ABERBARGOED PRIMARY SCHOOL
Everybody Matters

Mae Pawb
Yn Bwysig

Contextual Information

Aberbargoed Primary School serves the small town of Aberbargoed which is situated in the Rhymney Valley some eight miles north of Caerphilly. Aberbargoed is a former mining community which has experienced many of the challenges faced by similar communities. These include high unemployment and low expectations. A significant number of pupils come from socially and economically challenged homes. Aberbargoed is a Communities First area. 96.4% of our pupils live in the 20% most deprived homes in Wales (WIMD 2014.) This equates to almost 200 pupils. Approximately 34.34% (68 pupils from Reception to Year 6) of statutory school age pupils currently receive Free School Meals (October 2016). 41.5% of families live in Local Authority, Housing Association or privately rented accommodation. According to the 2011 Census 42.3% of residents aged 16+ have no qualifications with just fewer than 44% having a GCSE grade C or higher qualification. 34.4% of males and 44.7% of females are economically inactive. 50.6% of lone parents with dependent pupils are not in employment.

The school was opened in September 2002 following the amalgamation of the village's Infant and Junior Schools, and has occupied a single site since March 2012. Approximately 6.7% of our pupils (15) come from outside the catchment area (Sept 2015). 1.7% of pupils (4) come from homes where English is an additional language. No pupils come from Welsh speaking homes. Less than 1% of pupils are on the Child Protection register while a similar number are described as Children In Need. There no LAC pupils at school. In September 2016 15.6% of our statutory school age pupils are described as having additional learning needs. 7.58% are at School Action while 6.69% are at School Action+. There are currently four statemented pupils at school. No pupils attend other educational provision at other sites for part of the week. A number of pupils transfer to school from the local Welsh medium school each year and during the year. Foundation Phase Profile (FPP), CDAP and baseline assessments of pupils entering Nursery indicate that the average attainment on entry for our pupils is significantly below the age related attainment of their peers in schools. **In the last five years a very few pupils entered the school with skills at the expected level for speaking and listening, reading and writing, numeracy or personal and social development**. All pupils make good progress and most reach expected or above expected levels by the end of Year 2 and Year 6. Please note the School has introduced the Foundation Phase Profile in Reception and Nursery since September 2015

The school is the sixth most challenged in relation to our family of schools (Family 76, 2016). It has the second lowest rate of FSM in the family but has the family's highest percentage of pupils living in the 20% most deprived areas of Wales – 96.4%. The school has the lowest funding (school budget share per pupil) in the family with £2916 per pupil compared with the highest spend of £4601 (source mylocalschool.wales.gov.uk 2015-16 data) The Local Authority's Section 52 Education Budget statement for 2015-2016 indicated the school had a budget share of £3147 per pupil. The maximum per pupil in the Local Authority's primary schools is £4850 and the minimum is £2696. The average is £3382. Aberbargoed is 42nd out of the 75 primary schools in Caerphilly County Borough in terms of its school budget share per pupil.

The Governing Body has sought to invest heavily in the school's internal and external environment, facilities and resources so that all learners in Aberbargoed can maximise their opportunities while at our school. Educational visits and other school experiences are often subsidised to allow full participation. We encourage all learners to develop positive attitudes and dispositions to learning while also developing their lifelong learning skills. The school has worked hard to raise its profile in the community.

 The current Headteacher took up post in September 2008.
The School was last inspected by ESTYN in November 2013

1.1 Standards and progress overall	Key Evidence

Headline summary: **The majority of pupils start school with key skills that are below the expectations for their age while nearly all go on to make good progress and achieve or exceed the expected outcomes by the end of both key stages.**

➢ Baseline data demonstrates many pupils start school with key skills below the expectations (working towards/bronze level), however end of nursery data for 2018 demonstrates value added from baselines with many pupils achieving the expected outcome (outcome 2b 77%). This is a result of interventions such as Musical Mayhem, the implementation of Thieve approaches throughout the classroom, use of outdoor provision and the learning environment.

➢ This is verified by external benchmarking data especially at the expected levels, nearly always placing the school in bench mark 1 or 2. Nearly all pupils achieve their individual challenging targets in KS2. However, this is not consistent at the expected level +1 in FP where the school is placed in the lower two quartiles. Deviation from quartile 1 to quartile 2 or 3 is determined by the number of SEN pupils in the cohorts not achieving the expected level; however these pupils make good progress from baselines.

End of FP Performance (Inc. benchmarking)								
	OUTCOME 5+				OUTCOME 6			
	LLC	MD	PSDWBCD	FPI	LLC	MD	PSDWBCD	FPI +1
2015	1	1	1	1	3	3	4	
	94	94	97	94	20	20	29	
2016	1	2	2	1	3	3	2	
	89	89	93	89	21	29	46	
2017	1	1	2	1	2	3	3	
	96	96	96	93	32	21	46	
2018	2	2	1	1	3	4	3	
	88	88	100	88	23	19	39	

➢ This year in **PSDWBCD p**erformance improved at the expected level from 96% to 100%, moving quartiles from 2 to 1.The trend in performance of pupils achieving **Outcome 6 in LLC & MD** is low and consistently results are within quartile 3 and, below LA and Wales.

➢ At the higher than expected level 5 - performance in English, Maths, Science and CSI+1 performance has improved moving from quartiles 2 and 3 to quartiles 1 and 2 respectively. Performance at the expected level 4 across all core subject areas remains consistently high with all subjects within quartile 1 this year, with only one pupil identified as SA+ not achieving the expected level. Intervention was provided for pupils on the cusp of level 4 in mathematics. In English this has progressed due to initiatives such as 'Write inspired', Shakespeare performances targeting boys Oracy and critical thinking projects alongside Single Steps Learning Colleagues, as well as amendments to writing across the curriculum processes.

End of KS2 Performance (Inc. benchmarking)								
	Level 4+				Level 5+			
	English	Maths	Science	CSI	English	Maths	Science	CSI+1
2015	3	3	1	3	2	2	2	
	82	82	96	82	36	32	31	
2016	1	1	1	1	3	2	1	
	92	96	96	92	24	36	40	
2017	2	2	2	1	3	2	3	
	91	91	91	91	29	38	33	
2018	1	1	1	1	1	2	2	
	96	96	96	96	42	39	36	

➢ Performance at the expected levels is nearly always maintained between key stages; At the expected level the value added from FP to KS2 is good with most pupils improving by 2 national curriculum levels:-

Key Evidence

- All Wales Core Data Set

- FP analysis of results

- FP Profile baselines

- KS2 analysis of results

- Lesson observations

- Scrutiny of pupils' work

- Listening to learners

- Learning walks

- In house moderation samples and external moderation portfolios

		English					
Progress Across Phases							
% pupils achieving expected level + 1		Oracy	Reading	Writing	Overall	Maths	CSI
Progress 2012 > 2016	End FP - L3 (2011)				80	84	80
	End KS2 - L5 (2015)	88	96	84	92	96	92
Progress 2013 > 2017	End FP - O6 (2012)				90.91	86.36	86.36
	End KS2 - L5 (2016)	90.5	90.5	81	90.5	90.5	90.5
Progress 2014 > 2018	End FP - O6 (2013)				96.3	96.3	96.3
	End KS2 - L5 (2017)	96	96	96	96	96	96

➢ Most pupils recall previous learning, this is well evidenced in nearly all lessons. The application of learning is embedded through frequent opportunities to apply skills in real life opportunities, especially literacy and numeracy across the curriculum e.g. enterprise activities, Single Steps learning projects, trips including workshops.

➢ There is good correlation between performance data and the standards of pupils' work observed in lessons, in book scrutinise and in discussions with pupils. Nearly all learners talk enthusiastically about varied learning experiences. Evidence of work samples used in moderation identifies staff are skilful in moderating work samples throughout the school across core subject areas.

Actions necessary

Sustain:

- **Maths Initiative – Big Maths from Year 2-6 to target pupils at higher level and close gaps in numeracy for pupils throughout the school.**
- **Continue to implement LLP from Y2- Y6. Continue to embed Karen Mills science scheme for KS2.**
- **FP – Implement 1:1 RWInc interventions**

Adjust:

- **Pupils in year 2 who achieve a 'Grey' level within RWInc to be moved onto LLP with all pupils onto LLP by end of autumn term.**
- **Adjust groupings in Big Maths to ensure that the program runs continuously throughout the year.**
- **Adjust daily reading activities to include guided reading groups.**

Start:

- **RWInc spelling scheme for Y2-Y6, start guided reading groups**

Halt:

- **Daily Accelerated reading, reducing to twice weekly to provide opportunities to incorporate guided reading, consolidation of spelling sessions and opportunities for weekly reading response activities.**

1.2 Standards and progress of specific groups	Key Evidence
Headline summary: Progress of vulnerable groups of learners at expected outcomes and levels is good	**ALN intervention data** **Listening to learners**

GENDER: Within the last three years there is a trend for girls slightly outperforming boys in both Foundation Phase and Key Stage 2.

FSM: 6 children in Y2 were identified as eFSM. 2/6 children achieved O5 in LLC, and a further 2/6 children achieved O6 in LLC. 2/6 children achieved O5 in MD and a further 2/6 children achieved O6 in MD. 3/6 children achieved O5 in PSWBCD and 3/6 children achieved O6.

