

LLANRHIDIAN PRIMARY SCHOOL

Self Evaluation Summary Document
Based on self-evaluation processes
July 2021-2022



"Grow. Learn. Succeed. Together!"
Inspiring our children to be the best they can be!

This Self Evaluation Summary Document is a summary of the self evaluation activities undertaken throughout each academic year. Its purpose is to identify the school's strengths as well as identifying areas for further development. When planning for improvement the school utilises the following documents which are routinely monitored by school leaders (including governors).

- ▶ **Annual School Development Plan (Including a 3 year plan)**
- ▶ **Responsive Monitoring and Target Setting Plans**

The school reports against Estyn's 5 inspection areas.

Estyn Inspection Areas

IA1 Learning	1.1 Standards and progress in learning & skills
IA2 Wellbeing & Attitudes to Learning	2.1 Wellbeing 2.2 Attitudes to learning
IA3 Teaching & Learning Experiences	3.1 The breadth, balance and appropriateness of the curriculum 3.2 Teaching and assessment
IA4 Care, Support & Guidance	4.1 Personal development 4.2 Safeguarding
Leadership & Management	5.1 Quality & effectiveness of leaders and managers 5.2 Self-evaluation processes and improvement planning Professional learning

Leaders across the school draw their conclusions from a wide range of evidence, including:-

1. Listening to learners
2. Pupils' written, digital, creative, numerical and oral presentation
3. Data – formative, summative, ipsative and diagnostic.
4. Teaching & learning observations
5. Portfolios of work (Twitter & Website)
6. Teachers' planning
7. Observations of pupils at play and while learning (Real Time Reccy)
8. Listening to parents

