved Level 2. There were not any pupils working at Level 1. There is an even spread within the science results and the boys and girls performed fairly equally. We are above our family, Local Authority and Wales averages. However, our family slightly out perform us on achieving Science Level 3.

**Progression from Baseline**

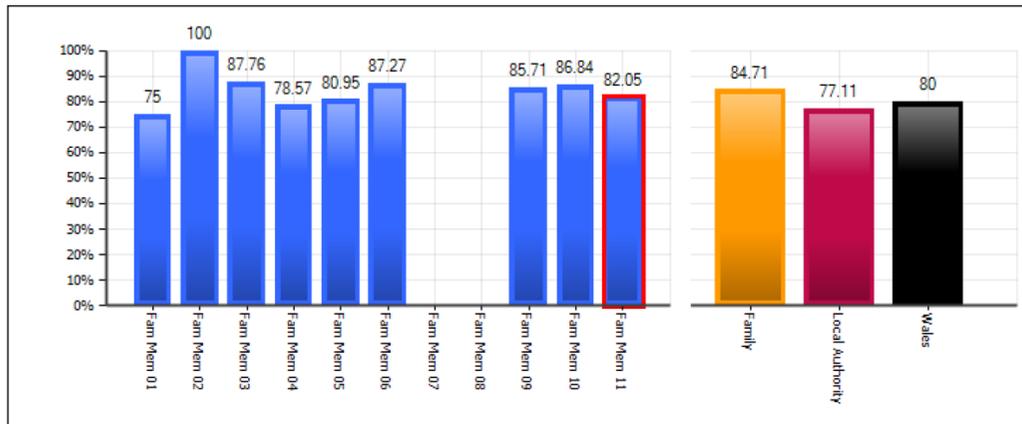
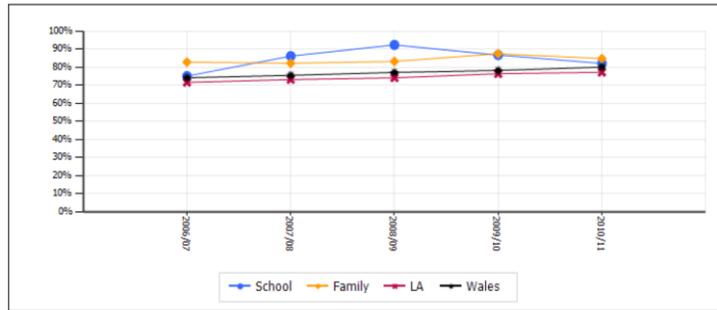
All children who completed the Baseline assessment in Reception had progressed from when they completed it during their time at Nursery. The results are evenly distributed across the areas of learning.

**Conclusion**

Maesybryn Primary School is continuing to exceed the Local Authority and Wales averages in English, Mathematics and Science. It is pleasing to see a higher number at Level 2 and a reduced number of working towards Level 1. We will continue to strive to improve more children achieving Level 3 at the end of Key Stage 1 and ensure that our averages stay high.

## Key Stage 2

### Family Comparison



1 of 39 children. Of these 16 (41%) were boys and 23 (59%) were girls.

The CSI is down 4.62 % over all with boys down 8.33% and girls down 3.52%. There has been a slight decline for a second year in the results for English, Maths and science.

Reasons for this are:

- five children were assessed as having MLD, (of those 1 achieved Level 4 in all subjects and one achieved level 4 in Maths and English and Level 5 in Science).
- one child had dyslexia and attended specific classes for his needs,
- one child was a member of the SLD class,
- another child came to us from a Welsh medium school late in year 6 as she was finding the language difficult.

### **Gender analysis**

#### **English**

	<3	3	4	5+	4/5
Girls	4.35%	4.35%	52.17%	39.13%	91.3%
Boys	0	25%	56.25%	18.75%	75.1%

In English, boys outperformed girls at level 4 but girls outperformed boys at level 5+. If we look at levels 4 and 5 together, girls outperformed boys by 16.2%. These results do not show the exceptional performance of one girl who achieved level 6/7.

#### **Maths**

	<3	3	4	5+	4/5
Girls	4.35	8.7%	56.52%	30.4%	86.92%
Boys	0	25%	56.25%	18.75%	75%

In maths, girls outperformed boys by 11.92% in levels 4 and 5. Again there is no evidence of the exceptional performance of two girls who achieved level 6.

### Science

	<3	3	4	5+	4/5
Girls	4.35%	8.7%	52.2%	34.8%	87%
Boys	0	25%	68.8%	6.3%	75.1%

In science, girls outperformed boys by 11.9% in levels 4 and 5.

### Subject analysis

There were a number of reasons why our results were such this year. Five children were assessed as having MLD, one child had dyslexia and attended specific classes for his needs, one child was a member of the SLD class, and another child came to us from a Welsh school late in year 6 because she was finding the language difficult.