8 children in Y6 were identified as eFSM. 4/8 children achieved L4 in English, and a further 3/8 children achieved L5 in English. 4/8 children achieved L4 in Mathematics and a further 3/8 children achieved L5 in Mathematics.

EAL/ETHNIC MINORITY: The proportion of pupils from ethnic backgrounds was 2% during 2017-18 and a little below that of the LA. Language acquisition levels (as at Jan 2018). There were no EAL pupils on early language acquisition stages below competent recorded during 2017-18.

SEN: The proportions of pupils on SA varied but were generally similar to those of the LA during 2014-17. The proportions of pupils on SA+ also varied but were again generally similar to those of the LA during 2014-17. The proportions of pupils with statements were similar to those of the LA during 2016 & 17.

- FP: Within FP end of KS results the number of SEN pupils was 4, all male. Half achieved the expected level in LLC and MD; all achieved the expected level in PSWBCD. One pupils' primary need is Speech, Language and Communication Difficulties he has received speech therapy since nursery and spent a year receiving 40% of his time educated offsite in an SPLD resource base. One pupils' primary need is general learning difficulties he receives designated IEP time, strategies to develop fine motor skills, targeted groups for development of number and writing skills, a referral has been made to the advisory service. Remaining two pupils are BSED (Behaviour, Social, and Emotional Difficulties) these two pupils achieved O5 across all curriculum areas, with one achieving O6 in MD and LLC.
- KS2: Within KS2 end of key stage data the number of SEN pupils was 3, two males (one SA and one SA+) and one female (SA, although a referral to the SpLD service has been made). One's primary need is his social communication with a recent diagnosis of ASD he receives discreet support from his peers and the adults that support him and has accessed ComIT and Talk About. One pupil's primary need is a Specific Learning Difficulty directly affecting her spelling and certain aspects of her reading she receives support via the programme Acceleread/Accelerwrite and a referral to the Advisory Teacher service for Specific Learning Difficulties has been made. One's primary need is Speech, Language and Communication Difficulties. He joined Aberbargoed Primary School part way through year 3 and up until this point had received some Speech and Language Therapy but was discharged for non-attendance and parents had also declined a place at the Tir-Y-Berth Speech and Language resource base. He currently receives specific targets on his IEP, ComIT, small group Big Maths and RWInc interventions. 66% of SEN pupils (2 out of 3 pupils) achieved the expected level.
- **(REDUCED TIMETABLE/EDUCATED OFF SITE)**
- FP: Within FP there is currently one Nursery pupil receiving a reduced timetable. His primary need is his Behaviour, Social and Emotional Difficulties; he also has a secondary need of Speech, Language and Communication Difficulties and started the year with toileting needs, although these are now no longer an issue. His initial baseline outcome was PSWBCD – Bronze, LLC – Bronze, MD – Bronze, PD - Bronze, his end of year outcome is PSWBCD – Bronze, LLC – Gold, MD – O1 and PD - 1, showing some progress within the Bronze outcome for PSWBCD. An application for 1:1 support was also agreed and the pupil will receive 5 hours support from September 2018.
- KS2: Within KS2 there is one pupil who is educated off-site on a full time basis following a permanent exclusion.

MAT: Talk about benchmarking and trends in the last 3 years at outcome 6 and level 5. Interventions put in place for cusp children for Y6 Maths. Check Laura how many went to Sarah had level 5. Big Maths opportunity to identify pupils particularly in each cohort to be targeted for MAT maths; however strategies for identification and tracking of MAT pupils have been identified as an area for improvement.

LAC: Although we have children with a special guardianship orders, there are currently no LAC children.
ALN INTERVETNION GROUPS: See details of individual interventions in the table below.

Intervention	Number of	Type of data	Entry level	Exit level	Difference

	pupils				
Catch Up	15	Salford Reading test	Average reading age 5.7	Average reading age 6.7	+12 months
RWInc 1:1	10	RWInc assessments and Salford Reading test	Average reading age 5.5	Average reading age 6.4	+11 months
Acceleread/write	11	Salford Reading test	Average reading age 7.9	Average reading age 8.9	+12 months
Big Maths Target Time	8	Big Maths results	6/8 started on level 2 2/8 started on level 3	5/8 finished on level 3 3/8 finished on level 3	5 children made a whole level's progress, all improved their scores.
Year 5/6 Maths group	12	National Test data 2016-17 and 2017-18	2016-17 National test results varied from SS score of 85 - 103	2017-18 National test results varied from SS score of 83 - 108	On average Y6 showed a 5 point increase On average Y5 showed a decrease of 6 points, with one child showing an increase of 11 points.
ComIT	12	PSWBCD outcomes/PSE levels	FP 2 x O2 3 x O3 1 x O4	FP 2 x O3 4 x O4	On average each child made one outcome's progress, with one child making 2 sublevel's progress.
TalkAbout	7	PSWBCD outcomes/PSE levels			
Time to Talk	9	PSWBCD outcomes/PSE levels	Y1 2 x O2 2 x O3	Y1 2 x O3 2 x O4	All children in Y 1 made one outcome's progress

| | | | 1 x O4 Y2 1 x O4 3 x O5 | 1 x O5 Y2 3 x O5 1 x O6 | and all children in Y2 made 2 sublevel's progress with one making a whole outcome's progress | |

Actions necessary
Sustain: The variety of interventions on offer in school. The regular reviewing of IEP targets with parents.
Adjust: Further refine the entry and exit criteria for interventions. Track more closely the data in relation to these interventions. Further include the children in their own target setting on IEPs, using PCP tools.
Start: Tracking MAT pupil progress (subject leaders, ALNCo, class teachers)
Halt:

1.3 Standards and progress in skills	Key Evidence

Headline summary

Nearly all pupils participate in creative arts projects with partners such as 'Arts Council Wales', 'Ballet Cymru' and 'Shakespeare Festival' with enthusiasm and progress in speaking and listening well from their baseline (38% of nursery in 2017-18 referred for SALT, 10% received outside agency support whilst 28% received school based intervention using 'Time to Talk'). Parental engagement and stakeholder attendance at celebratory Creative Arts Events is also high.

➤ Many pupils across the school listen attentively to each other and to their teachers. By the end of FP, most pupils' oral skills are good, they answer questions with confidence and engage well in discussion with their peers, this is noted particularly in cross curricular, 'Successful Futures Projects' in which learners work in triads to undertake challenges related to whole class themes. In KS2, many pupils are able to discuss their work well and identify areas of progress when sharing their learning. Many provide good oral feedback when assessing the work of their peers and express their own ideas confidently. Learners in FP talk confidently about ways they can improve their learning, noted particularly when discussing literacy. Learners in year 2 talk confidently about the use of target boards to prompt learning in writing tasks.

➤ In FP many pupils make good progress by the end of Y2 in RWInc with a minority moving off the scheme onto Literacy Learning pathways at the start of the year. Around half of learners make good progress in developing their reading skills in KS2 according to their age and ability, however interventions have been planned put in place to improve standards in reading including Acceleread, Accelerwrite as well as implementing a spelling scheme to improve pupil consistency in application of RWInc skills from FP to KS2 (2018-19).

➤ In FP, many pupils display a secure understanding of the letter or sound patterns they are learning in RWInc sessions. Most pupils in KS2 develop as independent readers. In KS2 the majority of pupils read confidently, fluently and with expression. There are a few hesitant readers, but they often have the confidence to correct themselves as they read. Nearly all children who have been assessed as underachieving, when intervention has been undertaken, there is progress made, however the sustainability of the results is not evident as pupils move through upper KS2, alternative interventions have been trialled and are being embedded the impact of this will be measured in the next academic year.

End of FP Performance in Oracy, Reading & Writing:

	Outcome 5+				Outcome 6			
	Oracy	Reading	Writing	LLC	Oracy	Reading	Writing	LLC
2015				94				20
2016				89				21
2017				96				32
2018				88				23

End of KS2 Performance in Oracy, Reading & Writing:

	LEVEL 4+				LEVEL 5+			
	Oracy	Reading	Writing	English	Oracy	Reading	Writing	English
2015	85.7	83.1	71.4	82.1	53.6	35.7	17.9	35.7
2016	88	96	84	92	32	28	16	24
2017	90.5	90.5	81	90.5	28.6	28.6	23.8	28.6
2018	96	96	96	96	38.5	42.3	38.5	42

Numeracy

➤ All pupils make very good progress in developing their numeracy skills. In the Foundation Phase, many pupils make good progress in their mathematical development across areas of learning at the expected level. Most pupils handle money correctly and are confident when comparing place value of digits. Many apply their skills successfully when solving problems. Pupils have a good knowledge of shape which starts in nursery thorough outdoor learning opportunities e.g. shape hunts and use of ICT to develop comparative language skills and builds to pupils identifying lines of symmetry within 2D shapes. Pupils in nursery are given daily

Key Evidence

- Lesson observations

- Learning walks

- Book looks

- Discussions with pupils

- Performance data analysis

- **Analysis of standardised reading ages of particular groups**

- **Analysis of standardised numeracy scores of particular groups and their progress over time**

opportunities to develop number skills through 'Magic Maths' input sessions and number is reinforced through many areas of enhanced and continuous provision in FP e.g. creating taller and shorter sunflowers, pupils in nursery counted out seeds to create their designs and used mark making to record the numbers. Pupils experience and develop their understanding of money through role play activities e.g. a visit from an ice-cream van where progressive skills were demonstrated by learners when interacting e.g. exchanging an item for a coin nursery, calculating change from £1 year 2.

