

Neath – Port Talbot County Borough Council

Education Development Service

SELF-EVALUATION – AN AUDITING TOOL (Primary)



INTRODUCTION

This auditing tool has been produced to facilitate and complement the whole-school self-evaluation process. It is a part of the 'self-evaluation toolkit' that also includes the 'Subject Profiles' and the Early Years Desirable Outcomes' area profiles, previously produced by EDS. The format is based on the key questions in the new Common Inspection Framework produced by Estyn that will be operative from September 2004. It allows schools to give informed judgements on all aspects of their work and to justify these judgements by citing specific evidence bases. This evidence base will enable valid and reliable judgements to be made and sound feedback to be provided that can aid schools in prioritising school development issues. The findings can be used to re-orientate efforts towards improving the quality and standards of individual and collective performance.

Assessments should be based on the following criteria –

Grade 1: good with outstanding features

Grade 2: good features and no important shortcomings

Grade 3: good features outweigh shortcomings

Grade 4: some good features, but shortcomings in important areas

The document seeks to address the essential linkage between the self-evaluation process and school improvement planning. Whole-school evaluation is not an end in itself, but the first step in the process of school improvement and quality enhancement. Whole-school evaluation is the cornerstone of the quality assurance system in schools. This approach provides the opportunity for acknowledging the achievements of a school and for identifying areas that need attention. Whole-school evaluation implies the need for all schools to look continually for ways of improving.

The document acknowledges that schools have existing and established processes and practices for self-evaluation based on nationally acknowledged models (PEEL, The Excellence Model, CRIS, liP etc) that can be used to supplement their assessments or judgements. These models can contribute effectively to answer the key questions that provide a national criteria for schools to measure themselves against.

The auditing tools developed by EDS needs to be augmented by a whole-school policy that details how the process will be managed over a realistic time-frame (e.g. a nine term period).

Also included is an exemplar model that gives guidance on –

- Sources of evidence

- Managing a nine term schedule
- Data analysis

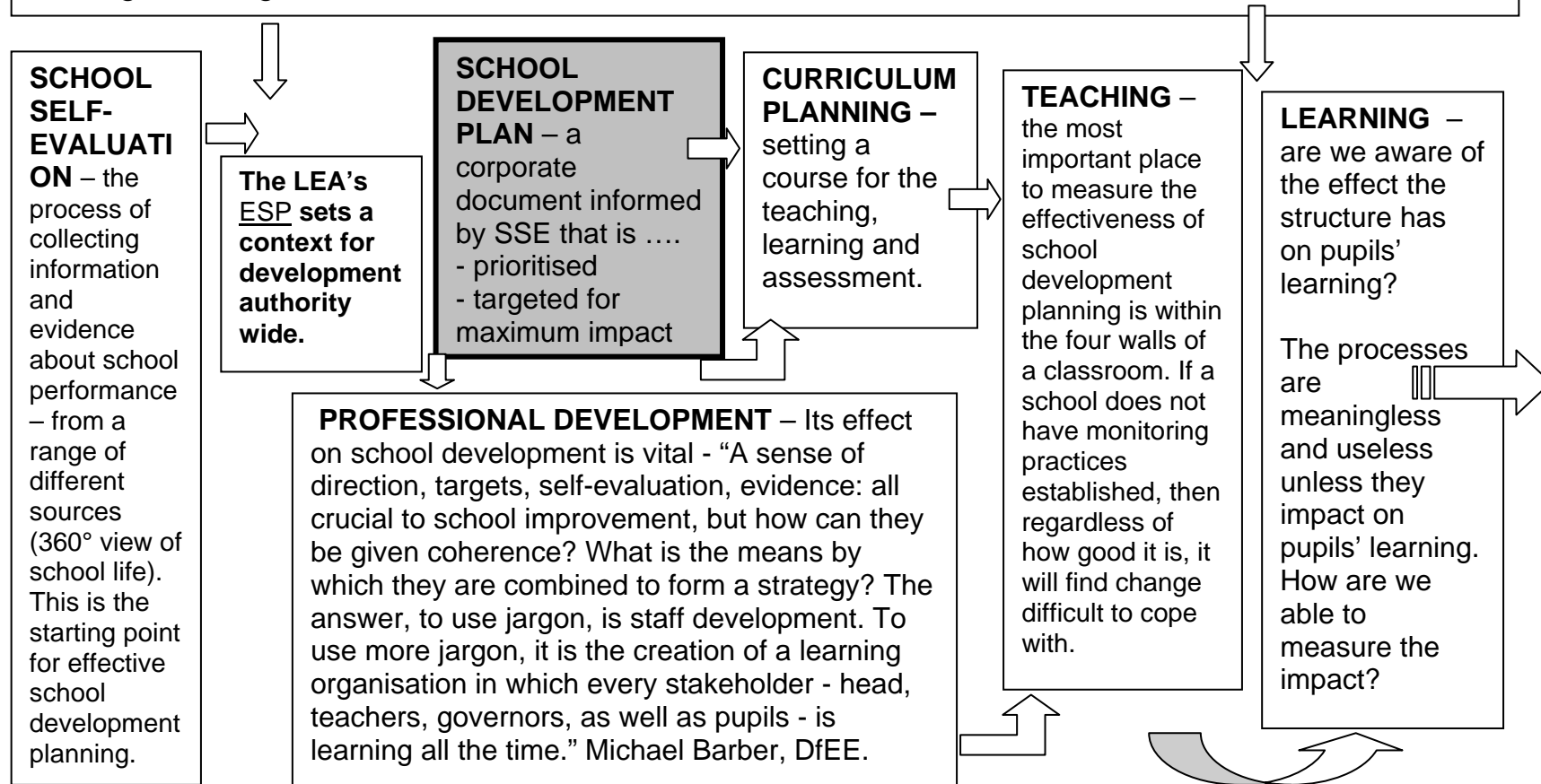
The diagram below places the self-evaluation process into a context that is relevant to other essential processes and practices, such as SDP and CPD. School self-evaluation cannot exist in isolation but needs to influence and be influenced by other existing processes. Effective self-evaluation also needs to be a process that takes into account the views and aspirations of all those that have an interest in the development of the school, (pupils, parents, GB, wider community, LEA etc). Effective quality assurance is to be achieved through schools having well-developed internal self-evaluation processes, credible external evaluations and well-structured support services.

