

Neath – Port Talbot County Borough Council

Education Development Service

SCHOOL SELF-EVALUATION  
(Primary)

**EXEMPLAR REPORT**  
**Ysgol Afan Nedd**

## The Format of the Self Evaluation Report

The Common Inspection Framework is recommended as a basis for self-evaluation. The framework has been designed to be compatible with other widely used quality systems such as IIP PEEL, European Foundation for Quality Management Excellence Model (EFQM) etc.

Schools will not be required to use the framework as a model, but it will be expected for self-evaluation to examine and focus upon:

- Standards
- Quality of education
- Leadership and management

As a minimum, inspectors will expect every school to present to the team a self evaluation report that sets out a summary of the schools strengths and shortcomings together with a robust assessment of progress and improvement since the previous inspection. Self evaluation should involve staff at all levels and take account of the views of learners, partners and where appropriate, parents and the community served by the school.

A good self evaluation report should:

- Be evaluative and concise
- Identify shortcomings as well as good features
- Give clear judgements on each element in the Common Inspection Framework
- Ensure that judgements match the evidence and include cross reference to the supporting evidence
- Provide and comment on statistical data about outcomes over recent years
- Refer to recent assessments or reviews of provision: and
- Relate clearly to a development plan and targets.

Schools however can present their self evaluation report in any way that they see fit. The format presented overleaf is merely suggested but does satisfy the criteria of a self evaluation report

## **Progress Since Last Inspection**

The key issues in the previous report were to:

- **raise the standards of achievement in both key stages in DT and in IT in key stage 2**
- **ensure that schemes of work, which promote high quality provision, are completed for all subjects;**
- **develop and implement a whole school policy which enables consistent and accurate assessment to be made and used to inform planning;**
- **produce a SDP which identifies and prioritises clear targets for improvement and is an integral part of financial planning;**
- **maintain the good and very good features of the school**

In reply to the first key issues, an in service training day was held for staff and a new scheme of work designed to cover the NC requirements over a two year cycle. DT is now taught on an alternate basis with art

The second key issue was resolved when teachers attended NOF training. More computers were purchased for the school to allow a mean average of four per class. A network system was introduced and new initiatives continue to be developed.

In response to the third key issue; a scheme of work was introduced to complement Curriculum 2000 and various commercial schemes purchased to consider their assessment procedures.

The final two key issues were addressed by; formulating a whole school assessment policy with detailed procedures for using assessment to inform the planning and, producing a new SDP with clear targets and appropriate spending criteria.

## **Key Question 1 : How well do learners achieve?**

- Regular monitoring of teaching indicates that the quality of learning is good or better in 85% of lessons observed which is an improvement from previous inspection where only 76% were deemed so
- Key skills acquired by children are now embedded into all work and standards are at present good. ICT will be further improved when all staff have undergone IWB training
- Core subjects at both key stages are good. The core subject indicator is consistently above the bench mark average performing in the upper quartile. Mathematics results however, whilst good are variable in comparison to English and science. There are no significant gender issues between the performance of boys and girls in the core subjects.
- Sharing of targets with pupils to improve pupil performance has been introduced but has yet to be evaluated. Target setting data shows an increasing correlation between estimated and actual results.

### **Sources of evidence**

Internal monitoring reports  
Subject leader reports  
LEA review report  
SMT monitoring report  
KS1 and KS2 data  
Governing body minutes

## **Key Question 2 : The quality of education training and assessment**

- Relationships with pupils are very good and promotes effective learning environment. All lesson seen by SMT judged to be good or better.
- Subject knowledge of teachers is good. Good training has helped to develop it.
- The school needs to investigate fully teaching and learning styles to enable all pupils to access the curriculum.
- The schools assessment procedures are good for core subjects, but are inconsistent at present in foundation subjects. The school needs to develop a coherent strategy based upon the OAMs to facilitate this need.
- Need to ensure full usage of assessment information especially with regard to parental knowledge and the effectiveness of annual reports in meeting this.
- There is a need to address differentiation which is not at present planned consistently throughout the school.

## **Supporting Evidence**

**Assessment reporting and recording policy**

**SDP**

**Children records of review meetings**

**CPD records**

**Subject leader reports**

**Parental questionnaires**

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

- A range of extra curricular activities are provided for the pupils. At the moment these are primarily for upper KS2. There is a need to develop provision for lower KS2 and possibly upper KS1.
- Long, medium and short term plans are available for all areas of the curriculum to successfully ensure progression and continuity in pupils learning. Careful thought has been given to the allocation of foundation subjects to alternate terms to ensure balance and breadth.
- Pupils participate in a wide range of visits to develop their cultural awareness and we believe Cwricwlwm Cymreig features strongly across the subjects and in many of the good display around the school.
- Our recently developed policy and programme for the delivery of PSE is beginning to provide a structured framework for pupils on a range of moral and social issues. Activities such as Crucial Crew enhance understanding.
- Subject policies contain detailed references to C.C. but needs more consistency throughout the school.
- We believe that the school actively promotes values of tolerance and kindness and staff take issues of bullying, sexism and racism seriously and consistently.

