

# ST DAVID'S CHURCH IN WALES SELF EVALUATION REPORT 2018

## Context

St David's is a voluntary aided Church in Wales primary school situated in the village of Colwinston, midway between Bridgend and Cowbridge. The school serves the rural parishes of Colwinston, Llandow and Llysworney and admits a significant number of children from further afield. Built in 1970, the school was extended four times in the last 20 years, but in 2016, its poor condition and layout meant that it was considered no longer fit for purpose. In 2017, Band B funding was secured and the community was informed that £4.1M has been allocated for a new school build. This is not likely to be completed prior to 2020/21. In the interim period, the school has had internal remodelling and makes the best use of its own and community resources. The school has a good sized, hard & artificial grass play area; and a large playing field, which includes a climbing frame trim trail and designated conservation area. The school also has access to the community MUGA and extensive cricket pitch over at the Village Hall.

The school initiated two big changes since the last inspection. Firstly, it has reduced the length of the school day to end at 3.25pm, by shortening the lunch break. Secondly, it increased the age range to 3-11, admitting Nursery aged children - only possibly as the school was experiencing a falling roll and had spare classrooms. This has reduced its capacity from 161FTE to 154 FTE. (However rising from 161 to 168 pupils including the 28 part time nursery pupils).

However, even with the new nursery, over the last 7 years the school continued to experience a falling roll. It dropped to 127 pupils in 2015/6, and was forced to reduce from 7 discrete classes to 5 mixed ones, with the average class size rising to 28. This also had huge budget implications and has meant staff reductions. This is set to change with forecasts of pupil numbers now positive due to significant housing developments in the immediate locality.

Currently, the school is experiencing a rising roll and has admitted 148FTE pupils. During 2017/8, mid -year mobility was high and resulted in both Foundation Phase classes rising to exceed 34 pupils. Therefore, with the roll expected to continue to rise, classes for September 2018 were set with an average size of 23 to allow for mid year growth. With new developments commencing, the school is shortly predicted to grow past its 168 capacity, but the proposed new school with a roll of 210 is expected to meet demand for places. The school is currently organised into 4 discrete and 3 mixed age classes, (4 in FP & 3 in KS2). There are 7.5FTE teachers (including the Headteacher and PPA cover). There are 6FTE learning support assistants (5.5 FTE in Foundation Phase and 0.5FTE specially trained in KS2 for SEN afternoon withdrawal.) Three of the LSAs are also employed for midday supervision and breakfast club duties. Two of the LSAs are qualified and paid as HLTA to undertake FP PPA and lead the nursery. The school also employs 3 other breakfast club & midday supervisors and an admin clerk. Caretaker and cleaners are employed through external contracts.

The area is relatively prosperous; currently less than 4% are entitled to free school meals, which is below the national average. This low level had historically had a detrimental impact upon the funding for ALN, but with LEA funding formula reviews, this improved slightly in 2016.

Most pupils are from a white British background. Mobility has meant that there are no longer any pupils with EAL in the school, although they annually return for two weeks in the summer term. No pupils come from homes where the first language is Welsh, so English is the predominant tongue and the school teaches Welsh as a second language.

The school receives pupils from the full range of abilities, but currently only identifies around fifteen percent of pupils as having special educational needs. No pupils have a statement of additional learning needs. There are no Looked After Child in the school and very few children on the Child Protection register.

An external provider- Simple out of School, provides afterschool care in the nearby village hall, and the school offers a free WAG-funded Breakfast Club. Wrap around care is also provided for Nursery pupils via private providers St Aubins and Fun Foundations.

The school holds a third Eco Schools Platinum Flag and has achieved other quality standards such as the Basic Skills Quality Standard, ICT Mark, Active Marc, Fairtrade and Healthy Schools awards. It is a Lead Practitioner School, working closely with Pioneer schools towards the new curriculum.

The school is currently categorised as Green A2. The school was inspected in February 2012 and revisited in April 13 . All recommendations were met.

## KQ1: STANDARDS

### Self Evaluation: 1 (previously 2 categorisation)

1.1 Standards & Progress Overall	Evidence
<p>In depth analysis of a range of cross-referenced data demonstrates that 2018 standards and progress in Core subjects are good to excellent. The school sets very ambitious targets (Q1/Q2) and staff work very hard to meet them (sometimes exceeding with the help of specific interventions). Externally (cluster &amp; CSC) moderated annual End of Key Stage Teacher Assessments (TA) in both Foundation Phase (FP) and Key Stage 2 (KS2) were maintained or improved, comparing favourable with Wales, Consortia and LEA standards. (All Wales Core Data Set)</p> <p>Over the past five years, standards have fluctuated, but have been significantly affected by mobility and SEN in small cohorts rather than specific trends in any core subject.</p> <p>Accuracy of 2018 TA was reflected in annual Y2-6 Wales National Test data (WNT), again comparing favourably with LEA and Central South Consortia, particularly at the more-able end.</p> <p>Externally analysed Value-Added (VA) data (FFT high target expectations to actual analysis and FPP Baseline progress to end of FP &amp; KS2) demonstrates percentages of pupils making above expected progress often higher than Wales, LEA or Consortia.</p> <p>Internal termly individual pupil value-added data collections (core subject indicators) and standardised tests (ie Reading/Spelling/Big Write/CLIC/non-verbal NV Reasoning) demonstrate steady progress in each class/year group, often with above expected progress.</p> <p>Senior Management Team (SMT) and external Work Scrutiny (Challenge Advisor/SIG/Church Cluster/Peer Evaluations), and internal Listening to Learners about achieving learning goals/targets, also evidence this progress.</p> <p>These standards are also reflected in the schools year on year success in competitions such as English Speaking Union Public Debates; MAT Maths Challenges; Story Writing; Sports (Swimming, Netball, Football, Tennis); Welsh CwisDwluDarllen; as well as the wealth of individual awards for regional and national achievement in wider sports (Gymnastics, Sailing, Martial Arts, Rock Climbing, Equestrian Decathlon, Cross-Country, Lifesaving), music, dance and drama.</p> <p>Standards in Foundation subjects are also usually high. In 2017, over 90% pupils achieved L4+ in nearly all KS2 national curriculum areas (including RE), except Music at 64% (previously 59%). This appeared to fall in 2018, but mobility, combined with cautious levelling is a factor. Focus on creativity at pupil planning level to address any areas identified by subject coordinators.</p> <p>Class observations and listening to learners also confirm that nearly all pupils make good progress.</p> <p>Areas identified for improvement: writing at expected level, although comparing well to Wales &amp; CSC, is below LEA levels and not on a par with oracy &amp; reading- this was also a gender/ALN issue for the 2018 cohort. (Write Stuff to be fully integrated at whole school level alongside literacy interventions and focus on pupil-led planning.)</p>	<p>SIMS numbers on roll</p> <p>FP &amp; KS2 Comparative Reports</p> <p>AWCDS with FSM Family Benchmarking</p> <p>CSC Data Pack with Commentary (includes VA and WNT)</p> <p>LEA analysis of NV to WNT data, FFT Reports</p> <p>National Test Benchmarking data</p> <p>INCERTS TA</p> <p>Termly VA Excel spreadsheet on Hwb, L2L &amp; Book Scrutiny reports</p> <p>Securing Accountability Moderation Reports</p> <p>Termly standardised test Excel spreadsheets</p> <p>HT Reports to GB Target Analysis</p> <p>Twitter Feed</p> <p>Merit Assembly Worship</p> <p>PM class observations reports &amp; video obs</p>

<b>1.2 Standards and progress of specific groups</b>	
<b>Evidence</b>	
<p>The school analyses data for early identification of any trends for specific groups and targeting of interventions or support appear to have been successful. Vulnerable groups are highlighted on INCERTS, which is mirrored to the termly VA spreadsheet. This means any concerns are quickly identified and addressed. Generally, there are only cohort specific issues which result in fluctuating trends. Most pupils make good progress and the majority achieve very high standards. Using a 3 year rolling average, the school has been in the 1st national FSM benchmarking group (0-8%) for the last 15 years. Unfortunately, in the last few years it has not been in receipt of PDG (mobility after 2016 PLASC used to inform the grant).</p> <p><b>FSM 2018:</b> less than 5% FSM in the school (no PDG). End of FP &amp; KS2 demonstrated comparable eFSM &amp; nFSM results for expected levels. In KS2 comparable results were also achieved for above expected levels. Elsewhere in school 80-100% are on target for expected standards and progress.</p> <p>There have been no <b>LAC or EAL</b> pupils recorded at the school since 2015/6. EAL pupils in 2016 made excellent progress and were achieving expected to above expected standards. In previous years, LAC pupils were achieving above expected standards.</p> <p>2018 end of Key Stage did not included pupils from <b>Ethnic Minority</b> backgrounds. Most children from ethnic minority backgrounds make good progress towards achieving expected or above levels. However, in 2017 despite external support and some closing the gap progress, pupils at end of FP failed to meet expected standards. (Commentary on Data Set clarifies genuine reasons and this is no longer an issue)</p> <p>Pupils with <b>ALN</b> on the Lexia &amp; 1<sup>st</sup>Class@Number interventions made very good progress, successfully narrowing the gap and improving national test standardised scores. Y6 2018 CSI demonstrates that all pupils made expected progress despite ALN. Y2 pupils at school action made excellent progress and other than mobility.</p> <p>Pupils having <b>ACE or child protection</b> concerns (usually with wellbeing issues) have made good progress academically plus SELFIE / ELSA /report feedback/pupil &amp; parent questionnaires demonstrate improved well-being. Significantly, feedback from pupils new to the school is very positive.</p> <p>Children on the <b>MAaT</b> register make excellent progress in expert areas, through external support, cluster working or differentiation. Pupils have been selected to represent county, region and country. The school outperforms Wales, CSC &amp; LEA at above expected levels and has also increased percentages of L6. Progress and standards in Welsh were particularly impressive.</p> <p><b>Gender.</b> Like the overall whole school numbers, the proportion of boys/girls in Y2 / Y6 has fluctuated significantly over the last 8 years. 2017 and 2018 cohorts had significantly higher girls in both FP &amp; KS2, with a high percentage of boys in both year groups identified with ALN. The gender difference is not significant at expected levels-even in FP one child with ALN has an impact on gender difference.</p> <p>Areas identified for improvement: However, FP &amp; KS2 show a downward trend in Literacy and Numeracy at above expected levels, with girls significantly outperforming boys. Analysing this further reveals that the percentages relate to only 1-2 pupils in FP. In KS2, as each boy= 9.09% and each girl =5.88% the difference relates to 4 pupils in Literacy, and 2 in Numeracy and Science. Unfortunately, Literacy interventions to support boys have also had an impact on girls. (Boys were selected to attend football inspired writing sessions with real authors at a cluster event and all pupils are reporting increased motivation &amp; writing skills with the new Write Stuff &amp; continued pupil-led planning initiatives.)</p>	<p>SIMS, AWCDS 2017 &amp; 2018, CSC Summary with commentary 2017 &amp; 18 INCERTS &amp; VA records, SENCO Intervention Impact Report, Reading &amp; Spelling Tests analysis, SELFIE analysis</p>
<b>1.3 Standards and progress in skills</b>	<b>Evidence</b>
<p>Initiatives such as Thinking skills, Growth Mindset &amp; pupil goals, Write Stuff, Big Maths, LNF &amp; DCF, Becta ICT QM and 360° Audits have embedded processes that impact upon skill standards. Many pupils connect and apply their knowledge and skills in different contexts to create ideas, products or think creatively to solve problems. Most pupils make good progress in relation to LNF &amp; DCF.</p> <p>Classroom observations, listening to learners, pupil-led planning, work produced and comprehensive assessment data demonstrate high standards and good progression in literacy (including Welsh), numeracy, ICT &amp; thinking skills for problem-solving. Pupils transfer these skills across the curriculum as shown by topic books, pupil end of year reports and Hwb e-documents. At the end of FP, during mental maths warm ups, nearly all pupils can clap while they count on in 2s, 5s and 10s from any given number; many pupils express views about information and details in peer's Brain Builder work, considering content, ideas, presentation, organisation and the language used; during Enrichment Afternoons, many pupils talk confidently and enthusiastically about things they have made or done,</p>	<p>SIP 2017/8 evidence: Priority 1 Standards Listening to learners Lesson Observations Scrutiny of Topic Books, End of year pupil reports ALN Intervention reports Planning folders</p>

<p>explaining the process; and nearly all enjoy using Hwb J2e collaborative platform to create or edit word processing documents to record their research. At the end of key stage 2, most pupils express issues and ideas clearly, using specialist vocabulary and examples when presenting debate subjects; nearly all pupils can reflect on Write stuff strategies, edit and redraft to improve their story writing; many pupils are able to create and organise a database with a variety of fields to record science results; and most pupils can select and construct appropriate charts, diagrams and graphs with suitable scales- a high proportion able to use pie charts.</p> <p>Early identification of pupils' failure to meet targets results in focussed additional support. Children requiring additional support in key skills make good progress in narrowing or closing the gap and achieve higher standards following intervention programmes.</p> <p>Pupils' contribution to leading Worship, response to TASC wheel, involvement on committees, drama/ role play and presentations demonstrate high standards in oracy. Over the last 5 years, the school has had significant success in Rural Vale schools Public Speaking and MAaT Maths Challenge competitions.</p> <p>Monitoring of pupil's "involvement" levels in Foundation Phase demonstrates higher standards of independent skills, creativity and physical skills in continuous provision. Homework Brain Builders clearly demonstrate this creativity during independent projects. Pupils own use of AfL and Pi &amp; Romeo is effective in developing skills and improving their learning. There is less reliance throughout the school on worksheets- more on active learning. Enrichment afternoons showcase pupils' communication and higher order thinking skills with children across ages.</p> <p>Few children have Welsh spoken at home or hear it in the community, however many can communicate effectively in different forms and settings. In all year groups, pupils respond well to teacher's frequent incidental use of Welsh during lesson time, registration periods, around the school and in Worship. Pupil's high incidental use of Welsh has been noted by many visitors to the school including: the LEA Advisor for Welsh, Church Inspector, ICT Quality Mark Assessor (a Welsh speaker), supply teachers and Family School Headteachers. At Cluster moderation, five of our Y6 pupils were moderated from a L5 to a L6.</p> <p>However, percentages of pupils being awarded "tocyn iaith" / "criw cymreig awards" &amp; "seren yr wythnos" have decreased and the new siarta iaith initiative hopes to refresh this area.</p>	<p>Previous planning on shared areas NAS/Hwb e-documents, Classroom Observations, NSP LNF Audit, Skills portfolios, Target Tracking analysis, INCERTS LNF &amp; DCF, VA Excel spreadsheets FP Interaction Observations, CSC National Test analysis, BSQS &amp; ICTQM 360°</p>
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**QK1: STANDARDS Success at meeting 2017/8 priorities (see SIP evidence PPT & HT Report to GB on targets)**

Raised standards in **Welsh** (achieved L6): extending MAaT through withdrawal conversation/reading group/competition; Increased the Welsh on display in classrooms and use of incidental Welsh outside of skills lessons, Criw Cymreig effectively using social media to promote Welsh language outside of the classroom; pupils using Hwb Welsh resources.