‘Self-evaluation is a continuing and continually revealing process. This is where school improvement takes root.’ (John McBeath)

“The driving force of a successful school improvement strategy is self-evaluation. A school that has the capacity to examine all that it does critically in the light of genuine evidence - including data on pupil performance and sets targets for its own development will be an improving school.”

Michael Barber (1996).

MONITORING – the process of ensuring that what we have learnt about ourselves is being implemented. It quality assures the agreed processes that the school has established. Monitoring is a crucial element to the accountability the headteacher needs in knowing that the school is moving in the right direction.



SCHOOL SELF-EVALUATION POLICY

SCHOOL SELF-EVALUATION – A SUMMARY

- Based on 7 key questions from the Common Inspection Framework
- Will be a 3 year cycle / nine term schedule
- A concise report will be produced at the end of each year
- Will be based on a comprehensive evidence base
- Based on principle of openness and transparency
- Will include explicit linkage between SSE and SDP

INTRODUCTION

School self-evaluation is an essential part of our approach to the improvement in standards at Ysgol Afan Nedd. The self-evaluation process is defined within a nine-term schedule that outlines our approach to ensuring that all aspects of the school's activities and responsibilities are evaluated and assessed consistently and systematically.

The process will address the essential linkage between the self-evaluation process and school improvement planning. Whole-school evaluation is not an end in itself, but the first step in the process of school improvement and quality enhancement. Whole-school evaluation is the cornerstone of the quality assurance system in our school. This approach provides the opportunity for acknowledging the achievements and for identifying areas that need attention.

The school's self-evaluation process will include the monitoring of performance against the 7 key questions from the Common Inspection Framework -

Standards

1. How well do learners achieve?

The quality of education and training

2. How effective are teaching, training and assessment?
3. How well do the learning experiences meet the needs and interests of learners and the wider community?
4. How well are learners cared for, guided and supported?

Leadership and management

5. How effective are leadership and strategic management?
6. How well do leaders and managers evaluate and improve quality and standards?
7. How efficient are leaders and managers in using resources?

The process is managed in such a way that all areas will be addressed at least once during the three-year cycle and will include contributions from all interested parties – pupils, parents, staff, GB and the wider community where appropriate.

The school will assess its performance against the criteria set in the Common Inspection Framework using the judgements (1-4) identified in the framework. Issues judged to be a 3 or a 4 during the process will feature as priorities 1 or 2 in the school's current School Development Plan. The SDP will mainly highlight issues identified as priorities through the school's self-evaluation process. Our SDP will include a minimum of issues and will focus on those activities where there is a declared intention to bring about specific outcomes and achievements.

The audit document will be used as a running account of areas that have been assessed and of areas identified as priorities for our improvement planning. A concise end of year report will be produced based on the 7 key questions from the Common Inspection Framework recounting areas that have been addressed and that remain to be addressed. The report will be shared with all interested parties including staff, parents, GB and the LEA.

EVIDENCE BASE

The evidence base for making judgements will include the following sources of information –

- School data
- Target setting data
- Pupils' assessments
- Subject leaders' monitoring - curriculum
- SMT monitoring – teaching and learning
- External monitoring and inspection
- SEN reviews
- SDP reviews
- MSP reports
- Questionnaires used with pupils, parents and others
- Governing Body sub-committee reviews
- Policy and procedure reviews

- Staff meeting minutes

SPECIFIC RESPONSIBILITIES

- Subject leaders will monitor curriculum provision in accordance with the agreed subject monitoring timetable. A report will be prepared and shared with all members of staff and the Governing Body.
- The headteacher and the senior management team will co-ordinate questionnaires used to canvass the views of all interested parties, will analyse whole school data, will monitor the school's self-evaluation processes and report on all these issues to the staff and the GB. The headteacher and the senior management team will take responsibility for co-ordinating all other issues relating to the SSE process.
- The Governing Body will delegate responsibilities to sub-committees as necessary to monitor issues relating to sustainable development, extra-curricular activities, financial management, health and safety and any other matters as appropriate. Sub-committee reports will be shared with the full GB and the whole staff.

AGREED REPORTING PROTOCOL

End of year reports will be concise and precise. They will be produced in bullet point format and will relate to the 7 key questions. The report will be shared with:

- Staff
- Parents
- GB
- LEA
- Any other interested parties on request and with the agreement of the Chair of Governors

Subject leader reports will be concise and precise. They will be produced in bullet point format and will relate to curriculum provision across the school. The report will be shared with:

- Staff
- GB
- Any other interested parties on request and with the agreement of the Chair of Governors

Sub-committee reports will be concise and precise. They will be produced in bullet point format and will relate to matters as directed by the full GB. The report will be shared with:

- Staff
- GB
- Any other interested parties on request and with the agreement of the Chair of Governors

MSP and School Review reports produced by the Primary Development Officer will also contribute to the SSE process. The reports will be shared with:

- Staff
- GB
- Any other interested parties on request and with the agreement of the Chair of Governors

All reports will focus on the quality of performance and standards at the school. They should not relate to or identify any individual member of staff or school community.

This policy adopted by the school on _____ with the agreement of the staff and the GB.

Headteacher - _____ Chair of Governors - _____

See also –

Monitoring Policy and timetable
Performance Management Policy

A FRAMEWORK FOR SCHOOL SELF-EVALUATION – AN AUDIT

KEY QUESTIONS FROM COMMON INSPECTION FRAMEWORK

Standards

1. How well do learners achieve?

The quality of education and training

2. How effective are teaching, training and assessment?
3. How well do the learning experiences meet the needs and interests of learners and the wider community?
4. How well are learners cared for, guided and supported?