➢ In key stage 2, most pupils develop number strategies successfully and this is being further developed through the use of Big Maths weekly activities. Most learners have a sound knowledge of multiplication tables by the end of KS2. Clear progression is evident throughout the school in terms of data handling, measures and application of numbers skills across the curriculum. Pupils' ability to solve complex multi-step word problems independently is an area of development throughout the school where use of WAG reasoning resources are being used to promote thinking skills and talking partners in maths. Most older pupils in key stage 2 transfer their numeracy skills well to other curriculum areas, particularly in their science lessons, for example, when constructing graphs and tables of observations and measurements over time and calculating averages of three readings.

ICT
➢ Many pupils' information and communication technology (ICT) skills are good across the school. In the Foundation Phase, many pupils use word-processing and simple programmes to create pictures and to add text, shape tools and fill tools, as well as amending font size and style with growing independence e.g. using 'Purple Mash' to create images of boats, researching sharks in small groups to generate a presentation for peers.
➢ Nearly all key stage 2 pupils understand e-safety well and can explain strategies to keep themselves and others safe online; this is supported by participation in e-safety weeks and work with outside partners such as Barclays Bank. Most pupils search for information online competently and use a range of programmes confidently to present their findings. In upper KS2 many pupils' knowledge and understanding of databases, coding and modelling is developing well e.g. during the 'Scream Machine' topic in which pupils explored the properties of bread in spreadsheets as part of a research project; in science pupils applied ICT and numeracy skills to produce graphical representations of results collected. Lower KS2 used creative multimedia to develop iMovies to celebrate their work with Ballet Cymru as well as developing coding skills to create multi-level games linked to the topic

Across the Curriculum
➢ Many pupils effectively develop the literacy, numeracy and ICT skills required to access the whole curriculum and to learn successfully. Many pupils are able to apply these skills successfully across the curriculum during entrepreneurial projects e.g. Christmas Fayre.
➢ Communication and higher order thinking skills are being developed successfully through school and support their progress in classroom interaction with teachers and other pupils and e.g. Successful Futures fortnights. Most pupils are able to apply these skills to new situations and their learning. MAT and ALN pupils are further challenged and supported in numeracy groups to extend or develop their skills via Big Maths sessions.
➢ Nearly all pupils apply their speaking and listening skills, their numeracy skills and their ability to think well across the curriculum during their topic work e.g. Successful Futures Fortnights when pupils escorted their parents around the school explaining and teaching parents skills they have developed and the explaining problems they had encountered and solved. They were able to talk skilfully about the specific attitudes to learning they undertook through the project.
➢ Most pupils can write clearly and read for understanding. They can also use their numeracy skills at appropriate levels in a range of subjects and acquire a useful range of skills; for example in FP, learning stories are used to record application of literacy skills when researching a favourite sea creature following a visit to a sea life centre. Pupils weighed various objects and organised their results in a table using appropriate units of measures. Pupils used ICT software such as 'Wordfoto' to generate vocabulary boards for their topics. Pupils apply writing skills across a range of genres linked to topic work and annual calendar events in fortnightly 'Big Write' Sessions e.g. descriptions of aliens, non-chronological reports about planets, instructional writing, letters to Santa, story retells such as the story of Santes Dwynwen and information leaflets about healthy eating to name only some of the writing application opportunities given to year two pupils. Throughout the year development of planning followed by big write cycles have been established and this has led to improved quality and content of pupils writing. As a school spelling and decoding when reading is identified as an area requiring development as pupils transition into KS2 and an action plan is in place to address this in the year 2018-19.
➢ Most pupils in KS2 can write clearly and with an understanding of audience and purpose, similar to FP a cycle of planning and writing has been established to allow opportunities for editing work and self-evaluation of skills as well as adopting a range of strategies in order to improve quality of writing e.g. story mapping, chunking of tasks, use of quality models, idea wheels, Sue Palmer skeletons etc.
➢ Nearly all pupils develop their creativity and their physical skills well during Physical Development sessions e.g. Forest School Sessions, use of outdoor provision in nursery and the use of the adventure trail in FP. Pupils in FP are encouraged to develop creative skills through exploration of Religious artefacts, anti-bullying projects, song writing linked to internet safety and painting tasks linked to Wythnos Cymraeg activities.
➢ A cycle of in-house moderation has been established this year for core subjects in FP and KS2 to ensure TA are accurate as well as developing portfolios at the expected level for each cohort. The process supported planning for progress of all learners.

Welsh
➢ From a very low baseline, most pupils' knowledge and understanding of Welsh is good. Many pupils across the school show growing confidence and use Welsh effectively during Welsh lessons.

Standards in Welsh at end KS2:
➢ Standards in Welsh are improving over time at the expected level +1.
➢ Most pupils make good progress in developing their Welsh language skills within the curriculum whereas developing Welsh language across the curriculum and using it around school and especially on the playground is a developing feature.

	ORACY				READING					WRITING					OVERALL LEVEL				
	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
2015	0	32	68	0	0	0	29	46	0	0	15	36	57	0	0	0	36	64	0
2016	0	8	72	20	0	0	16	68	12	0	4	12	72	16	0	4	12	68	16
2017	0	19	53	29	0	0	14	62	24	0	0	19	57	24	0	0	19	57	24
2018	4	0	58	39	0	4	0	62	35	0	4	0	65	31	0	4	0	58	39

Actions necessary

Sustain:
- **Continue to work towards achieving 'Campus Cymreig' award to improve standards in bilingualism throughout school. Continue to embed in-house moderation cycle of core subject areas.**

Adjust:
- **Increase learner participation in wider cluster networks of sporting activities.**
- **Embed critical thinking CPD by developing whole school 'Successful Futures Fortnights' based on training provided by Single Steps Learning.**
- **Daily reading sessions to incorporate a carousel of activities including guided reading sessions. Roles and responsibilities in line with AOLEs and embed in MER cycle.**

Start:
- **Receive training for staff on modelling, coding and use of iPad technology to engage ALN and lower ability pupils with a particular link to literacy skills. RWInc spelling scheme in KS2.**

Halt:
- **Daily use of accelerated reader instead adopt a carousel of reading activities**

2.1 Wellbeing	Key Evidence
Headline summary: The provision and outcomes for wellbeing at Aberbargoed are good. All staff work collaboratively and effectively in school and with outside agencies to ensure all learners emotional and learning needs are identified and met appropriately. **2.1 Wellbeing** **How safe & secure:** ➢ In FP nearly all pupils have positive feelings to school, and feel prepared for learning; 94.4% identified positive feelings about school, and 96% identified they felt prepared for learning. In KS2 many pupils have positive feelings to school, and feel prepared for learning; 85.8% identified positive feelings about school, and 87% identified they felt prepared for learning. (PASS survey data 2018) ➢ SEAL assemblies are delivered weekly to support pupils' wellbeing. ➢ Good to be Green behaviour system implemented in spring term '18 from Y1-6. ➢ Behaviour in class and around the school is consistently good, by nearly all pupils (monitored in autumn and spring terms) ➢ All staff received 'Team Teach' training (summer term '18) **Healthy Choices:** ➢ The Wellbeing Coordinator has worked alongside the Caerphilly Healthy Schools team to develop a 'Healthy Schools Action Plan', in order to gain our Healthy Schools Phase 5 award. Many targets have been achieved this academic year; the school is on target to receive the award in autumn term '18. ➢ Pupils in Year 5 and 6 have had opportunities to develop healthy, informed choices regarding smoking, drink and drugs through workshops delivered by the Caerphilly Healthy School team. ➢ Pupils from R – Yr 6 have received a hand washing demonstration by members of the Eco-Schools/Healthy Heroes council, encouraging children to wash hands correctly. Eco/Healthy Heroes attended a hygiene/handwashing workshops delivered by Caerphilly Healthy Schools hosted by a cluster secondary school. ➢ Pupils from R-Yr6 received food hygiene training via a play and workshops delivered by the Food Standards agency. ➢ All pupils in classes R-Yr6 received First Aid 'Flat Stan' training, delivered by New Directions. In addition, Year 5 received CPR training via the Police Community Officers. ➢ Spectrum workshops have been delivered for Year 2 and Year 6. A LTL exercise was completed with pupils who attended the workshops – of the pupils surveyed (5x Yr2, 5xY6), nearly all were able to identify and talk about the importance of healthy relationships. ➢ Spectrum training was delivered to all staff. ➢ NSPCC 'Pants are Private' assembly has been delivered to pupils R-Yr6. Pants are Private posters to be displayed around school in readiness for the new academic year. ➢ NSPCC delivered a 'Speak Out, Stay Safe' assembly for pupils R-Yr6 and follow up workshops for Year 5&6. ➢ All pupils took part in e-safety activities as part of e-safety week, for example reading stories, designing posters, with Year 5&6 receiving a workshop from Barclays Bank to discuss the importance password safety. ➢ Pupils from R-Yr6 took part in a Carbon Monoxide Awareness competition, designing posters highlighting the dangers. Pupils from R-Yr6 received a Carbon Monoxide Awareness assembly. ➢ Sport Wales conducted 'The School Sports Survey' with pupils across the school. Data to be available and analysed in autumn '18. ➢ Write Inspired Project completed in summer term '18, highlighted the importance of global issues, such as bees, plastics and deforestation. Issues were shared with the wider community through learning exhibitions. ➢ Pupils in Year 2 received road safety awareness lessons delivered by Kerb craft. ➢ Design to Smile has supported pupils in developed effective oral health through daily tooth brushing session in FP. 97% of parents have consented to pupils taking part in daily tooth brushing with 89% uptake of pupils receiving fluoride application. ➢ Pupils across the school explored eye health, receiving incentives for registering/attending a free eye check at their local opticians. All pupils had opportunity to meet with Guide Dogs for the Blind through class workshops. **Behaviour:** ➢ SMT monitored the use of rewards and sanctions through the school. As a result, the 'Good to be Green' behaviour system was implemented in spring term from Y1-6. R and Nursery classes use their own personalised approach. Behaviours in, and around school were monitored in autumn	- PASS survey - Pupil Sports Survey (data to be available Autumn '18) - Outside agencies, e.g. Design to Smile - Health and Wellbeing Coordinator file. - Healthy School Action Plan - Eco/Healthy Heroes questionnaires. - Informal Observations - Learning Walk - Formal Observations - Class Busy Books