Raised standards in **Literacy**: Impactful trial of Write Stuff; successful RWI spelling strategies & Lexia intervention raising standards in reading and spelling (particularly Y3); successful ELKLAN intervention & Creative Schools storytelling improving speech for pupils with ALN (particularly Y1); parents better able to support FP pupil literacy skills, following workshop.

Raised standards in **Numeracy**: Impact of problem-solving & reasoning sharing good practice evident in WNT (school significantly outperformed LA & CSC in every year group); 1<sup>st</sup>Class@Number interventions raised standards for **ALN** particularly in Y2-4, and many continuing to close the gap; consistent Big Maths strategies led to improvements in WNT procedural (although improved still need to focus on practical aspects); Excel assessment demonstrate consistency using SAFE / CLIC / Beat That, resulting in excellent progression; increased outdoor opportunities in FP for practical maths improving time & measures; addressed 2016/7 gender gap raising girls at O6/L5.

Raised standards in **ICT**, ensured coverage of DCF skills and further developed pupil Digital Leaders; improved skills in 'data & computational thinking', media editing, control & coding Lego

Raised **EOFP** standards. Achieved good progress other than mobility and improved predicted LLC & MD O5 projections from 60% to 93% (specifically boys), and extended the more able O6 from 15% to 50% using whole school initiatives; addressed issues caused by larger mixed FP classes, with minimum LSA support. (Mobility forcing rise to over 30, just prior to September 2017.) Focussed all additional support as staff return from maternity or using grants to secure improved ratios and split class into larger classroom space areas. Targeted and addressed 2016/7 **FPP Baseline** issues toileting, personal, social and behavioural (TEAM TEACH) and speech (ELKLAN)

Raised standards (strong L5 better than target & L6) in **Science**: through STEM & Cornerstone's Donaldson linked **Science** Topic Starters; partnerships for authentic science experiences; and work with Pioneer / other Lead Practitioner (LP) schools: KA led Science Network meetings which impacted specifically on reflection on conclusions, use 12 principles, including **mindset & critical thinking**; using ICT (DCF used for effective delivery of numeracy skills), cross linking DCF/DT with Science SOW to identify relevant links. Asked to continue LP work into 2018/9.

**KQ1: STANDARDS Emerging Priorities 2018/9**

To maintain /improve standards despite poor learning environment, lack of resources and budget.

To further address writing (specifically boys) identified by 2018 TA AWCDs analysis – write stuff/RWI setting/use breakfast club

To maintain ALN support despite staff cuts due to budget and roll out effective 1st class@number, trialled 2017/8. To focus additional **Literacy & Numeracy** support to address where mobility impacts negatively on EOFP or EOKS2 target predictions.

To address issues identified by 2018 National Test & GL analysis: although practical maths strategies improved more focus needed on Time/Measures; vulnerable groups reading & number. Use of consistent language & strategies

To improve predicted 2019 **EOFP** standards at expected and above expected levels (high percentage of ALN in small cohort) LLC & MD O5 projections from 60% to 100% (specifically boys), and extend the more able O6 from 15% to 55%. Literacy in continuous provision- including outdoors

To address areas to meet the siarta iaith challenge and continue to improve standards in Welsh.

In preparation for NEW SCHOOL, to begin to research qualities of environment that most impact upon skills development: continue Pedagogy sharing good practice, audit current resources & investigate resources to meet better meet pedagogy needs, audit display & classroom organisation; identify skills needs of stakeholders.

To ensure DCF, Practical Maths & Science creative curriculum is resulting in high standards- sharing best practice linked to Lead Practitioner work

To build upon media skills, continuing to raise standards in DCF (plus GDPR compliant), Oracy and extended story writing linked to Lead Creative School 2017/8

To address any FPP Baseline analysis issue from 2018 data

To address any value-added issues arising from INCERTs & FFT analysis throughout 2018-2019

**2019/20**

To maintain /improve standards despite poor learning environment, lack of resources and budget.

To address issues identified by 2019 National Test & NFER analysis

To address any AWCDs & FPP Baseline analysis issue from 2019 data

To address any value-added issues arising from INCERTs & FFT analysis throughout 2019-2020

In preparation for NEW SCHOOL, to build upon research into qualities of environment that most impact upon skills development: continue Pedagogy sharing good practice; secure resources to meet better meet pedagogy needs; plan display & classroom organisation based upon good practice research; plan to improve skills needs of stakeholders in a Community school.

To maintain /improve standards meeting skill requirements of the proposed new curriculum 'What Matters'

**2020/21**

To address issues identified by 2020 National Test & NFER analysis

To address any AWCDs & FPP Baseline analysis issue from 2020 data

To address any value-added issues arising from INCERTs & FFT analysis throughout 2020-2021

To maintain /improve standards meeting skill requirements of the new curriculum 'What Matters'

<b>KQ2: WELLBEING &amp; ATTITUDES TO LEARNING</b>	
<b>2.1 Wellbeing</b>	<b>Evidence</b>
<p>St. David's Primary is very much at the heart of the parish community and pupils well-being is at the heart of the school. Promoting wellbeing is a strength. Parents feel very strongly that: "the school is a <b>safe place</b>, where children are well looked after and it encourages pupils to follow a healthy lifestyle; promotes good race relations and disability equality". The KS2 pupils Fisher 'Feeling-attitude survey ' scale and well-being scores compared very well to pupils elsewhere in Wales- above the average. Annual pupil questionnaires demonstrate that nearly all KS2 pupils and the majority in FP are happy in school. End of year pupil questionnaires and the attitude surveys reveal all children are "<b>happy</b>", "feel safe" and that "school is a safe place". Nearly all children identify that they "know how to get help if things are becoming difficult for me in and out of school."</p> <p>A termly monitoring system has been put in place to measure children's' involvement &amp; well-being levels in FP. (SELFIE for KS2.) Two trained ELSA staff are available to support pupils, although all staff have been trained in a range of strategies. Educational Psychologists input further strategies as required. 'Cwtch' sessions have supported pupils who have had a range of Adverse Childhood Experiences (ACE) and showed symptoms of anxiety, anger, depression and other social and emotional difficulties such as low self-esteem or difficulty making friends. All staff trialled 'Good Day -Bad Day' activities to better understand how to address pupils' emotional needs. Nearly all pupils make very good progress.</p> <p>A wide range of <b>behaviour</b> &amp; support strategies are successfully employed, but via questionnaires, pupils still felt behaviour of a few children could be improved. School council introduced initiatives and parents and pupil perceptions have improved. There has only been one fixed-term exclusion within the school over the last 6 years and support from the Vale Behaviour Unit has ensured excellent progress making a repeat unlikely. Incidents of Bullying &amp; Discrimination are rare, but dealt with according to the policies. Fewer bullying incidents were reported and investigated in 2017/8 and some of these were incidents outside of school- none in 2017/8 were discriminatory. Nearly all parents feel bullying is dealt with appropriately and fairly.</p> <p>The school Buddy system and peer supporter work is instrumental in the success of pupils settling and understanding of routines. Lunchtimes are significantly improved with Y6 buddies supporting new Reception pupils and fewer conflict incidents need to be addressed by adults.</p> <p>The school has been awarded a third Platinum flag and continues to meet the standards as a Fair Trade school demonstrating the commitment of staff, pupils and parents to the area of ESGC. <b>Pupil Voice</b> Committees are well established and are linked to Enrichment afternoons, so that all children can take on some aspects of leadership roles. Most pupils are vocal in sessions demonstrating excellent empathy and understanding. Pupils' are involved in the decisions of many aspects of their school life: leading class &amp; whole school Worship, creating rules &amp; codes of behaviour, motto &amp; logo, deciding the learning focus at the beginning of a new topic, designing support posters and "ethos" areas; deciding school lunches &amp; liaising over menu choices; applying for grants for peace pole area; timetables for play activities; integral AfL and through the TASC type approach to many activities. They lead assemblies about Children's Rights and issues about fairness, sustainability, justice, equality and keeping safe- encouraging other pupils to support campaigns (creating posters); they share progress towards initiatives and actions and celebrate success. PSHE lessons and Christian Values Worship reinforce these values and pupils can talk at length, demonstrating progress towards being ethical and informed citizens. Attendance is high at a wide range of extra-curricular activities and a very high percentage of pupils' access instrumental tuition.</p> <p>Pupils demonstrate positive attitudes when discussing health issues as part of curriculum, Community Police &amp; other health specialist visits, <b>Healthy School</b> initiatives, after-school clubs, awards, Cycling Proficiency, sporting competitions and events. They apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives. Pupil committees are fully involved in "Healthy Schools" projects, resulting in the 6 Awards, with good progress towards the WNHSSNQA; School took part in (2 previous) SportWales survey, with extremely positive results. (awaiting 2018) Attendance at a wide range of extra-curricular activities including sports, choir, Mad Science, Confirmation, Eco/Gardening and instrumental tuition is high. This impacts upon most pupils skills across the curriculum. Activities change according to the demands and interests of pupils and suggestions are made through the School Council. In Sex education (focusing on keeping safe &amp; healthy) pupils again have a positive attitude to discussions.</p>	<p>Vale Well-being Report, Church Attitude Survey ELSA SportWales Survey, Pupil &amp; Parent Questionnaires, Bullying Log, SIMS Attendance &amp; Exclusion data, SELFIE analysis, Policies and Audits, HT Report to GB, GB Annual Report to Parents Pupil Committee portfolios &amp; award feedback (School Council Super Ambassadors PE Ambassadors Healthy Schools Eco Schools Fairtrade JRSO Peer Supporters Buddies Ethos) Twitter Feed Website Peace Prayer Garden Smoke Free School signs</p>

