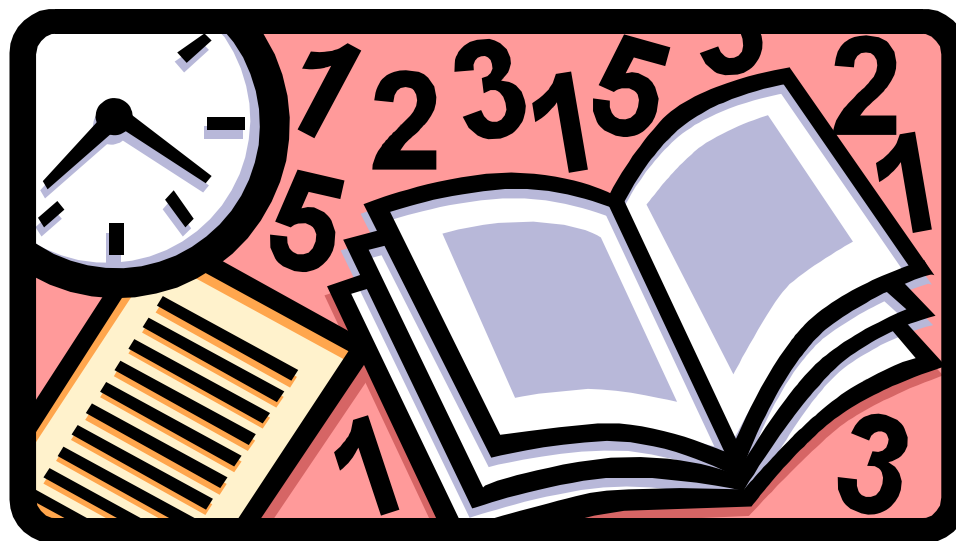


Neath Port Talbot EDS
School Self-Evaluation (Primary)



Aspect Profiles For Primary Schools

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 :							
Number of classes / Pupil: Teacher ratio :							
Number on SEN register	Statemented:			SA+:		SA:	
FSM % :							
Attendance %		Term	Term	Term	Term	Term	Term
	KS1						
	KS2						
Expulsions / Exclusions :							
Current SDP – areas of priority :							
Previous SDP – areas of priority :							
Previous SDP – areas of priority :							

Other contextual evidence

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Context

- the nature of the school;
- its priorities and targets.

A concise factual statement about the nature of the school, its pupils and those features of the area it serves, including the linguistic background, which influence the work of the school. The statement should include information about the numbers on roll, the number of pupils identified as having SEN and, where significant, a description of the school population in terms of its ability, gender, ethnicity and linguistic and social background.

SCHOOL DATA ANALYSIS

How well are we doing?

KS1

English(TA)	1997	1998	1999	2000	2001	2002						
L2+	%	%	%	%	%	%						

Maths(TA)	1997	1998	1999	2000	2001	2002						
L2+	%	%	%	%	%	%						
Maths (T)	1997	1998	1999	2000	2001	2002						
L2+	%	%	%	%	%							

Science	1997	1998	1999	2000	2001	2002						
L2+	%	%	%	%	%	%						

CSI	1997	1998	1999	2000	2001	2002						
L2+	%	%	%	%	%	%						

How do we compare with other similar schools –

KS1 – National Benchmarking

English	1997	1998	1999	2000	2001	2002						
1-7												

Maths (TA)	1997	1998	1999	2000	2001	2002						
1-7												

Maths (T)	1997	1998	1999	2000	2001	2002						
1-7												

Science	1997	1998	1999	2000	2001	2002						
1-7												

CSI	1997	1998	1999	2000	2001	2002						
1-7												

KS2

English	1996	1997	1998	1999	2000	2001	2002					
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L4+	%	%	%	%	%	%	%						
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Maths	1996	1997	1998	1999	2000	2001	2002						
L4+	%	%	%	%	%	%	%						

Science	1996	1997	1998	1999	2000	2001	2002						
L4+	%	%	%	%	%	%	%						

CSI	1996	1997	1998	1999	2000	2001	2002						
L4+	%	%	%	%	%	%	%						

KS2 – HIGH ACHIEVERS

English	1996	1997	1998	1999	2000	2001	2002						
L5	%	%	%	%	%	%	%						

Maths	1996	1997	1998	1999	2000	2001	2002						
L5	%	%	%	%	%	%	%						

Science	1996	1997	1998	1999	2000	2001	2002						
L5	%	%	%	%	%	%	%						

CSI	1996	1997	1998	1999	2000	2001	2002						
L5	%	%	%	%	%	%	%						

How do we compare with other similar schools –

KS2 – National Benchmarking

English	1997	1998	1999	2000	2001	2002						
1-7												

Maths	1997	1998	1999	2000	2001	2002						
1-7												

Science	1997	1998	1999	2000	2001	2002						
1-7												

CSI	1997	1998	1999	2000	2001	2002						
1-7												

FSM FACTOR

FSM	1997	1998	1999	2000	2001	2002						
%												

KS2 Gender differences –

Gender Difference	1997	1998	1999	2000	2001	2002						
Boy/Girl English		%	%	%	%	%						
Boy/Girl Maths		%	%	%	%	%						

Boy/Girl Science		%	%	%	%	%						
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Target setting

Key Stage 2

	1999	2000	2001	2002	2003	2004	2005						
English (L4+) %	r/e 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						
Maths (L4+) %	r/e x-y												
Science (L4+) %	r/e x-y												
% achieving CSI	r/e x-y												
% boys achieving CSI	r/e x-y												
% girls achieving CSI	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.