and spring term, with behaviour in class and around the school found to be consistently good, by nearly all pupils.
- All pupils are supported as necessary and any behaviour issues managed well and in line with an effective school policy.
- In formal and informal lesson observations conducted this academic year, 93% of lessons were observed to be at a minimum of 'Good' for 'Engagement and Enthusiasm', with 46% deemed 'Excellent'. 86% of lessons were observed to be at a minimum of 'Good' for 'Behaviour for Learning and Safety', with 66% deemed 'Excellent'.

Leadership Roles:
- The four pupil committees (made up of representatives from Y2-Y6) play a full part in the development of school life and effectively support pupils' wellbeing. These pupils make decisions about the development and implementation of action plans, charity events and lead assemblies, for example on the importance of handwashing.
- Pupils have taken the role of 'Learning Detectives' an active role in lesson observations, providing feedback to learners and teaching staff on attitudes to behaviour for learning and safety.

Confidence and Resilience:
- Pupils' interactions in learning exhibition events; discussing their school and their work evidences how nearly all pupils confidently interact with other pupils, adults and visitors.
- All pupils have had opportunity in a range of projects interacting with the local and wider community, e.g. Ballet Cymru, Shakespeare productions, class assemblies and school concerts.

Becoming ethically informed:
- The Eco committee has been re-established this year, re-registered with Eco-Schools Wales and represented by pupils from R-Yr6.
- All Eco-Schools council members are able to identify and talk about ways we can be Eco-Friendly
- An Eco questionnaire was completed with council members in the end of summer term. All children surveyed were able to identify ways the school currently support eco issues, and ways we would like to improve.
- Pupils from R-Yr6 met with the Local Educational Ranger to become more informed about the importance of environmental education, notably the importance of not littering.
- All pupils had opportunities to explore the themes of Anti-Bullying during Anti-Bullying week, effectively promoting bullying prevention, in class and through the delivery of assemblies on this theme.
- All pupils have actively promoted and engage in charity fund raising, for example, MacMillan, NSPCC, British Heart Foundation, as well as support local fundraising events for pupils within the community.
Nearly all pupils show a genuine respect for all social and cultural traditions, valuing the benefits a multicultural society brings.

Actions necessary

Sustain:

- **Continue the achievement of targets identified in the Healthy School Action plan in order to achieve Phase 5 award in autumn '18.**
- **Use PASS and pupil questionnaire data more effectively to support vulnerable learners.**

Adjust:

- **Further develop the role of the Eco-Council, specifically to support the development of the outdoors as a learning resource across the school.**
- **Further develop the role of the School Council as more active participants in school life.**
- **Analyse results of the School Sport survey.**

Start:

- **Gain Eco-Schools Green Flag award.**
- **WG School Ambassadors Project**

• **Revisit Parent questionnaires to analyse data** **Halt:**	

2.2 Attitudes to learning	Key Evidence
Headline summary: Nearly all pupils across the school demonstrate positive attitudes and dispositions to learning, very high levels of satisfaction with the learning experiences offered and excellent levels of engagement and resilience in taking their learning forward ➤ In formal and informal lesson observations conducted this academic year, 93% of lessons were observed to be at a minimum of 'Good' for 'Engagement and Enthusiasm', with 46% deemed 'Excellent'. 86% of lessons were observed to be at a minimum of 'Good' for 'Behaviour for Learning and Safety', with 66% deemed 'Excellent'. ➤ All pupils enjoy being involved in planning their own learning, using tools such as 'KWL' grids, thought showers or 'Mentimeter'. All pupils from R-Yr 6 have taken an active role in planning holistic learning experiences as part of 'Single Steps Learning' weeks, demonstrating that they are creative thinkers who are able to take varying roles when engaged in problem based tasks. This is evident when pupils engage with families and the wider community in their learning exhibitions; showcasing the work they have completed. ➤ Nearly all pupils demonstrate their ability to engage successfully with unfamiliar experiences during activities such as the Ballet Cymru, Shakespeare projects and NSPCC workshops. These activities also evidence that nearly all pupils show suitable interest, enjoyment, confidence and resilience. ➤ All pupils have regular, planned opportunities to develop skills of Peer and Self-Assessment. All staff received in-house training in Peer and Self-Assessment in spring term '18. ➤ Pupils' participation and engagement in learning is good and is evidenced in observations and monitoring activities. In formal and informal lesson observations conducted this academic year, 93% of lessons were observed to be at a minimum of 'Good' for 'Engagement and Enthusiasm', with 46% deemed 'Excellent'. ➤ All pupils have had opportunities to engage with a wide range of trips, visitors and experiences, both locally and further afield. A strong relationship with Aberbargoed Library has provided pupils with workshops linked to St. David's' Day, and more recently providing Year 5/6 with an opportunity to meet a Welsh author. Pupils in Year 3&4 have developed links with a school in the Netherlands as part of their recent topic on the Celts, using ICT to send messages. ➤ Holistic experiences have been regularly planned to provide pupils across all year groups with opportunities to engage with experiential learning, new technologies and developing the use of outdoors as learning resource, for example, the use of green screen, using 'real life' resources, e.g. exploring real fish to support topic development, or developing an outdoor space in to a 'beach' Surveyed pupils spoke positively about these opportunities, highlighting the impact they have had on their learning. ➤ 'Musical Mayhem' sessions have been implemented in Nursery class with the aim of providing positive and welcoming play experiences for our youngest learners. Current and up-coming Rising 3 pupils are able to attend free, weekly 'stay and play' sessions with a parent or carer. Activities target the development of early Oracy and social skills. A parent survey completed in the summer showed all parents felt Musical Mayhem has helped develop a sense of community between the parents and family members attending the sessions, and that sessions have improved their child's confidence. ➤ ➤ Attendance ➤ Raising attendance and improving punctuality continues to be a challenge, and we are working closely with the EWO and Family Engagement Officer to support identified families to enact change. ➤ In the academic year 2015/16 attendance was 94.8%, narrowly missing the target of 95% - Quartile 1 ➤ In the academic year 2016/17 attendance was 92.8%; we failed to reach our target of 95% - Quartile 4 ➤ In the academic year 2017/18 attendance was 93.85%; we failed to reach our target of 95%. Quartile 3	- **Book Scrutiny evidence (ETLF)** - **Health and Wellbeing Coordinator file.** - **Informal Observations** - **Planning Scrutiny evidence (ETLF)** - **Learning Walk evidence (ETLF)** - **Formal Observations** - **Class Busy Books**
Actions necessary **Sustain: To continue to plan and deliver regular holistic learning opportunities, developing pupils' ability to engage with problem based tasks.** **Adjust: To improve data analysis from pupil surveys and questionnaires…** **Start: To develop the role of Pupil Voice in developing incentives and rewards for improved and sustained attendance.**	

Halt:	