Leadership and management

5. How effective are leadership and strategic management?
6. How well do leaders and managers evaluate and improve quality and standards?
7. How efficient are leaders and managers in using resources?

SCHOOL CONTEXT

Number on roll:	224.5 fte						
Number of classes / Pupil: Teacher ratio:	9 25:1						
Number on SEN register	Statemented: 5			SA+: 22		SA:29	
FSM %:	38%						
Attendance %		Term 1 ('02)	Term 2 ('02)	Term 3 ('02)	Term 4 ('03)	Term 5 ('03)	Term 6 ('03)
	KS1	92%	93%	91%	93%	95%	93%
	KS2	91%	94%	92%	94%	96%	95%
Expulsions / Exclusions:	Term 1 <i>None</i>	Term 2 <i>None</i>	Term 3 <i>None</i>	Term 4 <i>None</i>	Term 5 <i>None</i>	Term 6 <i>None</i>	
Current SDP – areas of priority: (2003-4)	Numeracy	AT1 Science	SEN provision	Key skills	Assessment	Standards in D&T, / geography	
Previous SDP priorities (2002-3)	Literacy across the curriculum	ICT provision	‘Let’s Think’ initiative	Performance Management	Assessment	Standards in music	
Previous SDP priorities (2001-2)	Literacy	European partnership	Behaviour Management	Curriculum planning	Role of the subject leader	Standards in art / history	

Other contextual evidence

4 new teachers appointed since Sept 1998 (including new Yr 6 teacher Sept 2000)
D/Ht appointed Sept 2001
BSQM awarded June 2001
Inspection Feb 2001

Context

The School and its Priorities

Afan Nedd Primary School is situated in the district of Alltafan near the town of Abernedd. It lies in the area administered by the Neath Port Talbot County Borough Council. It has a roll of 224.5 pupils aged three to 11 years, 199 in Reception–Y6. The majority comes from Alltafan and the remainder from the surrounding area.

In general terms, three-quarters of the area we serve is described as being economically disadvantaged, with a quarter neither prosperous nor economically disadvantaged. The annual intake covers the full ability range, including many less able and a few able pupils. Approximately 37.8% of pupils are registered as being entitled to receive free school dinners. About 99.6% of pupils come from homes where English is the main or only language spoken. 56 pupils are identified by the school as requiring Special Educational Needs (SEN) support. The school was last inspected in February 2001.

The school states 'We strive to encourage high expectation in pupils and staff alike in a friendly, ordered environment, where children are given the opportunity to acquire independence and skills for life.'

The school has set the following priorities for improvement in our School Development Plan (SDP) for 2003-2004:

- to raise standards in mathematics and continue with the present initiatives to improve AT1science;
- to improve the effectiveness of special needs provision;
- to ensure that staff differentiate activities to meet the needs of individuals;
- to develop school self-evaluation strategies linked to teaching and learning

The school has had to cope with a significant turn over of staff in the past 5 years – 5 new teachers including the appointment of a new deputy headteacher (Sept. 2001). Numbers on roll have decreased consistently during the past 3 years from 260 pupils to the current NOR. Projected pupil numbers for the next 3 years also seem to confirm this present trend. The GB has disinvested a significant amount of reserves to maintain staffing levels. Mobility numbers are quite high with around 15% of the school population (32 pupils) moving in or out during the past academic year (2002-3)

The school has been successful in securing Comenius 2.2 funding to run a school partnership project with schools in Denmark, Italy and Spain.

MANAGING SCHOOL SELF-EVALUATION – NINE TERM SCHEDULE

Involve ment	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9
1	Target-setting MSP visit (Minuted & agreed. Report to be shared with GB) SEN review PM review / planning (Minuted & agreed)	PM Set and agree budget Parents' evenings	SDP review and development (Minuted agreed outcomes) Parents' eve. Assessments Data analysis – update SSE update and report PM	Target-setting MSP visit (Minuted & agreed. Report to be shared with GB) SEN review PM review / planning (Minuted agreed)	Whole-school review (internal / external) PM Set and agree budget Parents' evenings	SDP review and development (Minuted agreed outcomes) Parents' eve. Assessments Data analysis - update SSE – update and report PM	Target-setting MSP visit (Minuted & agreed. Report to be shared with GB) SEN Review PM review / planning (Minuted agreed)	PM Set and agree budget Parents' evenings	SDP review and development (Minuted agreed outcomes) Parents' eve. Assessments Data analysis - update SSE update and report PM - update
2	Subject specific monitoring – Language & Art <i>(SL to produce report to be shared with staff and GB)</i>	Subject specific monitoring – Maths & History <i>(SL to produce report to be shared with staff and GB)</i> Aspect monitoring – Accom. & care and support arrangements	Subject specific monitoring – Science & PE <i>(SL to produce report to be shared with staff and GB)</i>	Subject specific monitoring – Language & Music <i>(SL to produce report to be shared with staff and GB)</i>	Subject specific monitoring – Maths & DT <i>(SL to produce report to be shared with staff and GB)</i> Aspect monitoring – ALN and EO	Subject specific monitoring – Science & IT <i>(SL to produce report to be shared with staff and GB)</i>	Subject specific monitoring – Language & RE / PSE <i>(SL to produce report to be shared with staff and GB)</i>	Subject specific monitoring – Maths & Geog <i>(SL to produce report to be shared with staff and GB)</i> Aspect monitoring - Assessment	Subject specific monitoring – Science & Welsh (2 nd) <i>(SL to produce report to be shared with staff and GB)</i>
3	Attendance, punctuality & behaviour Review of subject portfolios / Policy review	Attendance, punctuality & behaviour Parental questionnaire Review of subject portfolios / Policy review	Attendance, punctuality & behaviour GB sub-committee review of extra-curricular activities (report)	Attendance, punctuality & behaviour Staff questionnaire Review of subject portfolios / Policy review	Attendance, punctuality & behaviour Review of subject portfolios / Policy review	Attendance, punctuality & behaviour GB sub-committee review of sustainable development (report)	Attendance, punctuality & behaviour Pupil questionnaire Review of subject portfolios / Policy review	Attendance, punctuality & behaviour GB / community questionnaire Review of subject portfolios / Policy review	Attendance, punctuality & behaviour GB sub-committee review of financial management (report)

Subject Monitoring Plan (Nine Term Schedule)

Year 1	Language Art	Maths History	Science PE
Year2	Language Music	Maths DT	Science IT
Year 3	Language RE/PSE	Maths Geog	Science Welsh (2nd)

SCHOOL DATA ANALYSIS

How well are we doing?