2.2 Attitudes to Learning	Evidence
<p>Pupil questionnaires and listening to learners have revealed that many pupils are beginning to use <b>Growth Mindset</b> strategies, setting ambitious targets that require effort or practice and using mistakes as learning opportunities. They are using a greater range of strategies when faced with problems and have good perseverance skills. They critically feedback peer evaluations and sensitively suggest changes, understanding the need to refine and improve.</p> <p>When working with storytellers, musicians and poets they were eager to contribute ideas and were inspired to be creative. They confidently engage in independent study in lessons and at home for open-ended Brain Builder activities. Pupils contribute enthusiastically to activities inside &amp; outside of the classroom, but particularly excel when on visits- learning in unfamiliar situations. Authentic community partnerships (such as Princess of Wales Hospital &amp; Renishaw) have enthused our pupils and created very positive attitudes to learning back at school too. Pupils clearly demonstrate that they are ambitious, confident, capable and independent learners.</p> <p>Attendance is high at a wide range of extra-curricular activities and a very high percentage of pupils' access instrumental tuition. Few children are excluded from any aspect of school curriculum or life. Trips, clubs, extra-curricular activities and responsibility roles aim to be fully inclusive. Only one child missed an event due to a sanction for poor behaviour. An Athiest family chose to withdraw some of their children from Collective Worship and discrete RE lessons.</p> <p>Although they are able to work individually, in small groups and in whole-class setting, pupils also work cross year groups and phases. The way that pupils work <b>collaboratively</b> in these Enrichment Afternoon sessions is a strength of the school and highlights the family ethos. When engaged in group work, particularly on Enterprise or TASC Projects, most pupils demonstrate respect for the contributions of others and ensure that all views are heard. Products are clearly a team effort and all children can talk enthusiastically about their contributions.</p> <p>Classroom observations reveal that pupils arrive ready to learn and appear interested in their tasks and sustain concentration. There are few distractions and work is generally completed to deadlines, unless linked learning opportunities are taken. Pupil and parent questionnaires demonstrated improved perceptions about <b>behaviour</b> and staff note fewer incidents are recorded in the logs. Visitors always comment upon the excellent manners and caring, respectful way that pupils treat others. They are considerate to each other, as well as unfamiliar adults. The KS2 pupils Fisher 'Feeling-attitude survey ' scale and well-being scores compared very well to pupils elsewhere in Wales- above the average.</p> <p>Annual pupil questionnaires demonstrate that nearly all KS2 pupils and the majority in FP are happy in school. Average <b>attendance</b> for the past 5 years is over 96%. Absence is mostly due to illness and is better than national figures. 1st day response generally supported by parents- so little need for school to call home. Unfortunately, 2017 and 2018 ambitious targets were not met, despite robust measures. The school monitors and challenges any persistent or high absenteeism. It has worked closely with EWO and other specialists to support children who receive OOST due to investigated medical conditions. It has also provided staggered settling support and ELSA sessions for children with anxiety to successfully improve their attendance. Very few unauthorised absences have been recorded. These were due to where a holiday day was above WAG 10 days, and more recently and concerning, for lateness where support has already been focussed and is having a positive impact.</p>	<p>Pupil comments for SIP 2017/8 evidence evaluation</p> <p>Pupil &amp; Parent Questionnaires, Church Attitude Survey, Lesson Observations, Listening to Learners SIMS Attendance data &amp; Vale analysis</p> <p>Whole School participation events</p> <p>EWO Monitoring Reports</p> <p>Letters from community</p> <p>Twitter Feed-Enrichment</p>
<p><b>KQ2: WELLBEING &amp; ATTITUDES TO LEARNING Success at meeting 2017/8 priorities</b></p>	
<p>School utilised other external partners (Atal yFro, Cardiff &amp; Vale Health, Lifeboats, Disability Sport Wales) to cover well-being sessions that were reduced following funding cuts for Community Police visits. Not only was there no narrowing of opportunity, the PSHE curriculum was further enriched and Phase 6 Healthy Schools Award was achieved.</p> <p>Perceptions of standards of behaviour were improved through: staff training on Rainbow strategies, Pupil Voice committees creating a new pupil guide and leading a behaviour and discipline assembly (annual pupil questionnaire show improvement); training of Peer Supporters encouraged independent conflict resolution and resulted in fewer incidents being reported or logged; face to face meetings with parents to share behaviour policies and procedures led to improved parent questionnaire results; no equality issues..</p> <p>Individual issues arising from Oct 2017 FP Well-Being Observations &amp; KS2 SELFIE were addressed; (even though some technical issues with SELFIE). ELSA sessions were increased to meet demand due to new pupils- extremely positive feedback from parents of pupils who had failed to thrive in previous schools. More staff were trained and trialled Growth Mindset, which has significantly developed pupil confidence, resilience and empathy. Additional staff trained using PDGLAC grant- ALN pupils very receptive</p> <p>Following move to Wednesday mornings, attendance at Family Services improved with very positive feedback.</p> <p>New parents/ pupils are aware of the Callio initiative &amp; awards - external support was secured for pupils with OOST/ Medical absence. Lateness is a recent issue</p>	

**KQ2: WELLBEING & ATTITUDES TO LEARNING Emerging priorities for development: 2018/19**

To use whole school 'good day/bad day' activities over the initial week to evaluate wellbeing needs for 2018 and continue to address issues to ensure our children meet each of the 4 purposes, but particularly are HEALTHY, CONFIDENT INDIVIDUALS

To improve attendance towards ambitious target, particularly focussing on punctuality- using BREAKFAST CLUB incentives and ensuring new parents and pupils are aware of the Callio initiative at reducing pupil absence .

To fully roll out Growth Mindset to the whole school

To review Strategic Equality Plan targets in light of stakeholder questionnaires and bullying logs to support learners to be ETHICAL, INFORMED CITIZENS

To further raise the profile of Pupil Voice Committees through Enrichment Afternoons.

To work towards WNHSSNQA (Healthy Schools Award):

To address any issues arising from Oct 2018 FP Well-Being Observations & KS2 SELFIE

To address any enjoyment /wellbeing issue raised by pupil voice 2018

To address any issue arising from parent, staff or governor questionnaires 2018:

To address any issues arising from SportsWales Survey 2018

**2019/20**

To investigate how new school build could contribute to improving wellbeing – observing good practice for nurture / space time rooms

To smooth preschool transition into nursery class, improving wrap-around provision for parents and ensuring less anxiety for pupils with multiple providers.

To work with pupil committees to determine what makes a school a safe place

To continue to address issues to ensure our children are HEALTHY, CONFIDENT INDIVIDUALS

To address any issues arising from Oct 2019 FP Well-Being Observations & KS2 SELFIE / Attitude Survey

To address any enjoyment issue raised by pupil voice 2019

To address any issue arising from parent, staff or governor questionnaires 2018:

To address any issues arising from SportsWales Survey 2019

**2020/21**

To continue to evaluate wellbeing 2020 and address issues to ensure our children are HEALTHY, CONFIDENT INDIVIDUALS

To ensure all stakeholders are aware of how the new build contributes to improving pupils' well being & attitudes to learning

To address any issues arising from Oct 2020 FP Well-Being Observations & KS2 SELFIE / Attitude Survey

To address any enjoyment issue raised by pupil voice 2020

To ensure new parents and pupils are aware of the Callio initiative at reducing pupil absence.

To address any issues arising from SportsWales Survey 2020

### KQ3: TEACHING & LEARNING EXPERIENCES

Self Evaluation:      Excellent 43-57%%      Good 43- 57%      Adequate 0 %      Unsatisfactory 0%

3.1 Quality of teaching	Evidence
<p>The school aims for consistency, continuity and progression by engaging staff in whole school initiatives, sharing good pedagogy strategies and monitoring their effectiveness. A wide range of good quality teaching approaches are consistently employed. The good practice prompt for planning is well used and continually focuses teachers on the 4 purposes and 12 pedagogical principles outlined in Successful Futures.</p> <p>Quality of teaching recorded continues to improve. Internal 2017: increased percentage of “good with outstanding aspects” and “Excellent” With no “adequate”, or “unsatisfactory” lessons. (see also SIG 2016 Impact review/external system leader/peer inspections reports).</p> <p>Observations, book scrutiny and listening to learners highlight that most teachers have high expectations of pupils and plan effectively for the needs of all learners. Increased evidence of: recall of previous learning; sharing of learning objective, success criteria &amp; skills; suitable pace/timing; better grouping organisation for differentiation &amp; focussed support; LNF /DCF across the curriculum and good use of AfL. Consistent feedback and marking approaches are evident. Pupils are keen to respond to their verbal or written feedback, demonstrating that they understand what they need to do to improve. Many pupils engage in written dialogues that demonstrate progress. Self and peer assessment is clearly related back to either individual learning goals or task learning objectives. Church schools advisory teacher and Challenge Advisor-led book scrutiny across cluster schools has validated the high standards and quality work evident in topic books.</p> <p>Successful teaching strategies develop pupils skills within the lesson and may include: supportive classroom displays; motivating resources; authentic real-life situations; equal opportunities for all; growth mindset verbal feedback; blended approaches; cross-curricular active learning from the Foundation Phase through to Y6; maximum use of the outdoor environment; VCOP- Big writing; TASC- group problem-solving activities; independent research; Mind Mapping; listening skills; thinking &amp; problem-solving skills; mini plenaries; KWL; hot questioning; kinaesthetic, aural and visual- multi-sensory approaches; think-pair-share, critical &amp; creative thinking; traffic light understanding and flexible grouping organisation.</p> <p>Further differentiation caters for:</p> <ul style="list-style-type: none"> <li>• More Able and Talented- supported with extension or problem-solving activities, independent learning or specialist programmes &amp; used as expert to model. (Setting for some areas- reading/spelling)</li> <li>• SEN- either within class scaffolding or with additional support / specialist resources; or withdrawn for specialist programmes</li> </ul> <p>Use of Gareth Coombes 'Continua' and Portal to focus teachers on excellence descriptors is embedded within school and used in Consortium School Improvement Group PLC triad work. Following this work, areas of weakness identified during staff audits/ PM, soon demonstrated improvement .</p> <p>Staff have excellent working relationships with each other and the children in their care. All are good role models and manage behaviour using positive growth mindset strategies. All children are respected and treated equally well. Pupils imitate these behaviours when peer assessing or sharing their expert knowledge and skills.</p> <p>Staff demonstrate good subject knowledge with an awareness of recent developments. They share good practice expertise (video obs &amp; triads) and give subject advice, within school and between schools, readily sharing knowledge and good practice between professionals. LSAs are made aware of the learning objectives and success criteria of all lessons. When assessing, staff ensure validity and accuracy through: informal an formal discussions with colleagues; use of internal and external exemplar materials and subject standardisation files; key stage meeting and whole school moderation; and network s (cluster, church schools &amp; CSC) at Although the learning environment is not fit for purpose, staff ensure that classrooms are well organised to make best use of limited space and resources. They endeavour to create stimulating and engaging learning spaces, using interactive supportive display, flexible table layouts and challenging continuous provision.</p> <p>Teaching in the school reflects the strategic vision and aims for pupils to:</p> <ul style="list-style-type: none"> <li>• <i>Grow, with everyone achieving their full potential, through opportunity and challenge</i></li> <li>• <i>Develop the whole person and celebrate each individual as unique</i></li> <li>• <i>Foster a love of learning through a fun, broad and balanced curriculum</i></li> <li>• <i>Build life skills for an ever-changing world</i></li> </ul>	<p>Branches to Successful Learning Classroom observations for PM/Challenge Advisors/ Coordinator Monitoring SIG Evaluation&amp; Triads HT Peer Reviews Video observations Topic Portfolios Schemes of work Medium term planning Coordinator annual self evaluation reports Listening to Learners Scrutiny of pupil responses to marking Pupil targets Standardisation folders Pupil, parent &amp; teacher questionnaires Key stage meeting minutes</p>

3.2 The breadth, balance and appropriateness of the curriculum	Evidence
<p>Teachers only use 'Cornerstones' as a starting point to compliment the school's well-established cyclic topic approach to the curriculum. This is suitable for the changing, mixed age classes in a small school. Staff subsidise this whenever coverage does not fully meet the needs of pupils or where subject content is considered weak. Coordinators are able to provide support to ensure that the subject's range and skills can be covered in motivating ways.</p> <p>A whole key stage may choose the same topic, so it is easy for coordinators/ key stage managers to monitor progression and the way that staff build upon pupils' prior knowledge. Each teacher receives all pupil topic workbooks from the previous year, as well electronically accessing the assessment data via iNCERTS or Hwb. Termly monitoring demonstrates that curriculum planning for teaching and learning effectively and systematically builds upon pupils' existing knowledge.</p> <p>Following the recommendations from Successful Futures, pupils became more actively engaged in planning the direction of their learning. Through Jump in immersion days, 'brain builders', pupil committees, 'enrichment afternoons', pupil goal discussions, visits, or Enterprise/Science Fairs and Dragon's Den Projects, staff supported pupils to focus on covering the Four Purposes, National Curriculum skills and range, as well as the expectations of LNF and DCF. This is a strength. Pupil questionnaires and listening to learner feedback about planning and new initiatives such as 'Write Stuff' have been very positive. Pupils express that these are fun and motivating, but also that they have made good progress in learning new skills and knowledge.</p> <p>In order for staff to have increased time to research creative and innovative approaches, less emphasis is placed on short term planning paperwork. A team teaching approach ensures that staff can share successful resources and approaches, each time making improvements or changes to meet individual pupil needs. Standards of teaching and learning were positive following this trial, which was closely monitored. Coordinators also monitor coverage of their area of learning experience as well as standards and progress of groups, identifying and sharing where improvements could be made. Instead of creating planning paperwork, time is spent establishing partnerships with other schools, creative artists, community groups/industry and organising visits/visitors to provide authentic real-life opportunities for pupils. A wide range of mutually beneficial community links now support not just lessons, but Worship and afterschool opportunities that enhance the curriculum and reflect the ethnic diversity of Wales. Even actors put on 'mantles of the expert' and bring in resources not normally available to the school. Pupil / parent feedback suggests that these experiences provide the impetus that motivates pupils for the life of the topic.</p> <p>The positive impact of the Foundation Phase philosophy with continuous provision for experiential learning through play, both indoors and outside has provided KS2 teachers with models to extend aspects into their curriculum too. Outdoor learning spaces include the village amenities, not just the school grounds. Pupils' feedback that this is one of their preferred approaches and observations of teaching outdoors demonstrated their understanding of new concepts.</p> <p>Scrutiny of books and observations demonstrate that teachers use the successful learning prompts, to plan effectively to meet the needs of all groups of learners. Groupings are flexible to meet the needs of activities/pupils and include a mixture of setting and mixed ability. Positive impact on pupil happiness and progress has been seen from either, but in different contexts. Planning is top down, starting with MAT objectives beyond year group expectations and then differentiated/ scaffolded to meet the needs of learners requiring additional support: EAL/ ALN. In the past the curriculum has been adapted to ensure access for all pupils with ALN: ie GoalBall being taught in PE to include registered blind and visually impaired pupils, with sighted pupils using blindfolds; Braille books being created for reading; and impactful withdrawal for specialist/basic skills narrowing/closing the gap interventions.</p> <p>Growth Mindset high expectations, with challenging lesson objectives have resulted in pupils setting their own aspirational goals. Most pupils can discuss their targets and what they need to do to achieve them. Many comment on progress, and identify what they have learned. Lesson observations and scrutiny of self evaluation and marking in pupil books confirm that work is challenging. Pupils with expert knowledge who lead learning activities and share strategies are seen to further internalise their own skills and knowledge. Interestingly, one or two pupil questionnaires/self evaluation, suggested their work was not challenging enough, but evidence of misconceptions and errors did not validate this statement, so perceptions of skills ladders were discussed and clarified.</p> <p>Although, the school has no pupils attending from homes, where Welsh is their first language, very high end of key stage standards are achieved in Welsh, with good cultural awareness. Pupils joining the school from outside Wales are supported prior to entry with a list of common daily phrases. Every curriculum policy outlines how Welsh language and promotion of the Welsh dimension should be integrated. Topics look at the local area and Wales as a whole. Pupils visit places in Wales that enrich the curriculum. History, geography and religious education topics allow pupils to appreciate its cultural, historical, economic and environmental characteristics and visits to local museums share 3D sculptures by Welsh artists or art depicting Welsh heritage. Sporting events are also used as a resource.</p>	<p>Pupil comments on SIP</p> <p>2017/8 evidence PPT</p> <p>Medium term planning and topic audits of curriculum coverage</p> <p>Twitter feed and Class pages on website</p> <p>Lesson observations</p> <p>Subject policies &amp; SOW</p> <p>Pupil Questionnaires impact of visits/visitors/clubs</p> <p>Listening to Learners</p> <p>Coordinator</p> <p>Monitoring Reports</p> <p>INCERTS</p> <p>School Calendar- Visits</p> <p>Reports for ALN interventions</p>