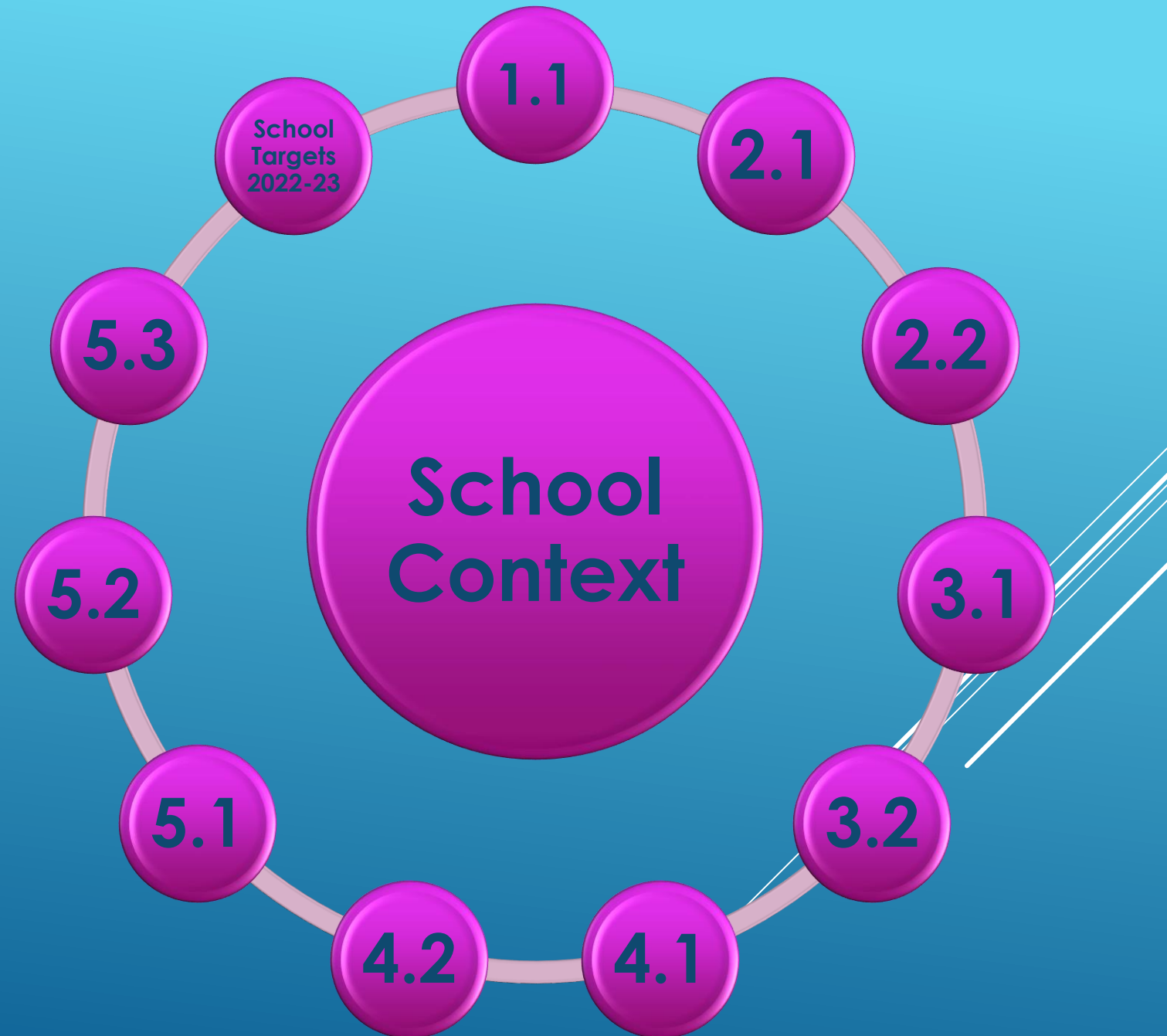
INTRODUCTION

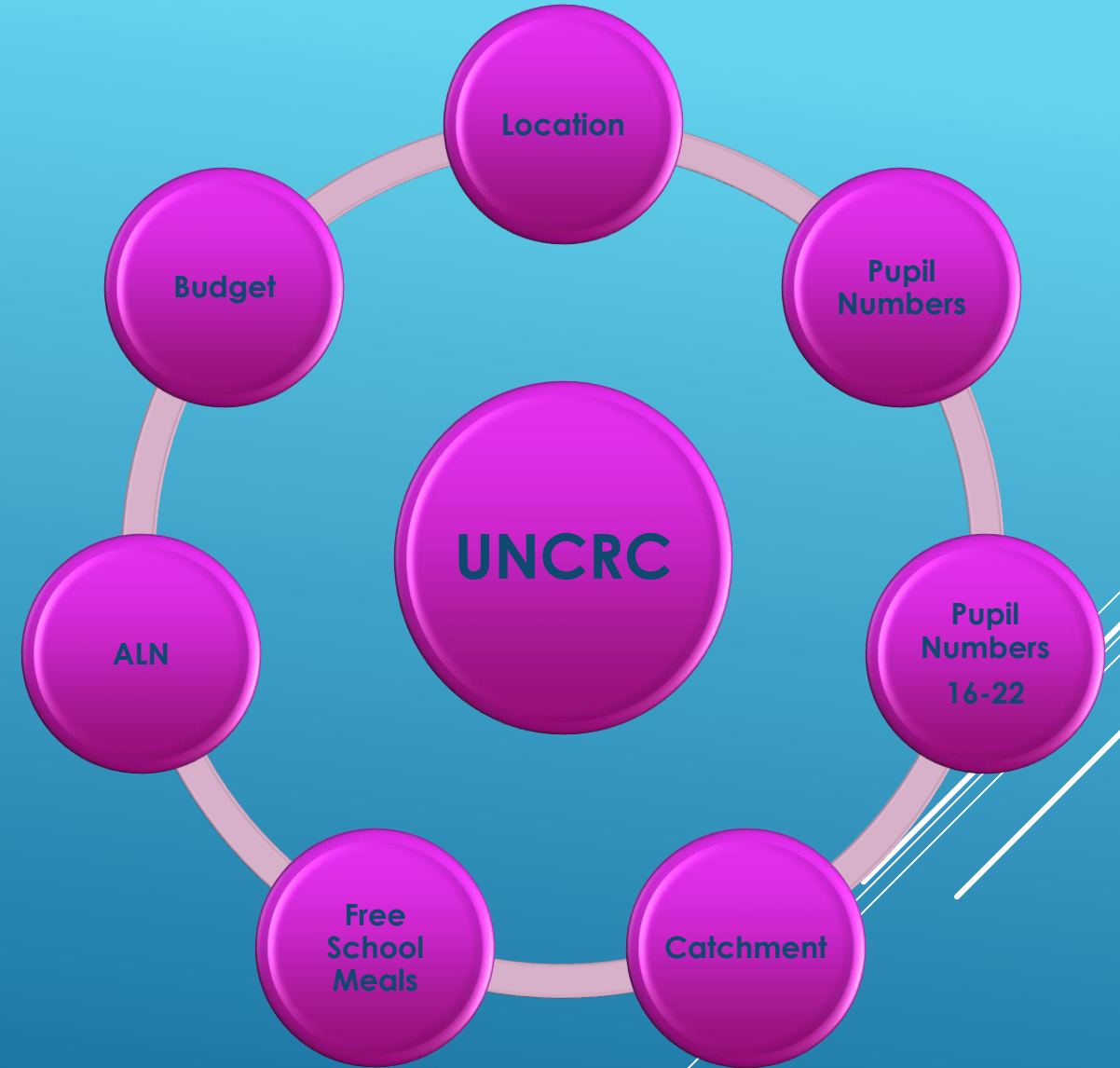
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PLEASE USE THE HYPERLINKS WITHIN
THIS DOCUMENT TO NAVIGATE