### **Supporting Evidence**

**Subject monitoring reports**

**Subject profiles**

**Governing body minutes**

#### **Key Question 4: How well are learners cared for, guided and supported?**

- Parents are generally supportive of the school and its values. They appreciate the ready access they have to the Headteacher and staff. The home-school agreement is readily accepted by parents.
- Attendance is regularly monitored and is satisfactory and steadily improving. There is an issue with punctuality with a significant percentage arriving late. This is however linked to a few families and the EWO is working with the school to alleviate the situation.
- Behaviour and attitude of pupils is very good during lessons and around the school. The behaviour policy is consistently applied throughout the school and is clearly understood by the pupils.
- The quality of provision for pupils with SEN is generally good. The Code of Practice is implemented and most pupils make progress towards targets set for them. Some parents did feel that all needs were being met and that pupils' needs were compromised. A review of IEPs against the needs of the children will be investigated by SENCO.
- Good links are made with outside agencies and effective use is made of advice and guidance given.

#### **Supporting Evidence**

**Parental questionnaire**

**PSE policy**

**Attendance data**

**Assertive discipline guidelines**

**Staff meeting minutes**

### **Key Question 5: How effective are leadership and strategic management?**

- There is good correlation between the head's and staff's perception with regard to direction and leadership. LPSH questionnaire confirmed this.
- The school uses data effectively and sets realistic targets for its pupils. This is based upon a wealth of evidence such as SATS, NFER and there is a good correlation between teacher assessment and pupil performance.
- There is a need to enhance the professional development of all staff on a more consistent transparent basis linked to the SDP and national initiatives. The P.M. cycle which is now underway should help with staff development.
- Governors are extremely supportive of the school but there is a need for them to become more actively involved with regard to input and scrutiny of the SDP.

### **Supporting Evidence**

**LPSH data**

**SMT minutes**

**Pupil performance data analysis**

**Staff questionnaires**

**Governing body minutes**



## **Key Question 6: How well do learners and managers evaluate and improve quality and standards?**

- Data on Key Stage performance and NFER results is shared amongst staff and information is used diagnostically to highlight areas. There is however a need to monitor and evaluate the implementation and effectiveness of any strategies employed to address issues raised by the data.
- Co-ordinators are now making more informed reports via subject audits as to the quality of provision and outcomes. A planned programme now needs to be implemented to ensure adequate analysis of foundation subjects.
- The audits have initially highlighted a need to address resources in some areas of the curriculum such as geography, RE and fiction books for upper KS2 and there will be planned spends for forthcoming year.
- Questionnaires have been distributed to pupils, parents, staff and the wider community to gauge views and assist in the self evaluation process. These have yet to be collated and analysed but should provide useful information.
- The SDP is a working framework that clearly states the priorities and targets for school improvement.

### **Supporting Evidence**

**SMT meeting minutes**

**Subject audits**

**Staff, pupil, parent, GB questionnaires**

**G.B. minutes**

**BSQM assessment forms**

**LEA school visit reports**

**Subject audits**

**Analysis of KS1 and 2 data**

## **Key Question 7: How effective are leader and managers in using resources?**

- The quality of staffing is good and all are appropriately qualified. They approach their roles conscientiously. Out of six support staff three are attending NVQ Level 2 or similar and the aim of the school is to have all SAs trained to at least NVQ Level 2 and hopefully level 3. SEN budget is used to support named individuals and other support staff are maintained from school budgets
- Learning resources are generally good but as previously indicated subject audits have highlighted areas which could be improved.
- There is a need to develop outdoor play provision. There are safety concerns with regard to the surface of the main yard especially during games sessions and lunchtimes.
- The Governing Body play an active part in managing school resources, and the finance committee regularly review expenditure. They will use the information from subject audits to ensure expenditure for resources are relevant and can be planned for. The finance committee also ensure that problems identified in the SDP are appropriately costed and that expenditure allocated to these areas was spent effectively.

## **Supporting Evidence**

### **SDP**

**Accommodation review**

**Subject leader reports**

**Staff questionnaire**

**GB finance committee minutes**

**LEA monitoring reports**