3.3 Provision for skills	Evidence
<p>Provision for Key Skills continues to improve in lessons, continuous provision, out of school and to support parents. Key stage Coordinators monitoring medium term planning, regularly scrutinising work, observing lessons, sharing good practice &amp; training staff, confirm better consistency. Peer reviews by cluster heads, RE Advisory book scrutiny and cluster moderation identified the quality and consistency of skills across the curriculum in Topic books. Skill acquisition is embedded in planning across curriculum and is clearly evidenced in topic books. Standards for reading/writing/maths in conjunction are usually above CSC and LEA , but in 2018 are just slightly below LEA- this was due to boys writing skills.</p> <p>Schemes of work focus on skills, which alongside LNF &amp; DCF provide staff with a clear system of progression. Skills target setting and tracking effectively identifies children failing to make good progress in core areas and enables key support staff to provide literacy &amp; numeracy intervention programmes to narrow the gap. Detailed records kept for pupils requiring additional support show good progress.</p> <p>Most pupils know where they are in the learning continuum and what they need to do in order to improve as targets are shared with them. LNF (Pi &amp; Romeo) displays in each classroom provide pupils with opportunities to aspire to future targets. As planning became more pupil-led, LNF skills coverage was also tracked using class planning folders. LNF is well embedded in assessment and reporting. A portfolio of evidence was started and stored electronically, but pupils' topic books demonstrate the most evidence of coverage and standards across the curriculum.</p> <p>Externals PLCs (SIGs), supported by internal trial &amp; monitoring processes were effective in raising the profile of thinking and maths problem solving skills.(Positive impact on WNT results for problem solving and reasoning) Most pupils make excellent progress in Big Maths CLIC &amp; SAFE tests.</p> <p>The majority of literacy planning is topic based so skills are taught within a context. The Big Writing/Write Stuff focus also allows for a cross curricular skills approach, so that pupils partake in a variety of writing activities which are based in real contexts. Set Group Guided Reading ensures that children have focused reading opportunities at least 3 times a week. This is supported by the other many opportunities children have to secure and consolidate reading skills and is particularly focussed at higher order reading skills. (Positive impact shown via reading National Test/GL scores, end of Key Stage Teacher Assessments and Reading WNT). Oracy standards are particularly high (see Public Speaking Competition) and many opportunities exist for children to practice a range of skills- within class, during Collective Worship, role play &amp; community events. Many pupils can explain ideas and concepts that they are learning about and communicate effectively.</p> <p>DCF skills are enhanced across the curriculum, within the class or during timetabled sessions in the ICT suite. Despite limited resources in class, use of Hwb &amp; emerging technologies continues to improve and is effective in raising standards. LNF targets linked to ICT are displayed to support pupils' long term aspirations. During 2015/6 ICT was trialled as a PPA temporary subject, alongside modelling of lessons to embed emerging technologies and share new skills. This also successfully established pupil digital leaders, audited progression in the new scheme and provided greater examples of activities to add to the Digital Competence Framework. Projects with other school have also significantly impacted upon skills. (SIG-DCF 2016-8/ Global Awareness Day)</p> <p>Welsh language is an integral part of all teacher-led sessions and is encouraged by all staff through incidental use. Children joining the school from outside Wales are supported prior to entry with a list of common daily phrases. Displays reflect the Welsh ethos of the school and have useful phrases and key vocabulary which promote the use of the Welsh language. Pupils' independent use is fostered through Welsh tokens &amp; certificates by a team of hardworking Criw Cymraeg pupils. The majority of pupils are increasingly using the language patterns they have used in their Welsh lessons across the curriculum. The Welsh Subject leader is well informed of requirements and good practice, disseminating to staff in INSET sessions, ensuring every class has a Welsh language games pack, developing pupil's skills, daily in a fun way. (NGFL Cymru) Hwb and other internet based resources are used effectively to develop the Welsh language. Many pupils expressed that enjoyed lessons, due to the creative, motivating game &amp; role play approach and showed a greater commitment to learning. Midday supervisors have been keen to use Welsh during play supervision and the serving of food which has encouraged our pupils to use Welsh outside of the classroom particularly Welsh playground games. Criw Cymreig pupils effectively teach other children Welsh playground games. Standards of Welsh are well above Wales' figures, significantly at L6.</p>	<p style="text-align: center;">AWCDS Planning</p> <p>Listening to Learners Book scrutiny NSP LNF Audit Schemes of work Skills policy &amp; Portfolios ICT Portfolio SIG DCF projects/BLC Reading results Welsh Advisor reports Cluster moderation INCERTS ALN progress records</p>

### **KQ3: TEACHING & LEARNING EXPERIENCES Success at meeting 2017/8 priorities**

Staff completed CSC readiness tool, audit for new professional teaching standards and self evaluation for pedagogy (using G Coombes descriptors) and all showed positive responses following work on links between PTS & 12PP and video observation sharing of good practice pedagogy.

Immersion Jump in Days ensured a more creative & pupil led curriculum. Excellent feedback on engagement from pupils. Easily maintained coverage of range & key skills

Second year of cross-age enrichment afternoons demonstrated good coverage of 4 purposes and very positive feedback from pupils in relation to enjoyment and identifying what new skills they had learned.

More productive use of PPA: Coverage of LNF and DCF skills/ 4 purposes & 12 PPs across all subjects was initially monitored via week by week planners, but to allow staff time to be innovative and creative, planning paperwork was reduced. Audit of 4 purposes show good coverage maintained, skills observed via video triads/listening to learners/book scrutiny show high quality pedagogy, standards have improved, therefore no negative impact from removal of paperwork:

Lead Practitioner work continues to engage other schools in trialling new strategies and keeps schools abreast of curriculum proposals for Science & technology. No requirement to support any red/amber schools during 2017/8. New Cornerstone cards purchased to aid same topic differentiation in mixed year classes and support Y2 investigative/skills based learning; the mindset culture was further developed; identified and utilise links with industry/community- Renishaw and Hospital; 'Projects on a Page' and 'LCP DT' effectively used as resources for DT skills. Science week showcased a huge variety of STEM type activities, challenging pupils' scientific thinking, supporting opportunities for numeracy skills and developing literacy skills in very creative ways. Good use of new technologies e.g. dataloggers or innovative use of existing ie the App 'Book Creator' to record investigation more creatively and 'Number' on the I pads as a way of constructing tables and collating and analysing data. Improved reflection and pedagogy. Standards remain high in Science with over 65% L5 and L6.

KS2 Literacy Reading: (pupil questionnaires & L2L) to make GGR more fun for pupils- after staff share good practice pedagogy videos of strategies & new resources added there is a more positive response (NB a few pupils still perception of missing break); trialled 'Point, Evidence and Explain' with Y5 / Y6 following feedback from cluster moderation feedback- Reading standards almost 75% L5; KS2 Literacy Writing: focus on marking, feedback and more frequent review of Romeo (LNF) targets - resulted in book scrutiny showing greater consistency, very positive feedback from pupils via questionnaire & L2L, with evidence of time given for follow up of 'green for growth' /'T' /'E.B.I.' Trialling Most pupil made expected progress in Big Write pupils , with over half making better than expected progress. FP: staff training resulted in increased opportunity to develop fine motor skills – including literacy & numeracy outdoors. Good use of finger gym ; more evidence/opportunity for emergent and extended pieces of writing and greater opportunity for Y2 children comprehension tasks/activities.

Welsh: Listening to Learners responses from children were considered only adequate, with some elements of good at the start of the year, but excellent standards were achieved in the summer.

DCF &:ICT Evidence shows excellent cross-curricular work, developing skills using a wide range of equipment and software from early years, e.g. computers, iPads, photocopier, microwave, Bee-bots, Internet. To Y6 above skills. Across both phases, pupils demonstrated new 'control' skills in programming unfamiliar technology-Lego mindstorm. Innovative use was made of IT to support ALN Literacy -Lexia was effective at home and in school at closing the gap for reading and spelling. Staff show more confidence at using Hwb & attempt to use more emerging technologies to promote DCF skills. Many 360 actions have been completed, but this is ongoing. Expressive Art\_/ DCF opportunities - use of Garageband was secured across whole school, following on from the Year 1 LCS project with recording at the WMC.

RE lessons peer and self assessment is more focussed on RE skills - the 'Duw a fi' allows pupils plenty of freedom to offer their own opinions on the theme studied. Since the visit from the Acting RE director, differentiation is more evident. Pupils visited local churches, the mosque & synagogue and good use was made of visitors from other faiths. Global awareness was further secured through enrichment afternoons and Worship helped raise awareness of diverse Christian cultures. The 2017Church Attitude Survey identified the need to raise enjoyment levels of Collective Worship – although weekly feedback evaluations were positive, annual pupil questionnaires still reflect the need for greater pupil involvement. NB Perception of pupils that children who are withdrawn can choose what they do instead of worship, may be a contributing factor.

### **KQ3 TEACHING & LEARNING EXPERIENCES Emerging Priorities for Development 2018/9**

To continue to raise staff awareness of sustained highly effective practice Professional Teaching standards/ values & dispositions/ Successful Futures pedagogy (G Coombes-excellence)

To increase staff focus on independent reading and encourage more action research based upon their own self evaluation of skills. Share how and what makes good action research.