3.1 Quality of teaching	Key Evidence
Headline summary **Over time, the trend of quality of teaching is good with a minority of excellence and very few elements of adequate classroom practice.** ➢ The quality of the teaching is at least good and a minority of lessons are excellent. The quality of teaching is Excellent in 38% of classes, 54% is Good and 8% Adequate. This aligns well with the standards achieved by pupils. This shows an overall improvement from 100% Good teaching in the previous year. Teaching is strongest in the areas of 'behaviour for learning' and 'engagement and enthusiasm'. ➢ Pupils are routinely provided with good quality 'next steps', however a development point identified in the next SIP will focus on pupils always responding to further improve progress with their learning. ➢ Pupils are improving their ability to self-evaluate their work, particularly written activities in upper KS2 where learners respond with 2 stars and a wish. Self- and peer toolkit criteria have been trialled and will be embedded across KS2 Big Write activities next year. ➢ Working walls have been introduced in KS2 to develop learning journeys for pupils in literacy. ➢ Staff manage pupils' behaviour well, which is a real strength of the school. Where practice is excellent, teachers use a consistent approach when dealing with misbehaviour, and pupils understand, and respond well, to the teachers' high expectations. ➢ There is a need in a minority of classes to be more consistent in terms of providing high challenge for more able pupils through problem based tasks, however planning is differentiated to meet the needs of learners and in discussions with pupils *"all learners feel suitably challenged at all levels of attainment in maths and numeracy work"* and learners said, *"Numeracy across the curriculum was challenging. Many identified worded problems as the hardest challenge."* ➢ In key stage 2, the use of withdrawal as support for learners needs to improve in its rationale and effectiveness. Interventions have been trialled this year such as acceleread/accelerwrite, target maths groups addressing level 2 and 3 Big Maths skills in KS2 and FP, Ginger bear (FP), Thrive (nursery), COMIT (KS2 and FP) as well as 1:1 RWInc, however not all have been successful in raising standards for learners. An audit is currently in place by the ALNCo to evaluate progress and review interventions for the next academic year. ➢ Most pupils have an awareness of their targets but understanding how to meet them or how they are used is inconsistent. ➢ Most teachers use a range of effective approaches that contribute to successful pupil engagement through high interest tasks, good pace and projects where the development of their skills, knowledge and understanding is progressive through the school. All teachers have high expectations of all pupils learning. Most learning support assistants work well to ensure that all pupils are motivated and engaged in their activities. Colleagues work well within phase teams to plan topics and provide learners with stimulating visits linked to topics. ➢ Nearly all teachers have clear objectives for pupils' learning and challenge all groups of pupils to achieve successfully e.g. variety of starred challenges in enhanced provision, in lessons and home learning activities. ➢ All staff create stimulating and engaging learning environments indoors with some provision for outdoors in nursery, however standards of provision for outdoor learning do not match. This has been identified by the SIP and a detailed long term action plan is in place to improve this for children from Reception to Year 6 receiving access to progressive outdoor provision. ➢ Teachers' short, medium and long-term planning is purposeful, opportunities to incorporate effective pupil voice are being established e.g. Successful Future Fortnights, KWHL grids, Mentimeter activities (Upper KS2), the use of Person Centred Practise activities within PSE to incorporate learners social and emotional preferences. ➢ Nearly all teachers and support staff use various questioning techniques to draw out and further develop pupils' responses and to gauge their understanding e.g. the use of 'Big Questions', talking partners, question grids (upper KS2), hot seating etc. Staff are also trailing a range of AfL strategies within plenaries following training in the spring term. ➢ Nearly all teachers' instructions and explanations are good; these effectively enable pupils to develop their skills, knowledge and understanding. ➢ Nearly all teachers and support staff manage pupils' behaviour effectively and treat all pupils equally and with appropriate respect. A few pupils require additional support with behaviour and nearly all staff are able to adapt their behaviour management well to meet specific needs of these challenging pupils whilst limiting the negative impact challenging behaviour has on the majority of pupils. ➢ All teachers keep relevant detailed and effective assessment records to track the progress of pupils against challenging targets. As a result, all staff understand clearly how well the pupils achieve, and are able to identify effectively where extra support is needed. ➢ Nearly all teachers provide pupils with helpful and regular feedback in most lessons, and this enables them to understand how well they are progressing. Nearly all teachers' marking is effective and most pupils know what they have to do to improve. However, the volume of written feedback compared with verbal feedback is noted as unbalanced in work scrutiny and discussions with teachers and a review of school marking	- Pupils' work - Planning (server) - Lesson observations (ETLF) - Learning walks (FADES) - Project books - Assessment records (ARR folder) - Discussions with pupils & staff - Support timetable - Cluster moderation file - In house moderation

policy is to be undertaken in the autumn 2018-19. Most pupils set their own improvement targets with the help of nearly all teachers in KS2. Pupils are developing their peer evaluation and self-evaluation skills through triad working in problem based tasks.

➢ All pupils are rewarded with suitable praise. Throughout FP and KS2, pupils regularly discuss how successful they have been in achieving their lesson objectives. Sharing and exploring success criteria is a strong feature in nearly all classes. All pupils are encouraged to become independent learners, e.g. in Foundation Phase all teachers regularly assess pupils' progress accurately through observations.

➢ All teacher assessments are accurate – Year 2, Year 5 and Year 6 judgements are robustly verified by cluster moderation processes. There are cluster agreed portfolios and the Alliance has verified and moderated levels within each year group.

➢

Actions necessary

Sustain:

- **Trial of AfL strategies within plenaries (make this a focus for learning walk in Autumn term to monitor progression).**

Adjust:

- **Feedback to include time for consistent responses by pupils to written and oral feedback.**
- **KS2 to use writing toolkit frameworks fortnightly to self/peer evaluate writing against differentiated criteria for writing.**
- **Marking policy review. Individual targets and the level of pupil involvement in generating, monitoring and evaluating progress towards targets set.**

Start:

- **A structured support mechanism for key staff members to ensure standards across teaching and learning are a minimum of good, whilst aiming for excellence in all areas.**
- **Ensure expectations of handwriting and presentation are consistent throughout school and develop a whole school approach to handwriting.**

Halt:

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3.2 The breadth, balance and appropriateness of the curriculum	Key Evidence
Headline summary **Learning experiences across the curriculum stimulate, engage and challenge learners across all curriculum areas to make good progress from their starting points. The school makes excellent links with outside providers to develop learner's creative skills to promote literacy skills.** ➢ The school's approach to planning ensures pupils experience a range of opportunities beyond the classroom to develop pupils' well-being, engage learners and develop a breadth of skills needed in order for them to become ambitious, confident, aspirational e.g. participating in Shakespeare Festival and Ballet performances. Opportunities are planned to develop learners as well informed citizens both as part of ongoing PSE and DCF activities as well as participation in special events such as e-safety week, anti-bullying week, cluster DCF 'Airport Project', 'Global' project with Write Inspired and raising awareness of environmental issues affecting the future of 21st Century learners. Further opportunities to explore pupils physical development skills are identified as a way forward for the school e.g. extending the range of after school-curricular clubs available to learners and extending the range of cluster sporting opportunities provided for learners by capitalising on staff and community volunteers' strengths and interests. ➢ A range of opportunities to develop health and well-being skills are provided for learners through close links with health teams such as the school nurse, healthy schools, eco community e.g. hygiene presentations and follow up workshops (FP), alcohol and drug misuse (UKS2), NPSCC assembly and workshops (whole school), SPECTRUM domestic violence CPD for staff and pupils (Y2 and Y6), fire safety (Y2), effects of smoking (UKS2) etc. ➢ Topics are planned across a two year cycle within EY, FP, Lower KS2 and Upper KS2 and consideration is given to a balance of skills and curriculum areas for learners. An MER cycle is being developed by the ICT coordinator to ensure coverage of skills across all areas and to ensure progression of skills linked to a cycle of training. ➢ PCP tasks promote opportunities to reflect upon aspirations. Links with outside providers also provide opportunities to promote aspiration across a range of industries e.g. local engineering firms, RAF workshops, Police liaison officers, animal welfare charities, theatre workshops following professional productions, professional dance, as well as links with the local comprehensives where assemblies are provided by past pupils to engage learners in thinking about paths to future education. ➢ The innovative approach to Successful Futures Fortnights including family engagement events provides opportunities for ongoing CPD for all staff whilst developing critical thinking skills as well as providing creative opportunities to embed literacy and numeracy skills across the curriculum through hands on learning experiences. ➢ Staff use current assessment tool INCERTS to systematically build on pupils' existing knowledge, understanding and skills as they move throughout the school. Regular and robust ARR review meetings held with staff identify learners working beyond or behind expectations and targets or intervention amended. ➢ Opportunities to challenge learners have been developed through the use of Big Maths groups and RWInc where learners are provided with opportunities that challenge their stage of development. Progress of learners with ALN is monitored closely by the ALNCo who actively engages in opportunities to improve the schools processes for identification and progression of learners. Working as part of an ALN PLC the ALNCo is establishing Person Centred Practises for all learners to improve standards of well-being throughout school. ➢ Learners identified as EAL progress well through the school achieving the expected level by end of KS2 and are monitored robustly as part of ARR cycle. ➢ The school incorporates the cultural heritage of Wales through participation in the Campus Cymreig award, Wythnos Cymraeg, visits from local authors, annual performances of Welsh folk tales. Further development of bilingualism throughout school is identified as an area of progression following learning walks and lesson observation. Where appropriately linked to topics classes visit places of important cultural or local heritage. ➢ Planning for pupils to use the outdoors is inconsistent within the Foundation Phase; a detailed action plan for improving outdoor provision is being developed to impact learning and skills development.	- Teachers' planning - Schemes of work - Pupils' work - Observation of work in classes - Learning environments - Listening to learners - Work scrutiny - Successful Futures Books
Actions necessary **Sustain:** • **Progress towards developing PCP practises through the school.** • **Successful Futures Fortnights to be embedded termly by school staff.**	

• **Maintain standards of excellence in teaching and learning and extend to new staff members.** **Adjust:** • **A clear timetable of visits to places of Welsh cultural importance.** • **Further develop opportunities to raise aspirations for learners by developing industry links.** • **Continue to promote the importance of Welsh culture and bilingualism** **Start:** • **MER cycle for ICT/DCF** **Halt:** •	

3.3 Provision for skills	Key Evidence
Headline summary	- FADE forms (ETLF)
Nearly all pupils make good progress in skills from their starting points using a continuous cycle of assessment to ensure progression; with target setting identifying most pupils will achieve the expected level by the end of KS2.	- Lesson observations - Schemes of work - Moderation files - INCERTS

➢ The continual focus on literacy over the last 6 years has been successful in delivering national priorities and raising standards of skills used effectively across the curriculum. Numeracy focus this year has improved the quality of numeracy provision across the curriculum in many classes but will continue into next year to ensure beneficial opportunities are regularly planned consistently in all classes throughout the school with a focus on developing higher order thinking in numeracy.