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? 								
Do learners achieve <ul style="list-style-type: none"> • agreed learning targets; • reach appropriate levels in key skills, • and bilingual competence? 								
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? 								
Do trends in performance show								

continuous improvement or the 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? 								
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? 								
Do learners make <i>good progress in relation to their potential</i> and moving on to the next stage of learning?								

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? 								
<ul style="list-style-type: none"> <i>behave</i> responsibly and show respect for others 								
<ul style="list-style-type: none"> achieve high levels of <i>attendance</i> and <i>punctuality</i> 								
<ul style="list-style-type: none"> develop the capacity to <i>work independently</i>, including the skills necessary to maintain lifelong learning 								
<ul style="list-style-type: none"> progress well in their <i>personal, social, moral and wider development</i>, 								
<ul style="list-style-type: none"> demonstrate an awareness of equal opportunity issues and a respect for diversity within society 								
<ul style="list-style-type: none"> are prepared for effective <i>participation in the community</i> 								

The quality of education and training - How effective are teaching, training 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? 								
Does it establish good working relationships that foster learning?								
Does teaching show good subject knowledge and familiarity with recent developments ?								
Is planning effective with <ul style="list-style-type: none"> • clear and shared objectives for taught sessions and • other learning experiences? 								

<p>Do teachers use a range of</p> <ul style="list-style-type: none"> • <i>teaching strategies</i> and • <i>resources</i> <p>which secure the active engagement of learners?</p>								
<p>Does teaching promote equality of opportunity and actively address issues of gender, race and disability equality ?</p>								
<p>Does teaching meet the <i>language needs</i> of the learners, including providing access to bilingual teaching?</p>								
<p>Do teachers plan</p> <ul style="list-style-type: none"> • to meet learners' <i>individual needs</i> and • to <i>monitor and review</i> their <i>progress</i>? 								

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?								
Does assessment meet statutory requirements ?								
Are learners involved in <ul style="list-style-type: none"> the assessment process and planning for improvement? 								
Does assessment inform those with a legitimate interest about learners' progress and achievements?								

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> ?								
Are learning experiences <ul style="list-style-type: none"> • <i>broad</i> • <i>balanced</i> • <i>differentiated</i> • <i>coherent</i> • <i>progressive</i>? 								
Do learning experiences develop learners’ <i>key skills</i> ?					See ‘Subject Profiles’			
Do <i>learning experiences</i> broaden and enrich learners’ experience, through a variety of activities, including out-of-hours and off-site provision?								
Do learning experiences <i>promote personal development</i> , including spiritual, moral, social and cultural 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? 								
Do learning experiences address <ul style="list-style-type: none"> • social disadvantage and stereotyping • and ensure equality of access and opportunity for all learners 								
Do learning experiences promote education for <i>sustainable development?</i>								

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? 								
<ul style="list-style-type: none"> work in partnership with parents and carers and take account of their views? 								
<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? 								

<ul style="list-style-type: none"> • monitor learners' punctuality, • attendance, • behaviour and performance, and take <i>early and appropriate action</i> where necessary?								
<ul style="list-style-type: none"> • assure the healthy development, safety and well-being of all learners? 								
<ul style="list-style-type: none"> • have effective procedures for the protection of children, and for dealing with appeals and complaints? 								

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 ;								
<ul style="list-style-type: none"> provide additional support to meet pupils' individual needs as appropriate, 								
<ul style="list-style-type: none"> provide appropriate support for learners whose behaviour impedes their progress and that of others. 								

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								
<ul style="list-style-type: none"> <i>promote gender equality</i> and challenge stereotypes in learners' choices and expectations 								
<ul style="list-style-type: none"> <i>promote good race relations</i> across all areas of activity 								
<ul style="list-style-type: none"> have effective measures to <i>eliminate oppressive behaviour</i>, including racial discrimination, bullying and all forms of harassment; 								

<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								
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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 								
Are the school's aims and values reflected in day to day activities ?								
Does the school take account of <ul style="list-style-type: none"> • national priorities • local partnerships and • consortia agreements 								
Does the school set and meet challenging, realistic targets and goals?								

Does leadership <i>manage and improve</i> the <i>performance</i> of individual staff and teams?								
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.								

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								
<ul style="list-style-type: none"> regularly monitor the quality of provision 								
<ul style="list-style-type: none"> meet regulatory and legal requirements 								

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>								
Are there <i>established self-evaluation</i> arrangements which are <i>comprehensive, systematic</i> and <i>based on first-hand evidence?</i>								
Do leaders and managers seek out, and take account of, the <i>views of learners, staff and other interested parties?</i>								
<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> 								

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? 								
<ul style="list-style-type: none"> • make sure that priorities are <i>supported</i> through <i>adequate allocation of resources</i> 								
<ul style="list-style-type: none"> • show that actions taken have <i>resulted in measurable improvements</i> 								

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>								
Do all learners have access to <i>appropriate learning resources</i> that <i>match</i> the demands of their <i>learning experiences?</i>								
Does the <i>accommodation</i> provide a suitable setting for good teaching, learning and support for all learners?								

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 <i>efficient and effective use</i> made of available <i>resources</i> ?								
Are teaching and support <i>staff deployed, managed and developed effectively</i> ;								
Are financial and physical <i>resources matched to the school's priorities</i> for development?								
Is the <i>use of resources regularly reviewed</i> in order to ensure value for money?								