To combine improvements in planning/ coverage audit/ assessment/resource/CPD tools support ensuring breadth, balance and appropriateness of the curriculum with further reduced workload to enable greater innovation & creativity. *Should future budget/grants allow, to improve ICT emerging technology infrastructure and licences, using proven good practice tools such as Building Blocks.*

To review Science/DT scheme of work in line with guidance for new curriculum as part of Lead Practitioner work and share good practice with other schools  
To create portfolio of evidence for SIG focus PP 11 focus for 2018/9 to share good practice with other schools  
To roll out scheme of work and activities for Understanding Christianity to improve RE provision  
To address any provision issues following Summer 2018 coordinator monitoring & questionnaires  
To review Jump in/Cornerstones 4 year topic cycle & SOW for coverage of AoLE in revised curriculum - Pioneer/Lead Practitioner Schools

**2019/20**

To continue to audit quality of teaching using Readiness Tool/PTS/Coombes pedagogy excellence and use performance management to raise standards.  
To hold a DT Fair similar to Science Fair to showcase skills.  
To train all staff on Building Blocks planning/assessment tool and create own rich tasks and resources that showcase a wide range of pedagogy.  
To address any provision issues following Summer 2019 Coordinator monitoring  
To review Jump in/Cornerstones 4 year topic cycle & SOW for coverage of AoLE 'What Matters' in new curriculum - Pioneer/Lead Practitioner Schools

**2020/21**

To continue to audit quality of teaching using Readiness Tool/PTS/Coombes pedagogy excellence and use performance management to raise standards.  
To address any provision issues following Summer 2020 Coordinator monitoring  
To review Jump in/Cornerstones 4 year topic cycle & SOW for coverage of AoLE 'What Matters' in new curriculum - Pioneer/Lead Practitioner Schools

<b>KQ4: CARE, SUPPORT AND GUIDANCE</b>	
<b>4.1 Tracking, monitoring and the provision of learning support</b>	<b>Evidence</b>
<p>Systematic, manageable records are in place for individuals, groups and classes. Each year, teachers take part in core subject target setting for their classes in order to contribute to ambitious targets for end of Key Stage assessment results. These are compared to FFT estimates &amp; quartile predictions &amp; the context discussed where they differ for individuals. Progress against these are monitored termly via INCERTS &amp; Excel value-added spreadsheets (effectively monitoring progress each half term) It is possible to chart/graph pupils progress against targets and compare to the rest of the class/group for expected and above expected progress. It is also possible to select vulnerable groups such as eFSM, EAL, ALN, age &amp; gender (ie summer boys), CLA, Ethnic groups, ACE, MAT. Due to the small size of cohorts and low numbers of vulnerable groups, all staff know all children well. Prior to pupils starting school, teachers use assessment information from parents, preschool providers or previous schools to inform planning for learning.</p> <p>Baseline observations (two weeks for compact FPP, but extended over a six week period) form a comprehensive picture of the needs of children. Wellbeing &amp; involvement levels (based on Laever’s scale observations in FP and using SELFIE online tool in KS2) also provide a starting point to measure progress. ELSA interventions such as ‘Cwtch’ nurture sessions are reviewed along with incident logs and progress in other areas to support pupils with emotional and social needs. The school has the capacity to respond to short term issues and for example, has successfully supported pupils affected by bereavement, domestic violence, relocated from traumatic events in foreign countries and reintegrated pupils who failed to thrive in other schools. Extremely positive parent &amp; pupil comments and messages have demonstrated the success of this support. External agency advice is sought where needs are not being fully met and partnerships such as with psychologists, educational welfare officers, school nurses and OOST tutors have ensured that pupils still continue to make progress despite absence. Each term LEA provides individual pupil attendance data, this can be also analysed along with annual tests &amp; individual criteria of SELFIE Wellbeing.</p> <p>To analyse children’s next step in each area, staff use the INCERTS LNF planning &amp; assessment tool. Although ongoing formative assessment may occur daily, or at the end of modules of learning, formal AfL assessment activities are undertaken at the end of each term too for value-added data analysis. Provision is audited at the end of each topic and the planning skills files highlighted- demonstrating good coverage. Other interim termly measures for literacy and numeracy include standardised Salford Reading, RWI Spelling; Big Maths CLIC &amp; SAFE; &amp; Write Stuff. Summative assessments include annual WNT, GL non-verbal reasoning &amp; reading now.</p> <p>This termly tracking informs the need for early intervention to support children failing to meet targets. Intervention tracking is measured in smaller steps using B squared materials and online tools such as LEXIA/Nessy/1stClass@Number that informs plans; monitor progress in small steps and identify weaknesses. Children’s level of support is outlined on Provision Maps, Well-Being Plans, Individual Learning/Behaviour Plans, Healthcare Plans or Personal Care Plans. These are regularly evaluated and reviewed to determine whether plans are effective in ensuring progress or meeting needs. Most pupils withdrawn for intervention programmes such as Lexia, 1stClass@Maths, Catch-up, ELKLAN Time to Talk &amp; Speed Sounds make good progress. Where children fail to make progress or achieve their potential despite interventions, external support is secured and staff work closely with these outside agencies to meet pupil’s needs. Vale indicators are used for placing pupils at SA/SA+ etc Referral procedures are followed according to Vale guidelines and close liaison with parents takes place throughout the process, along with detailed records. Parents are informed regularly through formal and informal discussions of their child’s progress. Speech, occupational and physiotherapists, outreach and specialist teachers liaise with staff to provide strategies, resources, sessions and diagnostic assessment. Programmes are reviewed and where necessary support is secured from ANF panel- additional LSA, specialist training etc.</p> <p>Liaising with cluster schools (also with small cohorts) enables funding for interventions or training, reduces licence fees and facilitates MAT provision activities. Other partnerships, such as intergenerational volunteers providing additional basic skills consolidation activities; EMAS, Barnardos counselling, social services, CAMHS, Early Help/Families First, Family Information Service providing specialist services.</p> <p>Parents are invited to a class workshop at the start of every year to better understand how they can support their child; comprehensive parent pages on the website provide further information links; community leaflets in the foyer signpost support groups; each term they are reminded about the importance of attendance through the Callio initiative; and Face2Face workshops also model activity ideas and share resources. Pupil progress is reported to parents twice yearly in Parents’ meetings (Autumn &amp; Summer Terms) and through a written report in the Summer Term. Reports set future targets for pupils’ next steps and ask for parents comments. Staff or parents often request further meetings should the need arise. Pupils are also asked to give their viewpoint on their progress- this supports their Growth Mindset.</p>	<p>Baseline Assessment Data Value-added tracking AWCDS GL test/ WNT data B-Squared /ALN intervention tracking data Medical Needs File ALN File INCERTS ARRT policy Marking Policy Lesson observations/ Monitoring Reports Listening to Learners / Book scrutiny /Pupils self assessments CA reports Digital Portfolios Immersion Jump in Day -Planning sheets (Audit of coverage) Behaviour/ Bullying Logs</p>

4.2 Personal development (including spiritual, moral, social and cultural development)	Evidence
<p>The care, support &amp; guidance needs of all pupils (including vulnerable ones) are increasingly met, with extensive policies, procedures and curriculum guidance understood and followed by all staff. Summaries are contained in handbooks for staff and visitors. Schemes of work for RE, PSHE, PSWBCD, Spirituality and Worship contribute to the development of children’s spiritual, moral, social and cultural development, as well as incidentally through the ethos.</p> <p>Pupils Committees or responsibility posts (Super Ambassadors, Ethos, Eco, Healthy Schools, JRSO, Fairtrade, School Council, peer supporters, PE monitors and Digital Leaders) are highly effective in contributing to improving standards. Pupils regularly make decisions about the life and role of the school and its community. They are instrumental in influencing what and how they learn, (jump in days, enrichment afternoons, brain builders). All pupils, including those from vulnerable groups have roles and are actively engaged in decision making. Web pages detail the impact and celebrate the achievement of awards.</p> <p><b>Health &amp; wellbeing</b> is promoted through lessons, afterschool clubs and through committee activities contributing to the Healthy Schools &amp; ActivMarc initiatives. Pupil/parent questionnaires identify that nearly all children know what to do if they are experiencing difficulties or concerns (eg worry box, friendship bench, peer supporters, cwtsch Club, buddies, as well as talking to staff). Healthy schools is reinforced by a wealth of partners, external visitors &amp; visits such as RNLI, the community PCSO, Atal y Fro (healthy relationship sessions), Cardiff &amp; Vale Health Board (re Drug &amp; substance misuse), disability sport Wales and Race Equality First. Following these sessions most pupils can identify positive age appropriate lifestyle choices. Pupil merit assemblies demonstrate the wide range of outside interests and pupil participation in the arts, sport and recreation. SportsWales survey is positive, suggesting healthy interests; pupils enjoy healthy snacks and access to regular water; and parents support smoke free school and healthy lunchboxes. The Healthy Schools Committee had an integral role in providing evidence for the Phase 6 Award. The <b>School council</b> fed back school improvement priorities; decided upon the charity focus; suggested ideas for afterschool clubs; made improvements to the learning environment (toilets, picnic benches &amp; lockers), contributed to the premises health and safety audit; promoted anti-bullying weeks; and ensured pupils knew behaviour codes (creating Pupil’s Guide to Good Behaviour’). Following implementation of WAG Bullying Guidance there was a reduction of identity based bullying- no Racist &amp; Homophobic bullying occurred in 2017/8. Pupil decision making through UNICEF (Rights to Action) Pupil Voice Wales programme &amp; Super Ambassadors continued to result in initiatives being led by pupils that maintained or improved standards. Incidents of bullying &amp; discrimination are rare, but nearly all parents and pupils feel this is dealt with fairly according to the policies.</p> <p>Nearly all pupils display a strong sense of right and wrong. Christian values permeate all aspects of school life and as a result the majority of pupil’s <b>social skills</b> are perceived to be excellent. Pupils are able to engage in conflict resolution and can suggest suitable sanctions in response to poor behaviour. Early intervention programme for children with social skill difficulties, are generally effective in ensuring that pupils make progress, reducing the need for support. All pupils contribute to fundraising events and activities and these occasions raise their awareness of those who are less fortunate than themselves. Children’s prayers reflect their understanding of social issues. Pupils demonstrate improved collaborative skills when attempting TASC activities and when working cross-phase during enrichment days. Many pupils have the skills and knowledge to manage everyday life as independently as they can- evidenced particularly during adventurous residential weeks.. Pupils eligible for FSM are not disadvantaged. Partnerships with local businesses ensure that families are supported financially, so that pupils can fully access all aspects of extra-curricular activities and trips. PDG is currently used to support closing the gap literacy &amp; numeracy activities, Cluster LACPDG for growth mindset and Services grant is used for additional ELSA sessions. Standards in PSWBCD &amp; PSHE are high. Visitors to the school or providers at trip venues always comment on the politeness and kindness of the pupils.</p> <p>As well as the curriculum, Worship is used to establish <b>moral</b> rules of behaviour and promote equality. Qualities are inherent in the stories chosen and form the basis for the discussions about honesty, fairness, justice etc. Half termly Values and Growth Mindset reinforce these attributes. Nearly all pupils demonstrate a very positive attitude. The school vision promotes equality and a statement reflects this in every policy, with practice reflecting human rights. The <b>Strategic Equality Plan</b> successfully raises awareness of equality and diversity issues among pupils, staff &amp; Governors- challenging stereotypes, promoting positive views and valuing diversity. Equality issues are effectively addressed and achievements and incidents are monitored as part of the policy procedures. Extremism of any form is challenged and vulnerable pupils supported. Parents are kept well informed of proposed actions and their concerns and suggestions are valued. Debate amongst the children with regards to equality and diversity is encouraged through working with external partners, PSHE/PSWBCD lessons and class reflective sessions. A welcome area in the school foyer reinforces the schools aim for celebrating language and diversity across the world. Visits to St Pauls CIW Primary (very high ethnic background) in Cardiff enabled pupils to share religious celebrations, plan a joint worship and discuss <b>Ethos</b> Committee roles. These ensure pupils are given the opportunity to challenge</p>	<p>Policies: Visitor &amp; Staff Handbook Sex &amp; Relationships Substance misuse &amp; Smoke Free school Healthy Food &amp; Fitness eSafety Discipline &amp; Anti-Bullying RE /PSHE/PSWBCD/ SEAL themes Spirituality/ Worship SOW Global Schools Audit School Rules displays Lesson observations/ Coordinator Monitoring Reports Worship File Pupil Committee minutes &amp; Action Plans SportsWales Survey Planning Listening to Learners/video SMSC interviews Pupil questionnaires, Suggestion boxes/Worry box Behaviour/Bullying</p>

stereotypes and focus on Rights to Action. Gender stereotyping is also particularly challenged. Positive role models are promoted and pupils demonstrate a good understanding of the world of work on trips into the community, in Enterprise & TASC activities, in their response to visitors and by jobs in the role play areas. The **EcoSchools** Committee promotes sustainability, spreading the 'reduce, reuse and recycle' message. The success of pupils' roles is reflected in the third platinum flag award. Pupils take an active role in ensuring the grounds are well maintained- part of their Christian stewardship of God's world. Each class has flower beds and pots to maintain; can access the conservation bio-diversity area; can grow fruit, vegetables and herbs in a cultivation garden of raised beds; reflect quietly in the Peace Prayer garden; and engage in sports and active play using break time resources. Pupils are encouraged to respect their community, leading 'Keep our village/beach tidy' projects and supporting local charities such as Cowbridge Rotary - planting crocus for Purple4Polio and daffodils for Marie-Curie.

Opportunities for ESGC are planned throughout all topics and partnership with cluster schools share good practice. Eco and **Fairtrade** committees lead in this area. A cross-phase Global Enrichment Day project with St Nicholas was very successful in meeting the 4 purposes and a case study was produced for HWB. The school has completed the Global Schools Network Audit and is working on actions, which include fair-trade uniform options. Global links occur through Jenga, a Christian community in Uganda; fundraising for toilet twinning; engagement in national events or fundraising for disasters - Christian Aid/Red Nose Day/Children in Need; and previous links to a Christian Ship visiting countries around the world established further opportunities to compare cultures and discuss justice and equality.

St David's welcomes pupils from religious and non religious backgrounds. Each class has a **spirituality** area & children are encouraged to explore & ask questions about their own and others values, beliefs, feelings & emotions. The outdoor spirituality areas, Prayer Peace Garden and stewardship Eco activities encourage awe & wonder. Worship explores Christian values and beliefs. Pupils are encouraged to perform in Worship so that their talents are shared and they act as inspiration to others. The other faiths strand of the RE syllabus encourages pupils to explore cultural beliefs & values. Children from other faith / non faith backgrounds share experiences of their celebrations and beliefs, bringing in artefacts and resources from home such as special items, clothes and food. A face2face parent meeting shares how the school promotes SMSC and encourages pupils to ask critical questions. Supervising arrangements are in place to support pupils where parents have chosen withdrawal from RE or Collective Worship. Ongoing communication with parents aims to share curriculum planning and ensure that these pupils receive no social detriment as a result. Pupil SMSC interviews demonstrate how confidently they reflect on religious and non-religious responses to fundamental questions, as well as reflecting on their own beliefs or values.