KS1

English(TA)	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L2+	76%	84%	80%	62%	73%	78%	%	%	%	%	%	%

Maths(TA)	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L2+	89%	86%	86%	75%	92%	83%	%	%	%	%	%	%
Maths (T)	1997	1998	1999	2000	2001							
L2+	89%	86%	82%	84%	92%							

Science	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L2+	78%	73%	77%	67%	83%	81%	%	%	%	%	%	%

CSI	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L2+	76%	71%	75%	58%	73%	74%	%	%	%	%	%	%

How do we compare with other similar schools –

KS1 – National Benchmarking

During the past 6 years we have seen a maintained improvement in pupil attainment at both key stages.

At Key Stage 1 we are performing consistently well in Mathematics. Science performance has improved significantly over the past two years. Taking into consideration the linguistic baseline of many of our pupils on admission, results in English are very healthy. English remains our targeted area for improvement at both key stages.

In benchmarking terms the school is regularly performing towards the upper quartiles (1-3) in all subject areas.

English	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
1-7	3	1	3	5	5	3						

Maths (TA)	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
1-7	1	2	3	5	1	3						

Maths (T)	1997	1998	1999	2000	2001
1-7	1	2	3	3	3

Science	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
1-7	3	5	5	7	4	5						

CSI	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
1-7	2	3	3	7	3	3						

KS2

English	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L4+	41%	67%	47%	65%	62%	67%	70%	%	%	%	%	%	%

Maths	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L4+	60%	74%	58%	71%	73%	63%	64%	%	%	%	%	%	%

Science	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L4+	66%	84%	76%	80%	84%	77%	83%	%	%	%	%	%	%

CSI	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L4+	66%	84%	76%	56%	58%	56%	58%	%	%	%	%	%	%

KS2 – HIGH ACHIEVERS

English	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L5	%	%	%	8%	7%	19%	28%	%	%	%	%	%	%

Maths	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L5	%	%	%	20%	11%	19%	15%	%	%	%	%	%	%

Science	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L5	%	%	%	39%	22%	21%	42%	%	%	%	%	%	%

CSI	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
L5	%	%	%	%	%	%	%	%	%	%	%	%	%

How do we compare with other similar schools –

KS2 – National Benchmarking

At Key Stage 2 results show a maintained improvement in English and Science, while results in Mathematics are variable. In benchmarking terms the school is consistently performing above the middle quartile in Science and Maths, and performance is very often in the upper quartile(1) in both subjects. For the past six years the core subject indicator is consistently above the benchmark average. A significant number of pupils achieve level 5 in all core subjects and this number has been consistently maintained or improved during the past 3 years.

English	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
1-7	1	5	2	3	3	3						

Maths	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
1-7	1	3	1	1	3	3						

Science	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
1-7	1	1	1	1	3	3						

CSI	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
1-7	1	3	1	3	3	3						

FSM FACTOR

FSM	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
%		36	37	36	37	37						

KS2 Gender differences – It is not felt that there are significant gender issues. In most years the boys outperform the girls. We need to be mindful of the negative score against boys in English and of the negative scores of girls (shown as a positive score for boys) in both Maths and Science.

LEVEL 4 +

Gender Difference	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Boy/Girl English		-7%	-2%	6%	-24%	3%	%	%	%	%	%	%
Boy/Girl Maths		8%	5%	2%	-6%	9%	%	%	%	%	%	%
Boy/Girl Science		10%	6%	9%	-3%	2%	%	%	%	%	%	%

LEVEL 5

Gender Difference	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Boy/Girl English			5%	4%	-6%	18%	%	%	%	%	%	%
Boy/Girl Maths			-6%	20%	3%	18%	%	%	%	%	%	%
Boy/Girl Science			13%	4%	17%	9%	%	%	%	%	%	%

Target setting

Target setting data shows an increasing correlation between estimated and actual results. Results also show a general correlation with FFT ranges. Comparisons with the FFT predictor show that the school is performing beyond the range of the estimated targets in Mathematics and Science, and are comfortably within the range in English (2000 SATS). This is also true for the targets set by the school between 2001 and 2003, except for English in 2003, where the school is predicting a performance beyond the range estimated in the FFT predictor.

Key Stage 2

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
English (L4+) %	65	62(3) / 57 61-75	67(3) / 59	70(3) / 65 60-81	r / 70 57-75	r / 71 61-69	r / 75 77-83	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y
Maths (L4+) %	71	73 (1) / 59 57-71	63(3) / 63	64(3) / 72 54-72	r / 67 54-72	r / 67 56-71	r / 77 75-86	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y
Science (L4+) %	80	84 (1) / 75 70-77	77(3) / 67	83(3) / 87 69-80	r / 82 66-76	r / 82 70-70	r / 84 83-83	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y
% achieving CSI	56	58 (3) / 55 x-y	56(3) / 59	58(3) / 63 x-y	r / 62 x-y	r / 63 x-y	r / 67 x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y
% boys achieving CSI		64 / 48	44 / 75	56 / 66	/ 57	/ 50	/ 60	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y
% girls achieving CSI		50 / 63	57 / 46	59 / 59	/ 66	/ 78	/ 71	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y	r / e x-y

x-y = LEA estimated range (FFT)

r = result / e = previous school estimate

Targets 2000 – submitted 99
Targets 2001 - submitted 00
Targets 2002 - submitted 01
Targets 2003/4/5 - submitted 01

2000 to 2003 FFT targets OLD format. 2004 FFT targets NEW format.