➢ A science scheme introduced this year has raised attainment at KS2 and ensured a balance of skills across a 4 year cycle. Data handling has also been a focus this year through science to embed skills.

➢ All teachers and other adults successfully plan and deliver lessons that contribute well to pupils' development of skills and their application across the curriculum.

➢ Most pupils show good recall of previous learning which forms the basis for future learning.

➢ The LNF and DCF tracker within INCERTS is used suitably to plan for progression and continuity throughout the school.

➢ FADE monitoring, learning walks, talking to learners and scrutiny of children's work are used effectively to evaluate skills development and plan for next steps. Feedback to staff is untaken as part of staff meetings where whole school action planning is completed to address ways forward.

➢ ICT provision for delivering the DCF is improving; all pupils access ICT and are challenged to use it appropriately across their topics and a series of training is planned for the autumn term to address areas of development e.g. coding and modelling. Digital leader initiatives have begun however, they have not been in place long enough to show an impact, this initiative will continue as an area for improvement next year.

➢ Staff require training in TAPAS and numicon strategies to ensure consistency in delivery of the numeracy curriculum.

➢ The teaching of literacy throughout the school is a strength. A balance of individual, paired and group work is evident in literacy sessions from year two onwards through the use of Literacy Learning Pathways. Use of these resources has also ensured a balance between Oracy, reading and writing skills are addressed. Embed the use of learning journeys and Oracy feedback sheets in KS2, to follow on from good practise in FP and make use of good practise identified in Upper KS2.

➢ Spelling is an area of weakness following transition from RWInc, pupils who move beyond RWInc up to year six will participate in daily spelling activities to improve this.

➢ The planning and delivery of Welsh second language has been further improved through the implementation of Pod Antur resources. Welsh signage needs to improve and be clearly evident around school and within displays.

➢ Pupils are becoming aware of the advantages of learning Welsh and becoming bilingual. Conversational Welsh is being developed for example, Helpwr yr Wythnos and the daily Welsh prayer. A process of Welsh moderation and standardisation sessions has been established this year and next year this needs to be embedded. A Level 5 portfolio of work is available through cluster moderation.

Actions necessary

Sustain: Use of INCERTS to robustly monitor and track pupil progress in subject areas as well as tracking skills progression of LNF and DCF. Continue to develop the role of digital leaders throughout the school. Continue to implement LLP sessions.

Adjust: Evidence of Oracy feedback to include a balance of first and second hand evidence.

Start: Daily spelling and termly tracking of spelling skills (Y2-Y6). TAPAS training for all staff. Numicon training for all staff.

Halt:

4.1 Tracking, monitoring and provision of learning support	Key Evidence
Headline summary: The tracking, monitoring and provision of learning support is good - The school has an effective tracking system to monitor pupils' progress and wellbeing to impact positively on planning e.g. RWInc half termly assessments impacting on groupings and the allocation of 1:1 support - INCERTs is used alongside RWInc, Big Maths and APP meetings to track progress and identify any individuals, small groups and/or groups of learners that need additional support. - Class based attendance is tracked in a weekly assembly and is recorded on a display in the hall, with whole class rewards for attendance over the school target of 95%. Individual attendance is tracked by a cluster based family engagement officer keeping in touch with parents and pupils by meeting with them in school or visiting them at home. - Behaviour is monitored using 'Good To Be Green' behaviour charts in each class from Y1 to Y6 and effective communication is made in relation to these. Assemblies are tailored to behaviour issues as they arise. A member of staff has this year received Thrive training and has implemented these strategies in the Nursery class and with individual pupils in the Foundation Phase and Key Stage 2. - Pupils from Reception to Y6 made an ASD Superhero pledge having received training from the ASD info Wales website (Caerphilly LA initiative to raise awareness of ASD) and received certificates. - The school successfully uses the tracking and monitoring systems to consider the progress and development of specific groups, this analysis leads to possible 1:1 intervention, small group literacy and numeracy group, communication and social skills groups such as ComIT, Talkabout, Time to Talk etc. - The Nursery pupil with a reduced timetable receives 1:1 support funded by school and has access to all Focus Tasks and bespoke activities based on recommendations by the Trainee Educational Psychologist using strategies implemented using the expert knowledge of Nursery staff. - The school tracks the progress of pupils with Additional Learning Needs through the termly monitoring of SMART targets on IEPs/IBPs/IPPs before these are shared with parents. Effective provision is then matched to the pupils' learning needs. - Following the ALNCos participation in the 'SEWC ALN innovation grant funded project' training was cascaded to staff on Person Centred Practise. Meetings in this style have now been carried out for statemented pupils and ALN pupils transitioning to Y6, allowing agencies to track the progress of individuals and the individual pupils to track and discuss their own progress with the relevant support. Additional whole staff INSET was undertaken by the ALNCo to develop PCP activities in order to develop a consistent approach to pupil centred practise. - The school uses effective partnerships with other schools and outside agencies. The Y6 teacher has good cluster moderation links and uses this to moderate standards and track progress. The Foundation Phase Leader has good links with the Healthy Schools initiative and is also part of a working group for PSE and uses these to impact on the tracking and supporting of PSWBCD and PSE throughout the school. The Deputy Head teacher is part of a working group for Science and has used the knowledge gained to support the teaching, tracking and supporting of Science in KS2. The ALNCo is part of the SEWC ALN Grant Funding Project and has used the skills gained to implement PCP style reviews. Following whole school PCP training from another member of the SEWC ALN project the staff then redesigned the pupil's paperwork to suit the needs of the learners enabling staff and pupils to track their own learning and wellbeing needs. - All pupils from Y1 to Y6 have individual targets for literacy and numeracy which are monitored by staff and pupils (age and stage dependent) - The school supports pupils with emotional, health and social needs so that they can engage positively with the school and benefit from the opportunities on offer. Support is via Talkabout, ComIT, Time to Talk and Thrive. The support systems put in place also allow the children to attend educational visits and take part in school activities including school productions. - The school establishes effective relationships with parents and has effective lines of communication including a home school reading log, texting and e-mailing service, four parents evenings a year and regular PTA events. Parents have a good range of opportunity to support and raise any issues that may affect their child's learning and/or wellbeing. Parents are also frequently invited to learning exhibitions and school performances held both in school and in the local community. - Parents that express concerns about their child outside of school are also signposted and in a small minority of cases supported in making an application to the Joint Assessment Family Framework. - Personalised handwritten reports are clear and contain suitable comments about pupils' progress and the next steps towards further progress. All pupils contribute to their school reports and a parents evening following the distribution of the reports gives an opportunity for parents, pupils and staff to discuss their progress.	RWI half termly assessments INCERTs Big Maths results tracking documents Record of APP meetings Attendance tracking in the hall ASD Superhero awards Intervention data IEPs/IBPs/IPPs Evidence of PCP in books L2L Moderations

Actions necessary

Sustain: Big Maths, RWInc and APP tracking meetings. Annually revisiting ASD Superheroes story (KS2 and comic strip FP)

Adjust: 'Good to be Green' recording and reporting more frequent, low level behaviours. Further develop the use of PCP tools and One Page Profiles in particular for those learners on the ALN register. The use of in class targets and aligning these with IEPs/IBPs/IPPs

Start: Vulnerable groups tracking to particularly include tracking MAT children, those targeted for Outcome 6 and Level 5. L2L/questionnaire before and after interventions/Additional Learning Provision.