The **cultural** background of pupils is used to support the curriculum. Parents & relatives visit to lead authentic multicultural activities, focusing on food, stories and popular festivals/ celebrations. Ex-pupils annually return to the school from Japan for two weeks each year to share their culture experiences. When no children from ethnic background attend the school, a rolling programme of a range of festivals are planned, supported with resources from ex parents or religious/non-religious visitors. Staff can then give authentic accounts of the attitudes, values and traditions of diverse cultures during PSHE/PSWBCD lessons and Worship. Musicians, theatres, storytellers are welcomed into school to perform for the children so that the pupils are aware of the importance of culture in general and their own Welsh culture in particular. Lead Creative Schools projects used Welsh cultural stories, art work, music and visits into the local community as inspiration to engage pupil's imagination and expressive capacities. Performances shared at the Tramshed and Wales Millennium Centre demonstrated their creativity and collaboration skills. Welsh language and culture is celebrated with an Eisteddfod held at the school in which children are very keen to partake. This involves classes singing, playing instruments, dancing, reciting poetry, choral speaking and completion of Welsh themed creative tasks. Attendance at the Vale hosted National Eisteddfod was encouraged through displays of Celtic inspired artwork linked to a local archaeological dig organised by the National Museum.

Pupils are beginning to demonstrate how they are ethical, informed citizens, ready to be citizens of Wales and the world. The school feels it is successful in its strategic aims for personal development of its pupils.

- *Learn to value ourselves and others as Jesus did.*
- *Support sustainability and healthy lifestyles*
- *Celebrate our Welsh culture and our place within the global community*
- *Demonstrate and promote equality, tolerance and forgiveness for all*

Logs  
Health & Safety  
Audits / Risk  
Assessments  
Well-Being Plans  
/Well-being  
observations  
Equality Logs  
Classroom displays

4.3 Safeguarding	Evidence
<p>The school mission statement is “<i>To be a special place, a <b>safe</b> place, a place of learning, a place of nurture and exploration</i>”. It aims to “<i>provide a <b>safe</b>, nurturing and happy environment</i>” where <u>all</u> children are fully protected. Compliance to agreed local policies and procedures and full partnership with other local agencies ensure that reasonable measures are taken to minimise risks of harm to children’s welfare and appropriate actions are taken to address any concerns. Parent and pupil questionnaires evidence that nearly all pupils feel safe. A Safeguarding board is displayed in the staffroom and a Face2Face parent meeting communicates all safeguarding policy and procedures.</p> <p>Policies and procedures reflect the seven core aims for children’s wellbeing in Wales. The Safeguarding Coordinator has used the Estyn self evaluation tool to ensure safeguarding arrangements meet good practice guidelines. A summary below:</p> <ul style="list-style-type: none"> <li>• LEA model policies were adopted for the safe recruitment &amp; management of staff. All staff /volunteers are DBS checked, qualified for roles, receive induction handbook &amp; training, are supervised according to LEA risk assessments and receive annual updated safeguarding training.</li> <li>• Security includes CCTV access, signing in and out and code locks on external gates. Lower fences have been clad for privacy and all doors have been upgraded from keypads to fob passes. All staff &amp; pupils follow procedures in relation to challenging visitors and contractors.</li> <li>• Staff use positive behaviour strategies to discipline pupils and record incidents in monitoring logs. Behaviour is managed in such a way as not to impede the progress of others. Staff adhere to the LEA model Physical Intervention guidance and reporting. Physical Intervention &amp; restraint is only used as a last resort by staff with Team Teach qualifications. There is no designated Time-out room, but safe, supervised spaces are planned /set up as needed.</li> <li>• Monitoring of behaviour logs feeds into anti-bullying strategies. Oppressive behaviour; bullying or discriminatory harassment is very rare. However LEA model policy procedures are in place to respond to such unacceptable behaviour. Bullying UK link on website. Pupils identify that they are aware of strategies to respond to incidents and where to get help. Bullying is monitored for equality issues. The Strategic Equality Plan was publicised to ensure that the school met the needs of pupils and the wider community. No negative feedback was received and it is reviewed annually.</li> <li>• 1<sup>st</sup> day response confirms pupil safe arrival in school and helps to avoid unauthorised absence. Attendance is monitored using CSC Callio initiative and patterns are analysed for unusual absences and disappearances. Liaison with EWO, school nurse, Ed. Psychologists and OOST staff review and support pupils’ engagement and investigate unexplained medical conditions.</li> <li>• School adheres to the AWCPP. Fully trained, named persons are responsible for child protection, each classroom has safeguarding prompt cards and all staff receive updated annual training. Visitors are also given prompt cards on the reverse of their fob. The early identification of children in need or at risk of significant harm is secured and support with multiagency referrals ensures that children are protected. Safeguarding logs are added to SIMs for safe S2S transfer to next school.</li> <li>• Model LEA GDPR polices, retention and public notices have been adopted and all staff trained in updated Data Protection practice.</li> <li>• The headteacher (IOSH trained) &amp; caretaker are responsible for health &amp; safety and carry out comprehensive weekly audits. However, all staff know they have a duty to adhere to guidance, policy and procedures. Up to date building compliance records are in place for all areas. The maintenance of grounds &amp; buildings follows a proactive as well as reactive approach. Risk assessments are carried out for the site and all activities. Governors and pupils annually carry out a premises survey and update risk assessment. Pupils, staff and visitors are safe when engaged in school activities. Pupils, staff and visitors respond quickly and safely to fire drills. Maintenance of safety equipment is contracted and Fire Safety Audits resulted in the installation of an upgraded fire alarm. An emergency evacuation plan is in place.</li> <li>• With parents consent, pupils with allergies or medical needs have photos displayed for all staff in the staffroom &amp; kitchen, as well as class register packs. Healthcare plans are agreed and regularly reviewed; relevant documents are completed to allow administration of medication. Parents adhere to 48 hour absence following sickness and guidance for infectious diseases. All staff have been trained in Emergency First Aid. A member of staff also holds the full First Aid qualification. Minor and major accidents and injuries are recorded to enable the HT to review H &amp; S around the school.</li> <li>• Effective policies/procedures ensure the health, wellbeing and safety of pupils, staff and volunteers on educational visits. Comprehensive compliance and risk assessments are secured using the EVOLVE online tool.</li> <li>• Wellbeing is measured using Laevers &amp; SELFIE and pupil needs are addressed.</li> <li>• PSHE curriculum and visits from external providers successfully promote healthy relationships. Staff are trained to be aware of and report child sexual exploitation,</li> </ul>	<p>Completed Estyn Self-Evaluation Tool Policies: Child Protection Safeguarding Safer Recruitment Health &amp; Safety/ Emergency Plan Healthcare &amp; administration of medicine SEP/RED/DED plans/ Accessibility / Access /ALN &amp; Inclusion Anti-Bullying / Behaviour / Discipline/Physical Restraint &amp; Timeout eSafety/Acceptable use/Social Media/Use of Photography LAC GDPR Educational Trips INSET diary Equality/ bullying logs Link Governor /GB minutes EVOLVE Visitor log Parent &amp; Pupil questionnaires Listening to</p>

trafficking and forced marriage, signposting victims of abuse to appropriate help and support.

- All staff have had prevent radicalisation and extremism training and monitor all pupils displaying any vulnerable behaviours/characteristics.
- All staff are aware of mandatory reporting duty for female genital mutilation
- Healthy eating and drinking is promoted by the Healthy schools committee, as well as PSHE curriculum.
- PSHE curriculum, Healthy Schools Committee and visits from external providers successfully raise awareness of drugs and substance misuse. Staff challenge persons who contravene the Smoke Free school policy.
- Pupils, staff and parents are made aware of policy and guidance related to e-safety, internet safety and cyberbullying. DCF provides effective activities and signposts suitable resources for all age groups. 360 progress. PCSO offers parent workshops. CEOP/'Think UKnow' links on website. Staff aware of reporting procedures to LEA.

Learners  
Staff & Visitor  
Handbooks  
LEA HR Policies

**KQ4: CARE, SUPPORT & GUIDANCE Success at meeting 2017/8 priorities**

New duty staff were trained in how to support positive play. Behaviour sanctions and rainbow ladder updates were shared with staff. Break & lunch time resources were replenished to encourage positive play and reduce conflicts that could lead to bullying. Staff reported quality of play was much improved.

School Council created a new Pupils' Guide to Good behaviour. Y5 Peer Supporters were trained on playground and monitor the impact on the behaviour and well-being of pupils. Completed by LCW (Pupils need to be more proactive) 2018 pupil questionnaire perceptions of behaviour compared to previous years: Y3/4 maintained 80% behave well; Y4/Y5 96% compared to 60-80% previously; However, Y6 felt only 81% compared to 100% previously.

Face2Face meeting shared strategies for behaviour & discipline with parents- annual parent questionnaire was very positive about discipline and anti-bullying.

Strategic Equality Plan targets were shared with stakeholders during Face2face workshop and no issues were raised.

Improved attendance at family services, but conflicting response to evaluating Worship. Positive weekly evaluations and listening to learner interviews, but more negative pupil questionnaires.

Pupil Committee action plans were effective at reaching targets and securing improvements and awards Healthy Schools Phase 6

Ambitious attendance targets were not achieved – commentary shows robust procedures in place, but a persistent absenteeism & punctuality issues for a few pupils with genuine reasons.

Positive review of impact of Lexia FP roll out and 1stClass@Maths( impact of the Small Schools Grant Project)- supporting ALN. Very positive impact for 1stClass@number Good progress with both initiatives 88% reduced to 52% below year group in Lexia and pupils on 1st class at number made 14 months progress in 5 months

Administration of Medicine Policy updated in line with the Supporting Pupils with HealthCare needs model guidance.

GDPR policy and procedures in place.

Liaison with external agencies to address any issues SELFIE sociograms/Attitude Survey/Laevors observations 2017 EP gave advice to teachers on informal liaison day and strategies impacting upon pupils wellbeing. The increased use of Mindset activities and refreshed use of thinking skills, had a huge impact on pupil well-being, significantly contributed to excellent progress in Y6. It was also identified as a positive strategy by pupil questionnaires. Standards of pupil self-esteem have risen due to the Mindset work, but monitoring implementation of SELFIE tool to focus interventions was not completed due to internet issues- LEA to analyse and return results.

Accuracy of PSWBCD teacher assessments was reviewed and school appeared to have been harsher than cluster and other LEAs in CSC, but evidence continues to be very subjective.

Ongoing discussions planned across LEA & wider

Mobility in FP causing issues with classes over 30 in small space. Implement FP Profile into Y2- first year. FP standards show upward trends. Tricky in small space with insufficient room for high quality continuous provision- reorganisation & grants sought for 2018/9.

RE: continued monitoring of differentiation; possibility of more drama/dance/ art in lessons & use of outdoors; continued raising awareness of multi-faith diversity; greater focus on Judaism in year2; more use made of trips/visitors to assist learning; new additions to Understanding Christianity scheme created by network of church school. Planned focus for 2018/9 Enrichment afternoons

New Safeguarding Governor has received up-to-date training and disseminated ALN Bill implications to Governors following Learning Walk.

New staff & pupils are aware of e-safety, data protection etc linked to 360 audit Parent attendance at PCSO eSafety/Internet workshop was very disappointing.

**Emerging priorities for development: 2018/19**

To ensure all staff are fully aware of individual pupils' needs in relation to learning pedagogy and wellbeing : Good Day/Bad Day; pupil individual YETI meetings; raising awareness of the needs of Services families

To use Face2Face termly workshop meetings to strengthen parent relationships: Successful Futures & new curriculum; ALN Bill updates; GDPR implications; Impact survey for new school; increased input into self-evaluation.

To ensure all Safeguarding requirements are met linked to staff training, policy & procedure, in response to new guidance during 2018/9

To improve ongoing communication with parents of pupils with ALN/OOST/EHE

To continue to develop community & parental links in relation to changes - focus on sharing teaching approaches & AfL

To consider any ALN AWCDS & Baseline analysis issue from 2018 data: To maintain or improve support for pupils with ALN in response to proposed ALN Bill, despite significant cuts in funding reducing staffing levels. (Investigate wraparound preschool provision).

To liaise with external agencies to address any issues that arise from SELFIE sociograms/Attitude Survey/Laegers observations 2018

To ensure succession planning for staff trained in intervention implementation

To investigate how Building Blocks can be used for whole school tracking (*Should future budget/grants allow, to improve ICT emerging technology infrastructure and licences, using proven good practice tools such as Building Blocks*)

**2019/20**

To take part in the Mitre Mark programme ensuring that the school is effective in recognising the impact of its Christian character on the life and learning of every child To prepare staff for the new curriculum ensuring that expected pedagogy, skills and knowledge for each year group is clearly detailed and provision altered to meet the changes.

To address issues identified by Coordinator monitoring summer 2019 & liaise with Hub/ Pioneer /other Lead Practitioner schools re good practice for revised curriculum

To continue to develop community & parental links in relation to changes - focus on sharing teaching approaches & AfL

To take part in the Mitre Mark programme ensuring that the school is effective in recognising the impact of its Christian character on the life and learning of every child.