Key Question 1 - **Standards** - How well do learners achieve?

KEY QUESTIONS – re. Success in attaining agreed learning goals -	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Do learners achieve good standards in their <ul style="list-style-type: none"> knowledge, understanding and skills? 		✓ ✓ ✓			Quality of learning – good in 85% of lessons observed during <u>internal monitoring</u> over past 3 years (42 lesson observations) “In the 63 lessons or parts of lessons inspected, standards of achievement were judged to be very good in 11%, good in 65% and satisfactory in 24%.” <u>Inspection report</u> (Feb 2001) <u>Monitoring reports</u> from subject leaders also show evidence of good standards.			
Do learners achieve <ul style="list-style-type: none"> agreed learning targets; reach appropriate levels in key skills, and bilingual competence? 		✓	✓	✓	Structure for sharing qualitative targets with all pupils in all core subjects was introduced in May 2001 – operational from Sept 2001. Structure not yet evaluated. KS identified in STP. Practice not evaluated. Recent LEA monitoring identified good practice. Bilingual competence not developed. Pupils achieve well in Welsh language teaching and activities. Welsh not used as a medium for learning.(Dated)		✓	✓
Do learners succeed regardless of their social, ethnic, or linguistic background?								
Do results compare well with <ul style="list-style-type: none"> national averages local and national benchmarks? 		✓			See Data Analysis sheet.			
Do trends in performance show continuous improvement or the		✓			See Data Analysis sheet.			

maintenance of high standards?								
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KEY QUESTIONS – re. Progress in learning -	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Do learners <i>acquire</i> <ul style="list-style-type: none"> • new knowledge or skills, • develop ideas and • increase their understanding? 		✓			Subject leader monitoring – looking at books and talking to pupils – shows that pupils have a good grasp of the work covered in all subject areas. In most instances they are able to discuss their ideas confidently and with understanding. See <u>subject leaders' reports</u> .			
Do learners <i>understand</i> <ul style="list-style-type: none"> • what they are doing, • how well they are progressing and • what they need to do to improve? 		✓			Lesson observation forms (SMT monitoring of t&l – on-going) show that pupils play an active part in lessons. Good practice identified and shared across the school where – <ul style="list-style-type: none"> • staff consistently share lesson objectives. • Target-setting is well developed (also positive feedback from parents to Annual Reports) • Parental questionnaire expressed 86% satisfaction with this aspect. Need to canvass views of pupils. 		✓	
Do learners make <i>good progress in relation to their potential</i> and moving on to the next stage of learning?			✓		Assessment procedures have not been evaluated. Core subject assessments offer a broad overview of pupil progress. Need to look at usage of assessments to impact on future learning. Need to address the assessment of foundation subjects. Assessment Policy to be reviewed Autumn 2004.	✓		

KEY QUESTIONS – re. Development of their personal, social and learning skills	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Do learners <ul style="list-style-type: none"> show motivation, work productively and make effective use of their time? 		✓			SMT monitoring shows that pupils respond well in lessons. Evaluation of time spent on task in 3 lessons show that pupils make effective use of their time. (See monitoring report produced by HT and D/HT Spring Term 2002)			
<ul style="list-style-type: none"> behave responsibly and show respect for others 	✓				No exclusions in past 4 years. / Letters of commendation from a variety of organisations and institutes alluding to the very good behaviour shown by the pupils during activities and visits. Very good behaviour record exemplified in pupils' RoPA files.			
<ul style="list-style-type: none"> achieve high levels of attendance and punctuality 			✓		See school context attendance data. GB has set targets to improve attendance – see GB minutes. Targets to be reviewed Autumn 2004. Recent punctuality monitoring exercise (April 2003) showed that less than 3% of the school's population were not in school on time. Regular spot checks confirm this. See also KQ4.	✓		
<ul style="list-style-type: none"> develop the capacity to work independently, including the skills necessary to maintain lifelong learning 			✓		Recent staff meeting (Jan 02, see staff meeting minutes) to review Post-inspection Action Plan shows that staff are not entirely satisfied with progress made with regards this issue.	✓		
<ul style="list-style-type: none"> progress well in their personal, social, moral and wider development; 		✓			Review (carried out by GB sub-committee, presented to full GB in Autumn 2000) of extra-curricular activities show evidence of a range of experience that impact positively on pupils' learning. See list of visits in GB Annual Report to Parents			

<ul style="list-style-type: none"> demonstrate an awareness of equal opportunity issues and a respect for diversity within society 		✓			No evidence – based on ‘gut feeling’. EO policy reviewed Sept 2003. TBR – Sept 2004			
<ul style="list-style-type: none"> are prepared for effective <i>participation in the community</i> 		✓			Good involvement in community activities – see issue 5.			

Key Question 2 - The quality of education and training - How effective are teaching and assessment?