When looking at All Wales data we can note the following points. In English the school was slightly below the family average but above local and national averages – we were 6<sup>th</sup> in our family. These figures include one child from our complex needs class. There was a pleasing increase in L5 results in our school but this was 5% below our family of schools. We were slightly above the local and national results for Level 5 and above. Mention should be made here of one child who achieved level 6+ in English.

In Mathematics, we were slightly below our family of schools, the LEA and the national average. This gives cause for concern even though there was an increase in the number of pupils achieving level 5 in our school. This is being addressed by the purchasing of a new maths scheme which will be used throughout the school.

In Science, a similar picture to Maths exists with Level 4's and 5's being slightly below the results seen in the Family, LA and Wales data

### Progression

The cohort at Key Stage 1 achieved a CSI of 92.5% compared with 84.71% at the end of key stage 2. There is a difference of 7.8% which indicates a drop at key stage 2. A possible reason for this is that the Key Stage 2 results contain 7 pupils holding IEP's, two of which were not at the school in 2005-2006. Adding the 5.12% (i.e. 2.56% per pupil) to the 84.71% gives a result of 89.83% and would suggest a marginal decline at Key Stage 2.

## **Conclusions**

Even though there has been a slight decline in results this year, the pupils of Maesybryn Primary School are continuing to produce good results. We are hoping that by providing the children with extra support in maths and English, our good results will become excellent results next year. We are constantly striving to improve our results by reducing the number of level 3's and increasing the number of level 5's at key stage 2.

It should be noted here of the exceptional performance of three pupils one achieving Level 6/7 in English and the other 2 achieving Level 6 in Mathematics.

Having received the Cats Test results from Bryncelynnog which the children completed in July, it is pleasing to see that the results obtained are in line with the Teacher Assessment Levels given at the end of Key Stage 2.



## SPD 2011/2012

### Summary of Key Targets

No.	Target	Rationale
<b>Key Question One – Standards and Wellbeing</b>		
<b>1 Numeracy</b>	Develop mathematical skills and abilities through the effective introduction of Abacus Evolve into all classes and the maintenance of the numeracy support programme with nearly all pupils making good progress as assessed by Incerts.	School has identified that standards need to improve with increases needed with L5s and in AT1. Also a significant minority of pupils who struggle with the subject. Abacus has greater opportunities for problem solving, extension and support. Numeracy support very successful last year
<b>2 Literacy</b>	To improve standards of writing throughout the school through concentration on creative writing, spelling and grammar and effective monitoring. KS1&2 levels for writing to increase in line with reading with an increase in L3 and L5 of 10% in writing.	Writing levels in both key stages are lower than reading and oracy. Evidence in recent ESIS review that there is a lack of extended writing within the school. Staff perception that spelling standards have declined.
<b>3 Well being</b>	Work with a PLC to implement SEAL approach to PSE in school, thus raising standards of wellbeing throughout school.	Current PSE scheme well received but will improve further by adopting SEAL practice from across UK. PLC is cross border.
<b>4 Standards</b>	Raise standards in Science in line with English and Maths at end of KS1 and KS2 through increased focus on skills and investigation.	Science results have fallen over the last two years, especially at KS2. Scheme and teaching approach is not skill focused. PLC in school to address this.
<b>Key Question Two – Learning Experiences, Teaching, Care Support &amp; Guidance and the Learning Environment</b>		
<b>5 Provision</b>	Make effective use of outdoor environment throughout school as a tool for improving literacy and numeracy skills in a range of contexts.	School has invested in resources and training and this should directly impact on standards, especially in the core subjects. KS2 in particular need to use the environment.
<b>6 Provision</b>	Create a self contained nursery within a single building that fully embraces the Foundation Phase as assessed by ESIS visit May 2012 and where all children make significant progress as assessed against CDAP.	The current nursery provision is split into two classes across three buildings making effective provision impossible.
<b>7 Teaching</b>	Ensure the full and effective use of Incerts to track groups of pupils and individuals leading to more structured and individual planning for all pupils.	Incerts has been well used to input data on pupils achievement. It now needs to be interrogated thoroughly to ensure pupil, group and class progression through the subject skills.
<b>Key Question Three - Leadership</b>		
<b>8</b>	Create an effective system of Subject Leader monitoring for Foundation Subjects at Key Stage 2 and Foundation Phase to ensure consistency and progression of learning in all subjects.	Following training and leadership in core subjects , the next phase is for all other subjects in order to improve provision and standards throughout school. Need to use Incerts, listening to Learners and monitoring.
<b>9</b>	Manage the effective transition between Foundation Phase and Key Stage 2 in school and across the cluster with an agreed policy and portfolio.	No cooperation across the cluster and a need within school to ensure a smooth transition of data information and styles of teaching.
<b>Specific Initiatives</b>		
<b>10</b>	Ensuring an Effective Skills based curriculum.	Need within school to develop skills progression across each phase. Not consistently implemented or assessed.
<b>11</b>	Develop incidental Welsh across year groups and in a variety of settings.	<i>Good levels of Welsh within school but a need to take this into non classroom settings to develop Welsh as a living language.</i>