Halt:

4.2 Personal development	Key Evidence
Headline summary – Good provision is made the development of skills, knowledge and understanding of pupil wellbeing.	SRE documents/SEAL curriculum/ teachers planning.
➢ Provision successfully supports pupils in developing skills, knowledge and understanding to make healthy lifestyle choices. For example, ongoing e-safety reminders and the e-safety week develops pupils' ability to stay safe on-line, and the Sex & Relationships Education programme impacts positively on wellbeing.	
➢ Healthy Schools Caerphilly has supported upper KS2 in learning about substance misuse through a series of workshops.	Healthy Schools coordinator file
➢ Good arrangements to promote healthy eating and drinking are in place, by complying with guidance and implementing healthy snacks, and providing healthy options at lunchtime. All children have regular access to drinking water, through individual water bottles and access to water fountains. Physical activity is well promoted, with pupils from R-Yr6 taking part in the daily mile, and regular accessing the adventure trails. Nursery pupils have 'freeflow' access to outdoor space, with a range of gross motor opportunities available daily.	Teachers planning (topic) Book scrutiny (topic planning)
➢ Provision for all pupils, regardless of ability, to take on responsibilities and to play a full part in the school and wider community is improving, through the development of the Eco-Council/Healthy Heroes and Learning Detectives committees this year. We have plans to raise the profile of these groups and the use of pupil voice next academic year.	PASS survey data
➢ Cornerstones topics are chosen to provide breath across the curriculum, provide links with the local and wider community and their culture e.g. topics include 'Street Detectives', 'Ysgol' and 'Blood Heart', which provided links with the Heath hospital. Links with a school in the Netherlands and the use of a travelling bear helps pupils develop an understanding of the wider world.	Class busy books
➢ Personal and social education programme - including SEAL and circle time - supports the development of social and emotional skills of all pupils, including those from disadvantaged backgrounds. Pupils who require extra support in this area are identified from the PASS survey and teacher observations, with IBPs/Thrive support delivered where necessary.	
➢ Effective experiences, such as Single Steps Learning projects, Write Inspired, Ballet Cymru and Shakespeare projects, as well as entrepreneurship and enrichment activities help to prepare young people for the opportunities, responsibilities and experiences of adult life.	
➢ Impartial advice and guidance to learners successfully discourages stereotypes and provides positive role models.	
➢ Pupils who need support from specialist agencies are well catered for, including Llamau counselling, Speech and Language Therapists, Educational Psychologist, Health Visitor, Supporting Family Change, Bereavement Counselling, LAC educational workers, ALN advisory teacher service, SPLD ALN advisory teacher. This additional support helps to support and remove barriers to learning for vulnerable pupils.	
➢ The school successfully helps pupils to understand issues relating to equality and diversity and develops the values of tolerance and respect through assemblies, SEAL and circle time activities, including Anti-Bullying Week.	
➢ The school develops pupils' knowledge and understanding of harassment, discrimination, identity-based bullying challenges stereotypes and extremism by reacting to current events. Pupils have received special assemblies, for example, Holocaust Memorial Day and following the bombing of the Manchester pop concert a special assembly was held.	
➢ Assemblies provide rich opportunities to promote pupils' knowledge of spiritual and ethical beliefs, well-being and eco-topics, such as water saving and recycling; these acts of collective worship respond to current events, seasons, values and religious celebrations.	
➢ The school successfully encourages pupils to use their imagination and to engage with the creative arts through their studies, e.g. through Single Steps learning weeks, Write Inspired, Ballet Cymru and Shakespeare projects.	
➢ Educational visits have provided opportunities for pupils to engage in STEM activities, for example when visiting Cardiff Museum and Weston Aquarium.	
➢ All pupils' have rich opportunities to participate in performances as individuals and in groups, including a variety of concerts, assemblies, plays, Eisteddfod and presentations to parents during learning exhibition afternoons - this effectively fosters self-confidence, expressive capacities and ability to develop leadership and teamwork skills.	
Actions necessary **Sustain:** Continue to provide a wide range of enriching curriculum opportunities for all pupils. **Adjust:** To improve data analysis from pupil surveys and questionnaires to further support pupils vulnerable to underachievement and/or social emotional difficulties. **Start:** To align SEAL and Growing Up/SENSE resources to provide staff with a progressive and effective PSE SOW	

throughout the school. **Halt:**	

4.3 Safeguarding	Key Evidence
Headline summary: The School's arrangements for Safeguarding pupils are good and meet requirements.	- Policies and procedures

Headline summary: The School's arrangements for Safeguarding pupils are good and meet requirements. ➤ The schools arrangements and procedures for Safeguarding pupils are clear, well-organised and effective, and in line with the All Wales Child Protection Procedures. The headteacher is the Designated Officer for Child Protection and safeguarding. The Deputy Headteacher and other members of the SMT perform these duties competently in his absence. ➤ Aide Memoire posters reminding pupils, staff and visitors of what they should do in the event in the event of any concerns are displayed throughout the school in every room and corridor. ➤ All staff receive Safeguarding training through Caerphilly County Borough. On line training is also available ➤ All staff and students on placement have enhanced DBS checks prior to taking up roles at school, and no members of staff are recruited without all pre-employment checks being completed satisfactorily. ➤ Staff are expected to renew their DBS certificates at least every three years with temporary staff having annual renewals. ➤ All documentation relating to safeguarding matters is kept securely and is not accessible to anyone other than the Headteacher and senior members of staff. ➤ School often hosts meetings for Children's Services and has been instrumental in hosting supervised contact for some LAC children who would otherwise fail to see their parents. ➤ Nearly all staff have completed Prevent + training with the LA. Information regarding safeguarding and the dangers of radicalisation are shred with parents through newsletters etc. Staff and parents know that the dangers of radicalisation for the pupils in our school are more likely to come from far right extremists in the community, online and at large. ➤ Any incidents of discriminatory "hate crime" type issues arising in school are recorded and reported to the LA each term ➤ School organises effective workshops with Show Racism The Red Card and theatre productions with strong anti-bullying messages each year. ➤ Nearly all staff have completed TeamTeach restraint and de-escalation training. Any incidents of restraint are recorded by colleagues and reported to parents/carers and the LA. This documentation is held by the Headteacher. ➤ The school, has appropriate policies in place to promote good behaviour and attendance and to respond appropriately to any bullying. Attendance data is monitored closely by school staff and the EWO. The school together with its cluster partner schools has recruited a Family Engagement Officer to help engage with vulnerable families and enhance pupil attendance and wellbeing. ➤ Health and safety procedures are followed rigorously. The school site is secure and well maintained. All installations and equipment are inspected, serviced and maintained regularly through the year. The school buys in the services of a specialist Health and Safety officer on a fortnightly basis to ensure that the school is always compliant with Health and Safety regulations and maintenance requirements. RAMIS is used to record and share information ➤ All educational visits are risk assessed by visit leaders and entered into the EVOLVE system before being approved or otherwise by the school's Educational Visits Coordinator and Headteacher. ➤ Unannounced emergency exit procedures are completed each term.	- Policies and procedures - Displays around school - CPD training records – including DBS register
Actions necessary **Sustain: Services of Health and Safety and Family Engagement Officers, Safeguarding Training** **Adjust:** **Start: Support for vulnerable pupils** **Halt:**	

5.1 Quality and effectiveness of leaders and managers	Key Evidence
Headline summary: The quality of leadership and management of the school, and capacity for leadership and management across the school is good and effective in raising standards. ➢ The school's headteacher, SMT and senior members of the governing body have a clear sense of direction and vision in leading and managing the school and they have formulated a clear set of aims and objectives together with appropriate policy documents which set the context and agenda for the school's work. ➢ This is clearly defined as developing effective lifelong learners with positive attitudes and dispositions to learning, set in a context of high expectations and raising standards. ➢ These have been formulated with input from all sections of the school community including pupils, parents, staff and governors. ➢ The school's SDP and SER are clear and effective documents which help set out the school strengths and areas for development. Progress against these is reported to Governors each term. ➢ The school staffing structure sets out clear roles, responsibilities and expectations. The school has a strong SMT which is ably assisted by colleagues who are increasingly competent and confident in their leadership and management roles. ➢ Colleagues manage their time well. However there are occasions when important but external demands (e.g. ongoing safeguarding issues) on time place a pressure on the work of the school. ➢ The school has good links with many of the schools cluster and Heolddu Comprehensive. The Headteacher has been instrumental in securing excellent Y6 moderation practices and extended and transition experiences for pupils in Y5 and Y6 ensuring that Y6/7 transition is effective for all learners including the most vulnerable. ➢ The School has a detailed Complaints Policy which is used effectively to manage and respond to complaints. Reference to this is made each year in newsletters. ➢ Governors are supportive of the headteacher, SMT and school staff but are robust in challenging the school to always do its best for its learners. Governors attend Learning Exhibitions, Class assemblies and school focussed meetings to understand the work of the school and how their investments have an impact on the children's learning. Governors have observed learning in class. ➢ Governors have been particularly supportive in investing funds in refurbishing areas of the school, and developing the school's work in pedagogy and creativity through its Single Steps Learning and Write Inspired extended projects. ➢ An annual programme of GB meetings and comprehensive and informative HT reports ensure that governors are fully informed about school developments and able to challenge the school leadership and management effectively. SMT members and other colleagues regularly present to Governors on school focussed issues, such as ASD Awareness. FPP, and school performance. ➢ Governors take their roles in supporting the school seriously. They attend school events such as concert's, meetings with parents and leavers' Assembly	- School aims and objectives - School policies - Core Personnel Policies - SDR and SER - GB Minutes - Self-evaluation and impact reports - Analysis for pupil performance - Cluster Plan - Moderation Records - Staff collaboration - PM procedures
Actions necessary **Sustain:** **Adjust:** **Review policies in line with curriculum developments and staff changes** **Start:** **More effective prioritising of SMT time staff meeting time and leadership and management time in an updated and manageable programme of events. Improve the roles of link governors/staff** **Halt:**	