KEY QUESTIONS – re. How well teaching meets learners' needs	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Does the teaching <ul style="list-style-type: none"> • stimulate and • challenge learners to achieve excellence? 		✓			See KQ1, issue 1.			
Does it establish good working relationships that foster learning?		✓			PM team leaders' lesson observation notes show that relationships in lessons were good or better in all observed sessions.			
Does teaching show good subject knowledge and familiarity with recent developments ?		✓			CPD records (Sept 2000 –03) show that staff have been involved in a good variety of courses and PD activities. PM structure confirms that courses impact on classroom practice (see staff individual plans – anonymised). IWB training for all members of staff Autumn 2004.			
Is planning effective with <ul style="list-style-type: none"> • clear and shared objectives for taught sessions and • other learning experiences? 	✓				Review of lesson planning by subject leaders show very good practice in setting of lesson objectives. Planning practices TBR – Summer 2004 Learning experiences are good (Monitoring of t&l by HT and D/HT, confirmed by subject leaders)			

KEY QUESTIONS – re. The rigour of assessment and its use in planning and improving learning	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Do teachers assess learners' achievements and progress consistently and reliably?			✓		See issue above.	✓		
Does assessment meet statutory requirements ?	✓				Most recent inspection report confirms very good practice at the school and that statutory requirements are met. LEA monitoring of SATs procedures confirms the school's meeting of statutory requirements at KS2.			
Are learners involved in <ul style="list-style-type: none"> the assessment process and planning for improvement? 		✓ ✓			Recently introduced (Autumn 2002) <i>review meetings</i> with pupils in years 5&6 ensure that pupils are involved in the assessment process and contribute to the planning for improvement. Recently introduced self-evaluation forms for junior department allow pupils to comment on their own work and to plan improvement. Practice TBR Spring 2004.			
Does assessment inform those with a legitimate interest about learners' progress and achievements?			✓		Need to develop usage made of assessment information. Parental questionnaire confirms this (56% rated as 'hardly true or not true' the statement in relation to effectiveness of annual reports to parents).	✓		

Key Question 3 - How well do learning experiences meet the needs and interests of learners and the wider community?

KEY QUESTIONS – re. The extent to which learning experiences meet learners’ needs and interests	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Do learning experiences <i>meet</i> learners’ <i>needs</i> ?		✓			See also KQ2,iv.			
Are learning experiences <ul style="list-style-type: none"> • <i>broad</i> • <i>balanced</i> • <i>differentiated</i> • <i>coherent</i> • <i>progressive?</i> 		✓ ✓ ✓	✓		Subject monitoring reports from SL are positive in terms of coverage and learning experiences. Curriculum overview report (May 2002, by D/HT) points to a broad and balanced curriculum. Differentiation of curriculum is being addressed. SL reports all show that provision is progressive and coherent. Review of subject time allocation / curriculum organisation is scheduled for June 2004		✓	
Do learning experiences develop learners’ <i>key skills</i> ?					See ‘Subject Profiles’			

Do learning experiences broaden and enrich learners' experience, through a variety of activities, including out-of-hours and off-site provision?					GB sub-committee report on extra-curricular activities expresses satisfaction with quality and access of activities available to pupils. Some recommendations regarding range of activities need to be considered further.		✓	
Do learning experiences promote personal development , including spiritual, moral, social and cultural development?		✓			Pupils participate in a wide range of school visits – including, San Ffagan / Castell Henllys / Theatr Tir Na Nog / Cardiff Mosque and synagogue / Margam Park field study / Urdd. We judge these experiences to have a good impact on their personal development.			
Are learning experiences <ul style="list-style-type: none"> enriched by effective partnerships with other providers and with all interested parties and meet legal requirements. 								

KEY QUESTIONS – re. The extent to which learning experiences respond to the needs of employers and the wider community	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Do learning experiences promote learners' bilingual skills and reflect the <ul style="list-style-type: none"> • languages and • culture of Wales? 			✓		Curriculum Cymreig has been monitored as a whole school issue and though there is good practice evident it is felt that whole school approach to planning and promotion lacks consistency.		✓	
Do learning experiences address <ul style="list-style-type: none"> • social disadvantage and stereotyping • and ensure equality of access and opportunity for all learners 		✓			GB sub-committee has produced a report on EO and feels that the school has good processes in place to address these issues. EO & REq policies were reviewed in December 2002			
Do learning experiences promote education for <i>sustainable development?</i>			✓		Recent GB sub-committee review produced report that highlighted areas to be addressed with immediacy.	✓		

Key Question 4 - How well are learners cared for, guided and supported?

KEY QUESTIONS – re. The quality of care, support and guidance to learners	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Does the school plan and manage <ul style="list-style-type: none"> care arrangements and support services effectively? 		✓			School's arrangements met with general approval from parental body (78% satisfied or better). Policy and practice for Pupil Support & Welfare reviewed in Sept 2003. TBR in Sept 2004			
<ul style="list-style-type: none"> work in partnership with parents and carers and take account of their views? 		✓			Parental questionnaire is a permanent feature of SSE process. We also give regular opportunities for parents to discuss their children's progress. We intend to interview a sample of parents on specific issues to ensure that a range of views are taken into account.			
<ul style="list-style-type: none"> provide high quality personal support and guidance for learners, including access to personal and social education and specialist services? 			✓		PSE PoS is integrated across the curriculum. This is a recently introduced aspect and we need to evaluate the quality of the PSE provision. A co-ordinator has been appointed and a recent ADDS session with LEA officer has provided us with good guidance. PSE policy and practice TBR Spring 2004			

<ul style="list-style-type: none"> monitor learners' punctuality, attendance, behaviour and performance, and take early and appropriate action where necessary?		✓		<p>Termly monitoring of punctuality (2 x 3 days) show that a significant % of pupils arrive late. This seems to be a particular problem for 3 families. Attempts to address this issue has been successful in one case. EWO support has been gained and monitoring is on-going. Targets have been set and shared with all families.</p> <p>Attendance % is improving (6 term analysis 2002-03). Recent terms show attendance above 95%. GB has set a target for annual attendance % (KS1/2) to be above 95%. TBR termly.</p> <p>LEA assertive discipline advice being followed.</p>			
<ul style="list-style-type: none"> assure the healthy development, safety and well-being of all learners? 		✓		<p>Health and safety assessment carried out by GB sub-committee draws attention to the following issues –</p> <ul style="list-style-type: none"> some play equipment show signs of metal fatigue electrical leads trail across areas where pupils often walk electrical equipment in one class is situated too near to the wash / water area There were also issues regarding procedures for bringing pupils to school and collecting them at the end of the day 	✓		
<ul style="list-style-type: none"> have effective procedures for the protection of children, and for dealing with appeals and complaints? 		✓		<p>Good feedback from parental questionnaires regarding safety of children while at school and during off-site visits (87% positive)</p> <p>Child protection procedures reviewed Sept 2003 / TBR Sept 2004</p>			