To review Safeguarding Audit using Estyn Tool

To train the next round of Peer Supporters on playground and monitor the impact on the behaviour and well-being of pupils. (every 2years)

To consider any ALN AWCDS & Baseline analysis issue from 2019 data

To liaise with external agencies to address any issues that arise from SELFIE sociograms/Attitude Survey/Laegers observations 2019

To ensure succession planning for staff trained in intervention implementation

**2020/21**

To prepare staff for the new curriculum ensuring that expected pedagogy, skills and knowledge for each year group is clearly detailed and provision altered to meet the changes.

To address issues identified by Coordinator monitoring summer 2019 & liaise with Hub/ Pioneer /other Lead Practitioner schools re good practice for revised curriculum

To continue to develop community & parental links in relation to changes - focus on sharing teaching approaches & AfL

To take part in the Mitre Mark programme ensuring that the school is effective in recognising the impact of its Christian character on the life and learning of every child.

To review Safeguarding Audit using Estyn Tool

To train the next round of Peer Supporters on playground and monitor the impact on the behaviour and well-being of pupils. (every 2years)

To consider any ALN AWCDS & Baseline analysis issue from 2020 data

To liaise with external agencies to address any issues that arise from SELFIE sociograms/Attitude Survey/Laegers observations 2020

To ensure succession planning for staff trained in intervention implementation

<b>KQ5: LEADERSHIP AND MANAGEMENT</b>	
<b>5.1 Quality and effectiveness of leaders and managers</b>	<b>Evidence</b>
<p>The SMT and Governors worked with stakeholders to establish a clear vision and appropriate aims. Strategic objectives, plans and policies all refer back to this vision which is communicated and reinforced to parents and other interested parties via meetings, displays in the hall, staffroom and foyer, on newsletters, prospectus, website and letter headers. Vision reflects the 4 purposes and context of the school. Plan and policies focus on meeting all pupils' needs and child friendly aims were drafted by the School Council, who share action plan priorities with pupils.</p> <p>Performance managers set high expectations for staff, with ambitious whole school, personal &amp; pupil targets. Leaders secure high quality continuous professional development for staff and establish a culture of reflection, collaboration and support. Staff are involved as leaders or consulted in their own areas of expertise and teachers and support staff work as an effective, engaged team to meet improvement targets.</p> <p>Leaders model the overarching values and dispositions outlined in the Professional Teaching Standards.</p> <ul style="list-style-type: none"> <li>• Their improvement planning demonstrates the central importance of literacy, numeracy and digital competence, and whole school initiatives ensure that pupils attain high standards, skills and competence.</li> <li>• They share policies and practice where pupil needs are at the heart of all improvement decisions and set high expectations, committed to the achievement of all.</li> <li>• They effectively promote Welsh culture and language across the curriculum, so that pupils attain high standards, skills and competence.</li> <li>• They pursue their own professional development through research and collaboration with other leaders, creating a reflective culture that uses innovative approaches to secure development for the school team.</li> <li>• They engage in networks and partnerships to research pedagogy, share good practice, (including Lead Practitioner and Leadership mentoring work) and working collaboratively to contribute to the development of the coherent education culture in Wales.</li> <li>• Their awareness of local, national and global influences is communicated to staff and they engender a culture of staff autonomy - to take risks when instigating improvements for the benefit of pupils</li> </ul> <p>An organisational plan is in place. Staff at all levels understand and discharge their roles and responsibilities and collaborate effectively to achieve strategic priorities and school improvement. Each member of staff is aware of the duties of their colleagues too, ensuring all staff have a sound understanding of who they can approach for support and guidance. Devolved, distributed leadership ensures priorities and initiatives have an accountable person who can lead and effect improvement.</p> <p>The Deputy Headteacher (DH) and Foundation Phase Leader (FPL) take a lead in the process along with the Head. Many improvements have been sustained due to regular monitoring and training meetings led by the KS leaders. Class based research/enquiry work plays a major part in developing a learning culture and successful trials are disseminated and introduced to the whole school. Good practice is shared using video observations internally and with external triads.</p> <p>School to school working is well established across a range of contexts, and along with other partnerships is highly effective in raising standards within and beyond the school and maintaining the pupil offer. (Cluster/small schools/SIG/Church schools/Lead Practitioner Network/Peer Group/external agencies/local industry).</p> <p>Leaders have a good understanding of the context of the school in the short and longer term and anticipate the impact of local and national priorities. Succession planning, closer collaboration with other small schools and partnerships within the community have contributed to sustainable improvement, building capacity and maintaining the pupil offer. The possible negative impact of fluctuations in roll, reduced budgets, cuts in external support, changing/absent staff and building issues have been minimised. Strong forward planning and robust monitoring of adherence to policy and practice are effective in preventing problems and quickly addressing needs as they arise. Leaders ensured that the weaker provision identified by Estyn in 2012 was quickly addressed by 2013 and that strengths were built upon to maintain high standards.</p> <p>Teaching and Learning policies set out a clear, strategic rationale for the curriculum, and reflect the schools vision and aims focussed on preparing</p>	<p>Vision in Prospectus/ Handbooks Improvement Planning: SER / Church SER /SIP / SDP /SEP Meeting minutes: Whole staff/ key stage /SMT/GB/PTFA/ Lead Practitioner/ Aspiring Heads/Networks &amp; SIG Peer reviews INSET AWCDS Organisation Plan Job descriptions Duty rotas/timetables</p> <p>Listening to Learners Parental, Pupil, Governor &amp; Teacher Questionnaires LEA &amp; CSC CA reports Curriculum Policies Planning SIG Evaluations GB files Complaints Files GB Bronze Award</p>

pupils to learn throughout their lives, so that they can play a full part in society. Success in meeting national & local priorities to develop pupils' skills in Welsh/English, numeracy and ICT, (including pupils' eFSM) is evidenced by high standards achieved and above expected value-added progress. Governors are aware of their roles & statutory obligations and attend training to obtain skills necessary to meet these regulatory and legal requirements. All governors take account of relevant legislation and guidance to inform their decisions. They are a welcomed "critical friend." Evidence collected for the **Governors' Bronze Award** demonstrates the Governing Body effectiveness. They do not just rely on Headteacher reports to monitor the provision but engage in Learning Walks and liaison meetings linked to their role & responsibilities. The Governing Body have been fully involved in evaluation & decision making for the strategic direction of the school. All committees have been established according to statutory requirements and members have been alerted to any policies, documentation & procedures that are relevant to their area of responsibility. School policies are submitted to the Governing Body for approval, as part of a rolling programme giving Governors greater insight into the quality of the provision. The Curriculum/Standards Committee annually review evaluated SIP's and compared Self-Evaluation Reports (way forward and data analysis for target setting) to the draft SIP, before agreeing for it to be put into place and allocating resources. Following meeting with the Challenge Advisor, Headteacher performance management targets are set in the Autumn term linked to the SIP which in effect supports monitoring the effectiveness of school improvement. Governors review achievement targets each term. Governors Report to Parents is comprehensive and informative. Stakeholders are aware of the role of the GB via the school prospectus, the school website, the GB Annual Report to Parents and the AGM. They can find out who the governors are, their role and how to contact them if they need advice, seek an appeal or have a complaint to make. The complaints policy is communicated via the prospectus, website and handbook. Governors have had experience of management complaints at all stages including stage B and C appeals, where the LEA reported that the GB fulfilled its role according to policy and upheld decisions. Governors quickly ensure that the school acts upon any recommendations.

<b>5.2 Self Evaluation processes and improvement planning</b>	<b>Evidence</b>
<p>Leaders gather and analyse a range of first-hand evidence of teaching, standards and provision to accurately identify and address the school's strengths and weaknesses. <i>(SMT book scrutiny/Listening to learner reports/PM teaching observations; Coordinator Monitoring standards, provision &amp; resource audit reports; Pupil Committee audits; Governor Learning Walk reports; Equality/ safeguarding/behaviour/incident logs; staff CPD evaluations/PM/initiative questionnaires; Staff meeting minutes; staff Continua/ Portal/Pedagogy audits; complaint logs/ parent feedback comments on pupil reports; a wide range of data: AWCDs &amp; commentary /CSC WNT &amp; VA Summary /FPP Baseline /Tracking file of internal test data/ INCERTS analysis/VA Excel on Hwb/ targets /ALN tool progress;internal and external audit reports)</i></p> <p>A wide range of partners, including pupils and parents, are consulted during these processes. <i>(Parent, pupils, staff and governor questionnaires /parent feedback from Face2face meeting/ feedback from community consultation documents and meeting; partner award reports: Healthy Schools/ ECO Schools /Basic Skills/Investors in People/ Fairtrade/ ActivSchools; External audits: Challenge Adviser feedback/ Welsh Advisor L2L/Building Accessibility Audit/Attitude surveys/ SELFIE /Health &amp; Safety/HT Peer Reviews/Church Advisory Teacher feedback/SportsWales survey)</i></p> <p>Robust improvement planning processes accurately identify and link emerging priorities for improvement to the outcomes of the school's self-evaluation procedures.</p> <p>Within severe budget constraints, leaders appropriately allocate sufficient resources to support the improvement of priorities.</p> <p>School improvement plans define relevant and measurable actions for improvement, with specific, realistic timescales, clearly identifying personnel with the relevant expertise to lead and those staff who are involved in implementation. Action planning has a proven track record in improving standards of teaching and learning, leading to a positive impact on pupils' learning and wellbeing.</p> <p>The school prospectus, HT reports to governors and GB annual reports to parents highlight the success and progress of actions to address recommendations from the 2012 Estyn inspection or from strategic partners. The 2013 Estyn revisit demonstrated that school's actions have quickly led to significant improvements.</p>	<p>Policies: Self Evaluation/PM/Equality Estyn / CSC CA reports School SER / SEP / SDP /SIP- with links to national &amp; local priorities School prospectus /GB Annual Report to Parents /HT reports to GB Budget &amp; financial reports/ GB finance minutes</p> <p>Internal audits using external guidance eg: Estyn safeguarding tool/ ICT 360 / Global awareness / LEA Well-being/CSC CLA/Categorisation step 2/ CSC Successful Futures Readiness tool/Church school section 50 self-evaluation/ CRIS2 reviews</p>

5.3 Professional Learning	Evidence
<p>Leaders strive to create a positive culture and ethos to support the professional learning of all staff. Its success is evidenced by the way staff are willing to reflect and share upon videos of their own teaching, with peers acting as ‘critical friends;’ and their keenness to be involved in external professional networks to share good practice, research and trial pedagogy and resources.</p> <p>Whole school INSET sessions on the new Professional Teaching Standards have shared the six overarching values and dispositions; raised awareness of the elements in the five professional standards; and allowed support staff, teachers and leaders to reflect upon their own practice in relation to descriptors for induction and sustained highly-effective practice. Robust performance management procedures target whole school, pupil and personal targets for staff. Discussions highlight options for mutually agreed support activities, which result in the active engagement of all staff in increasing their professional knowledge, understanding and skills alongside the needs of the school. Needs identified on the SDP are met by a range of INSET opportunities. (These include: utilising internal staff strengths to lead staff meetings or closure days; mentoring, triangular teaching &amp; shadowing; visits or swaps with schools or other provider; attendance at network school training, PLCs, coordinator cluster or strategy group meetings; attendance at courses; independent reading or research or bringing in outside trainers.) Formal &amp; informal classroom observations evaluating teaching &amp; learning and focusing on: Continua themes.</p> <p>All staff participate effectively in professional learning experiences, appraisal and performance management. This has resulted in significant improvements in the quality of teaching and learning; school capacity building through increased staff specialist skills and knowledge; successful staff progression to UPS and eligibility for temporary TLR posts/specialist roles; research identifying impactful initiatives that raise standards; and greater partnerships and networks to share good practice. Inset evaluations &amp; staff skills audits demonstrate the effectiveness of: cluster schools joint INSET, secure valued speakers/ providers that otherwise could not be afforded; Joint school applications for innovation, small schools and enrichment grants have significantly increased staff and pupil DT, global learning, 1stClass@Maths skills; previous Sports Coach PE sessions- motivating teaching strategies modelled to staff; internal staff swaps to share expertise for Welsh, ICT, Music &amp; PE- ensuring pupils meet high targets; joint PPA days for staff to share expertise.</p> <p>Where necessary, leaders quickly address issues of underperformance by agreeing specific targets for improvement within timescales (eg actions to meet threshold standards for UPS, more effective behaviour management, hitting deadlines for assessments/reports, addressing weak pedagogy), and focussing support to ensure these targets can be achieved. Coaching and modelling have proved effective strategies. Policy guidance is in place to move staff to capability procedures, should initial strategies be ineffectual. Underperformance in other partners providing learning experiences is also addressed (eg Superstars PE PPA; short term supply teachers; afterschool club providers).</p> <p>Many professional learning activities undertaken by staff have had positive impact on their own practice and consequently pupils’ learning. (eg Write stuff strategies on writing standards; growth mindset on resilience and individual goal achievement; ELSA on well-being standards; PBIT specialist teacher strategies on managing behaviour and levels of exclusion; intensive Welsh language on promotion of pupils’ lunchtime incident Welsh).</p> <p>All staff disseminate professional learning outcomes with other colleagues using staff meeting slots, or by emailing summaries/ presentations of salient points and proposed actions. Following any monitoring and evaluation activity (eg PM teaching observations; book scrutiny; listening to learners; report writing), leaders have identified good practice within the school and ensured that other staff may benefit from it. (Videos of teaching, joint PPA sessions, model pupil reports, teaching triads and summaries of findings.)</p> <p>The school has partnerships with teacher training institutions (Bath and Cardiff Universities) and support staff course providers (Bridgend and Barry Colleges). Student feedback demonstrates positive experiences and they have gone on to secure permanent positions. The school also offers longer term volunteer placements linked to Open University courses. Following attaining qualifications, some volunteers have secured support staff positions in the school. Comprehensive induction is in place for new staff who also receive the school handbook with important information. Both employed and short term relief NQTs are support through Induction by the SBM.</p> <p>Many staff work with colleagues in other schools to develop professional practice. SIG work has involved all teaching staff (teaching good to excellent; digital competence; pedagogy; standards in Science). The maths coordinator led PLC to create LNF Reasoning resources with a NSP grant; 1<sup>st</sup> Welsh coordinator attended network meetings in relation to Oracy portfolios and moderation school’s ePortfolio of good practice was used by the LEA; 2<sup>nd</sup> Welsh coordinator created &amp; trialled Welsh PE resources that were uploaded to Hwb; Lead Practitioner led a training network to create a strong bank of L5 evidence that also demonstrated many aspects</p>	<p>Performance Management  CPD Staff INSET file  Staff organisation Plan  Resource Inventory  SIG reports  University/Student feedback  CPD Presentation feedback  SMT reports  GB minutes  LEA reports</p>