5.2 Self-Evaluation processes and improvement planning	Key Evidence
Headline summary: The school is effective in using its self-evaluation procedures to make effective and sustained improvements in standards of learning, teaching and wellbeing. ➢ The culture of self-evaluation, sharing practice and school improvement in a positive, supportive but challenging context is firmly embedded in the day-to day life of the school and its strategic planning and target setting ➢ Self-evaluation processes are rigorous, inclusive, well-planned so that all stakeholders can be fully involved at an appropriate level. ➢ Data is gathered from a range of sources and analysed to improve school performance. This includes the AWCD sets, National Tests data, school based TA data, CATS and other school based assessments. ➢ The school utilises electronic systems effectively to support its work in self-evaluation. This includes ETLF as well as the school's assessment and tracking systems ➢ Evidence from a range of learning walks, listening to learners exercises. data analysis, pupil work scrutiny, classroom observations, pupil and parental questionnaires, PASS surveys, Governing Body curriculum workshops, Challenge Advisor reports. is used to identify those areas where school performance can be improved and feeds into the SDP. ➢ School performance data is analysed against the family of schools, LA and nationally. Patterns and trends in school performance are monitored and analysed, needs and areas for development/improvement are identified and addressed within the context of the SDP where appropriate ➢ All staff are involved in the process of gathering and analysing evidence through data analysis, pupil work scrutiny, classroom observations, sampling work agreeing and moderating judgements, listening to learners. ➢ APP (assessing pupil progress) meetings each term challenge all teachers on how pupils are progressing to meet their targets ➢ They analyse and reflect on their own performance as well as the outcomes and performance achieved by others. ➢ Governors are fully informed about all aspects of the self-evaluation activities at school but also play an important role in gaining first-hand knowledge about the school's work, learners and learning in particular, as a result of their classroom observations and curriculum workshops. ➢ Pupils are encouraged to share their views and opinions and raise issues with staff and the school's leadership through the various pupil groups in school including School Council, Eco Council etc. These are ascertained through pupil questionnaires, listening to learners and pupil observations of learning in lessons. Pupils views are also gained through PASS surveys from Reception to Year two, and Years three to six ➢ We seek the views of parents and carers through the use of questionnaires. The results of pupils' and parents views are taken into account when prioritising future actions ➢ The outcomes of all data analysis, self-evaluation exercises and activities are fully reported and discussed with the Governing Body ➢ Our self-evaluation activities are instrumental in identifying the strengths and areas for development across the school. These areas for development are prioritised and feed into the School Standards Development Plan. ➢ The School Development Plan is an effective and purposeful document ➢ Areas for development are prioritised on the basis of enhancing wellbeing, of raising standards and outcomes for learners at our school, raising standards of teaching, and meeting the needs of local and national priorities and initiatives. These are reviewed and reprioritised as required ➢ All staff play a role in formulating targets and implementing strategies for school improvement. This is achieved through the school's usual self-evaluation activities and additional meetings, discussions and subject leadership. ➢ Targets included in the SDP detail clear actions, timescales, roles and responsibilities, financial resources available and measurable success criteria. A range of funding sources are utilised so that plans can be implemented effectively.	- SER - SDP - GB Minutes - Evidence to show SDP and SER links self-evaluation outcomes with school priorities - Evidence and reports from Self Evaluation including… - FADE froms lesson observations, - learning walks, - scrutiny of pupils' work, listening to learners and learner observations - Data Analysis including AWCD sets.
Actions necessary **Sustain: Positive culture towards self-evaluation, sharing practice and continuous school improvement** **Adjust: Listening to learners with increased learner observation of learning** **Start: Increase Governor observation of learning beyond Learning exhibitions** **Halt: IRIS Connect**	

5.3 Professional learning	Key Evidence
Headline summary: The school makes good provision for professional learning, and the professional development of its staff ➢ The school has developed a positive and supportive ethos and culture towards self-evaluation, professional learning and continuous professional development. ➢ All staff have detailed job descriptions which are revised annually. These set out roles, responsibilities and expectations within the context of the school's staffing structure. ➢ All staff benefit from a programme of high quality programme of professional development experiences which are formulated from the school's self-evaluation exercises, school development plan, performance management and national and local initiatives. ➢ The school has identified a Professional Lead for Curriculum development who leads a cycle of evaluation within school and as part of a wider cluster network, and will develop programmes for action research within school over the academic year linked to John Hattie and Shirley Clarke, "Visible Learning Feedback" ➢ School has undertaken self-evaluation of progress towards curriculum reform, identifying areas for further development ➢ School utilises its five training days fully by taking them in a one week block. Training opportunities will focus on key areas of pedagogy, literacy, numeracy, and DCF will additional focus on areas such as outdoor learning, TeamTeach etc. Other training opportunities arise through the year and are supported by EIG funding ➢ All staff participate in effective Performance Management programmes with SMT members taking on the roles of team leaders. PM procedures help support whole school development as well as more individual training needs. ➢ NQTs are well supported by the School-based mentor and Deputy Headteacher. ➢ There is a strong commitment to sharing practice and professional development and teachers regularly observe each other. School shares its practice with other school within the cluster and beyond. A particularly strong feature has been the school's work on preparing the way for the new curriculum with its project week's "successful Futures – Successful Nows" and their learning exhibitions which have been attended by hundreds of parents and many colleagues from other schools. ➢ School staff work with colleagues from other schools on Moderation, ALN, Literacy and Science projects. ➢ Appropriate arrangements are made for teachers to make effective use of PPA ➢ School employs appropriate strategies and processes to meet the statutory requirements of the National Agreement on "Raising Standards and Tackling Workload." ➢ Teaching assistants and non-teaching staff are deployed effectively to make the best use of their time and expertise in supporting pupils' learning. We have good links with local schools and colleges and regularly accept students on work experience and placement. ➢ A number of PGCE students choose to do their pre course school experience visits with us. ➢ School hosts many students on work experience placement and college placement for Teaching Assistance courses. ➢ Areas of underperformance are addresses robustly but sensitively with our intended outcomes always to be high quality teaching and learning, and competent and confident staff.	- Training records - Staff INSET - Job descriptions - Performance Management - Sharing of practice within school and beyond - Work with other agencies and institutions
Actions necessary **Sustain: Varied professional development opportunities.** **Adjust: PM for support staff, Job Descriptions to reflect new professional standards** **Start: Links with Teacher Training institutions.** **Halt:**	

5.4 Use of resources	Key Evidence
Headline summary: The school makes good and effective use of its available resources and gives good value for money. ➢ The school has sufficient staff to teach the curriculum effectively and staff are deployed to make the best use of their time, expertise and experience in raising the standards of learner outcomes at school. ➢ The Governing Body is committed to creating a modern, stimulating and purposeful learning environment and is constantly reviewing how to improve and invest in staff, accommodation, facilities and resources ➢ The Governing Body has taken strategic decisions to ensure that pupils have appropriate, modern learning resources and facilities to enhance their wellbeing particularly in the areas of Literacy, ICT, Outdoor Learning and toilet facilities for Foundation Phase pupils. ➢ All of the school's priorities for expenditure, spending decisions and broad strategic financial planning are set in the context of the priorities for school improvement listed in the School Standards Development Plan (SSDP). These priorities have been identified and prioritised as a result of the School's self-evaluation activities as well as national and local initiatives. Each target area has clear criteria in terms of objectives, actions, success criteria and roles and responsibilities. These programmes are kept under review constantly and modified where necessary. ➢ Systematic and accurate budgeting arrangements are in place, including appropriate arrangements for contingencies. The Governing Body has taken a proactive and strategic approach to managing some of the pressures on the school's finances. ➢ There is an appropriate balance between the responsibilities undertaken by the Governors and those delegated to the Headteacher and staff. ➢ Governors receive relevant and accurate financial documentation and are involved in the budget process enabling them to fulfil their statutory duties. ➢ The Governing Body is committed to ensuring that we create a school with excellent provision so that we are effective in raising standards for our learners and ensuring they secure appropriate outcomes, while enhancing their attitudes and dispositions to learning and their own wellbeing. ➢ Resources and staff are allocated so that they are effective in raising the standards achieved by our learners ➢ The school is efficient and inventive in its use of financial resources and balances its expenditure across key budget areas. ➢ The school makes effective use of the funding available from grants including SEG, PDG and EYPDG. ➢ The EIG is used to sustain staffing levels in the FP and is augmented by monies from the school Budget for this purpose. Some EIG funding is used to support staff development particularly in the areas of self-evaluation, literacy, numeracy, DCF and curriculum development. ➢ The PDG is used effectively to enhance the learning experiences of our more vulnerable pupils. This includes staffing interventions at KS2, providing additional resources and admin time to promote attendance, providing a range of stimulating educational visits and curriculum experiences which would not be accessible to many of our learners otherwise. ➢ The school and other partner schools in the Cluster have pooled resources to jointly finance a Family Engagement Officer. LAC funding is also utilised cross the cluster to support THRIVE training and pupil engagement.	- School budget - Grants Budgets - GB and Finance Meeting minutes - Plans for and evaluation of impact from expenditure from EIG and PDG - Links to priorities in SDP and SER, and self-evaluation outcomes - School staffing structure - Maintenance records - RAMIS - EVOLVE - Learning Walks
Actions necessary **Sustain:** **Adjust:** **Funding of interventions to cover a wider area of interventions including THRIVE** **Start:** **Halt:**	