KEY QUESTIONS – re. The quality of provision for additional learning needs	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Does the school effectively diagnose individual learning needs ;		✓			LEA's SEN support staff has recently reviewed practices at the school and produced a report that judged – <ul style="list-style-type: none"> IEP's to be of a good standard SEN review is a whole-school approach to identifying ALN. 			
<ul style="list-style-type: none"> provide additional support to meet pupils' individual needs as appropriate, 			✓		Parental body were not entirely satisfied with support and felt that pupils' needs were sometimes compromised.		✓	
<ul style="list-style-type: none"> provide appropriate support for learners whose behaviour impedes their progress and that of others. 		✓			Behaviour policies and processes have been reviewed recently in a series of staff meetings (Chair of Governors was also present). Though certain issues were highlighted as areas of development it was felt that the school's approach was consistent and effective. Highlighted issues have been addressed immediately. Next review has been scheduled for December 14 2003.	✓		

KEY QUESTIONS – re. The quality of provision for equal opportunities	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Does the school <i>support and guide learners appropriately</i> , taking account of their social, educational, ethnic or linguistic background					See above.			
<ul style="list-style-type: none"> <i>promote gender equality</i> and challenge stereotypes in learners' choices and expectations 		✓			Perception judgement based on whole-staff input.			
<ul style="list-style-type: none"> <i>promote good race relations</i> across all areas of activity 			✓		Perception judgement based on whole-staff input. LEA training (HT conference Summer 2003; information to be disseminated to whole school in Autumn 2003).			✓
<ul style="list-style-type: none"> have effective measures to <i>eliminate oppressive behaviour</i>, including racial discrimination, bullying and all forms of harassment; 		✓			See KQ 4 (above).			

<ul style="list-style-type: none"> secure <i>equal treatment of disabled learners</i> and make reasonable adjustments to avoid putting them at substantial disadvantage; and recognise and respect diversity 			✓		<p>Risk assessment report produced by LEA highlights certain areas that need to be addressed (see report). Report produced by SENco has evaluated our practice in relation to this aspect. (See report produced Summer 2003).</p>		✓	
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Key Question 5 - Leadership and management - How effective are leadership and strategic management?

KEY QUESTIONS – re. How well leaders and managers provide clear direction and promote high standards	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Does leadership <ul style="list-style-type: none"> • give clear direction through values, aims, objectives and targets • ensure that they are fully understood by all those involved 		✓			Evidence from LPSH review shows that there is good correlation between staff perception and headteacher perception on direction and leadership issues. Staff questionnaire expressed satisfaction or better (91%) with leadership provided by SMT at the school. An analysis of all questionnaires shows that values, aims, objectives and targets are understood well by the majority of stakeholders.			
Are the school's aims and values reflected in day to day activities ?		✓			Perception judgement by SMT (see SMT minutes). Aims and objectives TBR Autumn 2003.			
Does the school take account of <ul style="list-style-type: none"> • national priorities • local partnerships and • consortia agreements 		✓			School data is set into a national and local context. National targets regarding the quality of teaching have been surpassed.			
Does the school set and meet challenging, realistic targets and goals?		✓			Data analysis and comparisons with set targets over a three year period show a good correlation. (See data analysis forms)			

Does leadership <i>manage and improve</i> the <i>performance</i> of individual staff and teams?			✓		Staff questionnaires show a slight dissatisfaction with this aspect (40% barely or not satisfied).			
Does the school undertake <i>effective</i> staff <i>performance management</i> to promote their <i>professional development</i> and improve the quality of provision.		✓			Staff questionnaire expresses satisfaction with processes undertaken to manage performance. Needs analysis forms are used to identify and prioritise development areas. Lesson observations and feedback from team leaders indicate that professional development is at least effective and in some instances very effective.			

KEY QUESTIONS – re. How well governors meet their responsibilities	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Does the GB help to set the school's strategic direction			✓		Involvement in SDP is light touch at present. There is need to develop this aspect.	✓		
<ul style="list-style-type: none"> regularly monitor the quality of provision 		✓			Three sub-committees have been established to ensure GB direct involvement in monitoring the quality of provision (curriculum, financial management and resources). They have produced and presented reports. A rolling programme for GB insight into classroom experiences has also been scheduled.			
<ul style="list-style-type: none"> meet regulatory and legal requirements 	✓				A full GB audit of regulatory and legal requirements has been carried out under LEA guidance.			

Key Question 6 - How well do leaders and managers evaluate and improve quality and standards?

KEY QUESTIONS – re. How effectively the school's performance is monitored and evaluated	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Are school managers <i>well informed</i> about the <i>performance</i> of the areas for which they are responsible and <i>use the information effectively?</i>			✓		SMT have minuted meetings that aim to share information and discuss issues relating to school performance. These minutes are shared with the GB. Decisions taken in SMT meetings influence agendas for staff meetings. Data on KS performance and NFER assessments is shared across the school. We need to evaluate how effective is the usage of this information.		✓	
Are there <i>established self-evaluation</i> arrangements which are <i>comprehensive, systematic</i> and <i>based on first-hand evidence?</i>		✓			SL produce reports on subject audits. SMT are involved in classroom observations. PM procedures are well-developed. Questionnaires have been used to couch the views of pupils, parents, staff, GB and representative bodies from the community. LEA involvement in supporting SSE arrangements. GB sub-committees have been established to monitor specific agreed aspects. An agreed timetable has been established for policy reviews. liP procedures are being investigated. Basis Skills QM has been awarded. Are we confident that what we are being told is the truth?			

Do leaders and managers seek out, and take account of, the <i>views of learners, staff and other interested parties?</i>		✓			See above.			
<ul style="list-style-type: none"> Make sure that all those involved in providing education, training and other services <i>understand</i> and are <i>fully involved in the self-evaluation arrangements</i> 		✓			See above.			