of Successful Futures 12 Pedagogical Principles and attends Hub/Pioneer school meetings concerned with new curriculum; the ICT coordinator attends cluster DCF & SIG meetings to keep up-to-date with emerging technologies and add activities to the scheme of work; the SENCO attends cluster and LEA network meetings ,comparing response to proposed ALN Bill changes; the RE coordinator was involved in a network to update and improve the Llandaff Diocese scheme of work; the Headteacher is a mentor for Aspiring Church Heads and an NPQH assessor and moderator; the Headteacher is also involved with a church school HT network, small school network and attends global network meetings.

#### 5.4 Use of Resources

The school has limited resources due to significant budget restraints; however it uses these efficiently and proportionately. Each area of the curriculum is fairly well resourced to support teaching & learning. A resource audit is undertaken every two years as part of the self-evaluation rolling programme. A full inventory of resources is available electronically and also evident in schemes of work.

The head liaises with the FMS officer & Finance Committee of the GB to set a budget, which is mainly determined by outrun budget fixed costs & priorities for improvement. It is only due to significant generation of income by staff, large donations from the active PTFA / GB fund covenanters and applications for a range of additional grants that a budget can be set to cover essential costs.

Spending decisions and broad financial planning link appropriately to the school's strategic priorities and its improvement planning. When considering spending decisions, short-term needs are balanced alongside the long-term needs of pupils, and local and national priorities.

Leaders know the costs of interventions, programmes and activities, and regularly review their impact for value for money.

The school has no reserves. There was no surplus or deficit in 2017 and in 2018, the small surplus was due to last minute WAG grants and additional income generated from donations, staff work for LEA or CSC.

There is no trend of spending that is significantly above or below the annual delegated budget, but three year projections predict significant deficits. The vast majority of staff being at the top end of their scales is the main factor for this issue, compounded by a previous falling roll. For the last four years, staffing redundancies have been avoided by HT working as an External Mentor for NQT Induction in both CSC & EAS; DHT working as a Lead Practitioner for Science; HT role as SIG Convenor & NPQH Assessor; maternity or staff securing promotion positions in other schools; and grants requiring temporary extra staff (Lead Creative Schools/Small Schools/PDGLAC. The value of not losing the experienced staff with significant specialist skills and being prepared for sudden increases in class sizes has been justified. It has also enabled extra support for pupils with ALN and opportunities for coaching and mentoring work.

There is an appropriate level of staffing and learning resources to deliver the planned curriculum effectively. The school always aims to keep class sizes to WAG suggested levels, but in recent years a mixture of falling roll and then sudden increased mobility has negatively impacted class sizes. (Mid-year, both FP classes in 2017/8 rose above 30). The Headteacher and GB consider value for money when making decisions on class sizes and pupil: teacher ratios, but also prepares for predicted changes in roll. A balance is achieved between staffing and other costs. Staffing, is the key to the success of school improvement so PM & CPD ensure good practice is secured. The school demonstrates how it ensures value for money in this area through the impact upon standards. Short term falling roll and reduced budget has been considered alongside predicted rises due to local housing developments.

For 2018/9, the adult child ratio in the FP is 1:8 at best and 1:16 at worst. KS2 classes have fewer than 30 pupils, but mixed ages with no in class support staff. However, an LSA is available each afternoon to lead ALN withdrawal interventions. Capacity for SEN is particularly good, with a range of staff trained on Lexia, 1stClass@Maths, Catch Up strategies, Dyslexia, DEST, Team Teach and ELSA; and also ELKLAN specialist Speech & Language. However, these staff are also needed in the growing Foundation Phase until income from proposed wrap around preschool provision can be secured.

The school makes effective use of specific funding and grants: The reduced Education Improvement Grant is now mainly used to part fund the FP staffing, but an allocation for funded INSET is created using CSC reimbursement for HT NPQH work and other sources of grant funding. The school had not received any PDG in recent years, but has been allocated a small amount that can be used to supplement ALN interventions in 2018/9. The headteacher has secured numerous school and cluster school grants. Impact evaluations show excellent value for money. ( Small schools, Innovation, PDGLAC, Enrichment, Lead Creative Schools, CRAMP, SSCECymru, Lead Practitioner.)

#### Evidence

Budget reports  
Unofficial School Fund  
Governors' Covenanter Account  
CRAMP reviews  
Building & Compliance Audits  
Plan of School  
Resource Inventory  
Learning Walks

The cost centre for resources is set related to self-evaluation findings - where coordinators report the resource needs for the future and the success of recent resource purchases. The school's unofficial school fund, PTFA, local business donations/sponsoring and supermarket voucher schemes play an essential role in securing resources for the school and supplementing the budget. However, this amount is not relied upon when setting the School Budget. These funds are externally audited. Annual finance audits have identified the schools good practice in relation to all budgets. Audit guidelines are strictly adhered to in relation to purchasing services and resources to ensure value for money. The school uses a corporate purchasing approach via the Buy4Wales site. Cluster working to secure services such as waste disposal are effective in keeping costs low. CRAMP & SALIX loan funding sought from the Diocese for building programmes.

The school uses its indoor and outdoor environment effectively and efficiently. Despite buildings no longer fit for purpose, every effort is made to ensure that the learning environment supports high quality teaching and learning, maximising the physical and mental wellbeing of pupils.

The school had a poor conditions survey in 2016. WAG Band B funding for a new school was secured and with the release of LEA contributions from 106 funding, the consultation process will commence. Due to significant housing developments in the locality it is anticipated that the school size would be increase to the more optimally financially viable - 210 on roll.

Over the past seven years, the buildings have been repaired and upgraded as far as possible and measures put in place to ensure health and safety requirements are met. During poor weather, lack of corridors still cause disruption to teaching in five classrooms; toilet provision is unsatisfactory in FP, but Y2 pupils can access KS2 provision; storage space has been improved with the purchase of outdoor sheds & a container; there is still insufficient cloakroom space, but lockers aim to address some of the issues.

Legally, there is sufficient indoor space for current pupil numbers enabling a range of resources and areas to be available to children at all times. Although, sometimes it can appear cramped, staff ensure that classrooms can be flexibly organised to meet all learning needs. The high quality displays reflect the broad, diverse curriculum and demonstrate all abilities. Staff take pride in their classroom environments and they provide stimulating areas for learning, with informative displays essential to children's learning. The continuous provision in Foundation Phase responds to the needs of pupils, their interests and ideas from their jump in day planning sessions. Good use is made of the improving outdoor provision, despite two successive years of storm damage and the need to extend into traditionally KS2 classrooms.

The outdoor space is extensive and well resourced. The school has substantial grounds which are utilised as an integral part of the learning environment, but community resources such as the field and MUGA at the Village Hall are also used. Additional sheltered areas have ensured that the outdoor learning environment is more effective in safely maximising teaching & learning opportunities, whatever the weather. They also provide some protection for the three external classrooms to enter the main building. A gardening, multi-sensory area at the side of the school includes an amphitheatre to be used as an outdoor classroom. The Conservation Area (Eco Garden) at the bottom of the field continues to be a stimulating resource for learning, as well as supporting bio-diversity. A Peace Prayer Garden provides a reflective area for pupils.

The environment is reviewed annually to ensure that it is fully inclusive and meets the needs of all pupils. The school adheres to Fair Funding Guidelines to maintain and repair the buildings. In addition to the allocated budget the Head annually applies for CRAMP grant funding for planned buildings repair and maintenance programmes.

#### **KQ5: LEADERSHIP AND MANAGEMENT Success at meeting 2017/18 priorities:**

Staff were reorganised in response to predicted falling roll. The need for redundancies was again avoided. Although staffing levels were maintained, school was unable to fund recommended FP adult:pupil ratios- however value for money was secured as standards were improved/maintained.

Building issues were addressed: Improvements were made to Foundation Phase toilets; extensive roof and windows repairs addressed water egress; obsolete fire alarm was upgraded; 5 year wiring check was secured; tree surgeons made the grounds safe; additional disabled parking space was created; cloakroom needs were identified for PTFA fundraising; and fencing/doors were repaired.

Resources (furniture particularly) was audited based upon expected shift in key stage sizes. Furniture needs were identified and recycling other schools' surplus/ cast offs secured significant savings; some Welsh reading comprehension has occurred through subscription to Bore Da magazine and through online resources- new resources- poems, prayer books are still required; parents have been a great source of artefacts in history and the school was also involved in the Colwinston Community Changes Project, providing historical resources for their show in the Village Hall.

Worked with Cowbridge Comprehensive as part of a pilot to reduce admin burden for headteachers. Focused on reviewing 5 year tenders for services in the hope to further reduce costs , but no savings could be identified from already skeleton budget.

Continuing succession planning and addressing areas of leadership standards for individuals, resulted in no further shadowing roles / in-house training, but Welsh coordinator engaged in CSC PLC work, which involved presentations to share good practice; Headteacher continues to mentor ACLP and Panel Assessor for NPQH; Parents took up LSA placements no staff took up TLR focus/secondment opportunities/MLL/NPQH for 2017/8

Staff ICT skills are improving with evidence of work related to: video editing- linked to SIG/ Lego Mindstorm control / Databases / online collaborative platforms(Hwb) / animation/control / modelling.

PM processes raise staff accountability which leads to the success of SIP projects/initiatives and Value-added progress. Addressed issues raised by 2017/8 cycle- but awaiting Autumn interviews for staff feedback

#### **Emerging priorities for development: 2018/19**

To begin to work with stakeholder to conduct informal impact surveys prior to official consultation on new school

To investigate and secure wrap around preschool provision

To repair and improve flooring in external classrooms-Annex and Satellite

To improve cloakroom provision with redistribution of FP/KS2 classrooms

To update ICT equipment -replacing hardware that has reached its upgrade limit.( mobile ipads)

To investigate successful 21<sup>st</sup>C new school buildings and liaise with HT on their strengths and weaknesses of the process for the transfer

To continue to raise staff accountability through effective PM- addressing issues raised by 2017-9 cycle

To facilitate a rolling programme of temporary leadership opportunities to meet both SIP priorities & staff CPD leadership needs

To address areas identified by coordinator monitoring/disability audits summer 2018

To continue to support staff through leadership courses such as MLL & NPQH training and share relevant opportunities for leadership experience (ie external Secondment opportunities)

#### **2019/20**

To undertake consultation process for the new school, identifying stakeholder needs and involving them in plans.

To use research finding on effective indoor and outdoor learning environments to inform plans for new school.

Depending upon site of new school, to monitor the Trim Trail and consider the need to replace. Although ongoing maintenance has ensured its good repair, it will be past its expected lifetime.

Coordinators, to identify and trial resources that best supplement proven pedagogy good practice.

To continue to raise staff accountability through effective PM- addressing issues raised by 2018-20 cycle

To facilitate a rolling programme of temporary leadership opportunities to meet both SIP priorities & staff CPD leadership needs

To address areas identified by coordinator monitoring summer 2019

To continue to support staff through leadership courses such as MLL & NPQH training and share relevant opportunities for leadership experience (ie external Secondment opportunities)

#### **2020/21**

To prepare for a move to the new school that minimised disruption to pupils, parents and staff

To set up effective indoor and outdoor learning environments in new school that reflect 21<sup>st</sup> C needs.

To secure and fairly distribute resources & address training identified by coordinator monitoring summer 2019- new resources/initiatives

To continue to raise staff accountability through effective PM- addressing issues raised by 2018-20 cycle

As school increases in size, to secure quality staff that complement the expertise of existing staff to create an effective team.

To facilitate a rolling programme of temporary leadership opportunities to meet both SIP priorities & staff CPD leadership needs

To continue to support staff through leadership courses such as MLL & NPQH training, sharing relevant opportunities for leadership experience (ie external Secondment opportunities)