KEY QUESTIONS – re. The effectiveness of planning for improvement	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Does the school <ul style="list-style-type: none"> <i>set clear priorities and actions</i> to bring about improvement? 	✓				SDP feedback from the LEA has confirmed that it is a concise and coherent document focused on school improvement. Responses from questionnaires also confirm that GB and parental body are aware of the school's priorities and targets.			
<ul style="list-style-type: none"> make sure that priorities are <i>supported</i> through <i>adequate allocation of resources</i> 			✓		Subject audits have identified areas that need to be further resourced. GB sub-committee has also identified needs as regards Sus. Dev.	✓	✓	✓
<ul style="list-style-type: none"> show that actions taken have <i>resulted in measurable improvements</i> 		✓			Analysis of KS1 & 2 assessments (TA/T) show a definite and sustained upward trend in performance. Reviews of SDP show that we have delivered on 85% of targets identified over a 3 year period. Quality of t&l judged to be good has increased since last inspection by 25%.			

Key Question 7 - How efficient are leaders and managers in using resources?

KEY QUESTIONS – re. The adequacy, suitability and use made of staffing, learning resources and accommodation	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Are teaching and other support staff <i>suitably qualified</i> ?		✓			All curriculum areas have subject leaders. These leaders approach their responsibilities conscientiously and consistently.			
Do all learners have access to <i>appropriate learning resources</i> that <i>match</i> the demands of their <i>learning experiences</i> ?			✓		Learning resources are appropriate (Estyn Inspection report) Subject leader reports have highlighted needs in all subject areas. These needs have been prioritised and set against capitation costs for the next 3 years. (See SDP)	✓	✓	✓
Does the <i>accommodation</i> provide a suitable setting for good teaching, learning and support for all learners?			✓		Accommodation review (Spring 2000) identified three areas of priority – <ul style="list-style-type: none"> - need to develop outdoor play provision. - need to develop library and research area (ICT based). - need to address lack of classroom space in KS2. 	✓	✓	✓

KEY QUESTIONS – re. How efficiently resources are managed to achieve value for money	Assessment				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
Is efficient and effective use made of available resources ?		✓			Subject leader monitoring and audit show that resources are used well in most curriculum areas. (See SL reports)			
Are teaching and support staff deployed, managed and developed effectively ;			✓		Staff feel that they have the necessary skills and competencies to perform their roles successfully. SL feel that their roles could be managed in a more effective and efficient way. (Staff questionnaire)	✓		
Are financial and physical resources matched to the school's priorities for development?		✓			GB financial management sub-committee was given a brief to consider this KQ. They reported that SDP is accurately costed and that expenditure was appropriate to meet the school's needs. The key areas of spending during the past three years have been on <ul style="list-style-type: none"> • SEN provision (£55K from FF + over £30K from reserves) • ICT hardware / software (a total of £15K) It is recommended that we set processes in motion to evaluate cost effectiveness and VFM.		✓	
Is the use of resources regularly reviewed in order to ensure value for money?			✓		GB financial management sub-committee made a recommendation that SMT include this aspect as an on-going element of subject monitoring by SL.		✓	

KEY QUESTIONS – re. Progress on key issues for action from the most recent inspection (Feb 2001)	Assessment of progress				Evidence Base	SDP priority		
	1	2	3	4		Y1	Y2	Y3
<ul style="list-style-type: none"> maintain the good standards, and improve standards in the subjects and aspects that are satisfactory by paying attention to the shortcomings noted; 		✓			An analysis of the shortcomings noted by the inspection team gave subject leaders distinct criteria against which they could measure and record progress. Reports by SL indicate that the school has made good progress in relation to this criteria. This has been reported to the GB and parental body. It is the school's decision that this issue no longer warrants being included in our SDP. (SDP Review Summer 2003)			
<ul style="list-style-type: none"> make more effective use of assessment and recording outcomes to support the teaching and learning; 			✓		This is a current issue of the SDP. Evaluation of progress will take place in Summer 2004.	✓		
<ul style="list-style-type: none"> develop the planning and evaluating responsibilities of the full senior management team, and extend the monitoring role of subject coordinators; 			✓		This is a current issue of the SDP. Evaluation of progress will take place in Summer 2004.	✓		

<ul style="list-style-type: none"> make more efficient and effective use of the learning support staff. 		✓		<p>This issue has been addressed in the following way –</p> <ul style="list-style-type: none"> all members of staff now evaluate classroom performance at the end of a planning period (fortnightly). This includes an evaluation of the contribution of support staff. Evaluations are monitored by SMT. (See lesson evaluations) Monitoring by SMT / SL. (See relevant reports) Support staff contribute to SSE process. (See staff self-evaluation questionnaires) Recent SEN review on provision and support (LEA). (See SEN report by LEA) <p>Progress has been reported to the GB and parental body. It is the school's decision that this issue no longer warrants being included in our SDP. (SDP Review Summer 2003)</p>			
<ul style="list-style-type: none"> plan the development of the key skills, particularly literacy and numeracy, across the subjects in more detail; 	✓			<p>Recent monitoring reports by the LEA show good practice at the school in identifying and promoting key skills in STP, (Summer 2003). This has been reported to the GB and parental body. It is the school's decision that this issue no longer warrants being included in our SDP. (SDP Review Summer 2003)</p>			
<ul style="list-style-type: none"> improve short term planning and the organisation of the curriculum to promote continuity and progression in the learning in all subjects; 	✓			<p>Recent monitoring reports by the LEA show good practice at the school in STP, (Summer 2003). SL report that planning and curriculum organisation now promote continuity and progression. SoW in DT, history, music, geography, English and mathematics have been reviewed in light of recent guidance from the LEA. This has been reported to the GB and parental body. It is the school's decision that this issue no longer warrants being included in our SDP. (SDP Review Summer 2003)</p>			