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SCHOOL CONTEXT

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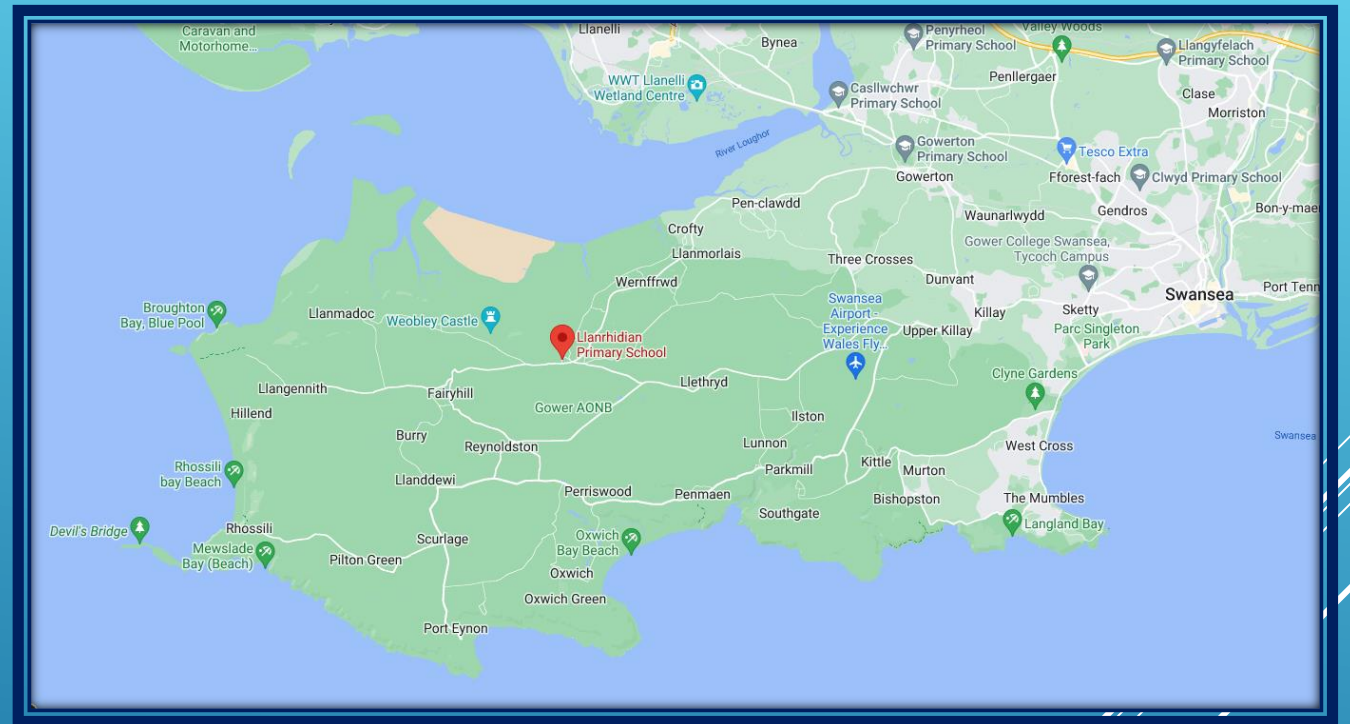
The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. All policies promote various articles from the UNCRC. eg Health and Safety and Safeguarding reflect Articles 12, 36, 24 and 6. Curriculum Policies reflect and promote Articles 28, 12, 14, 29, 3, 7 and 31.



UNCRC

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Llanrhidian Primary School is situated in the beautiful Gower Peninsula, approximately 6 miles from the City of Swansea. Llanrhidian School serves a large area of North West Gower, comprising the villages of Llanrhidian, Llangennith and Llanmadoc and the hamlets of Old Walls, Burry Green, Landimore, Cilbion and Llethryd. The school is within a designated Area of Outstanding Natural Beauty and close to the Heritage Coastline. Some of the children arrive by bus from the Llangennith/Llanmadoc area. Currently 49.6% of our pupils come from out of catchment.



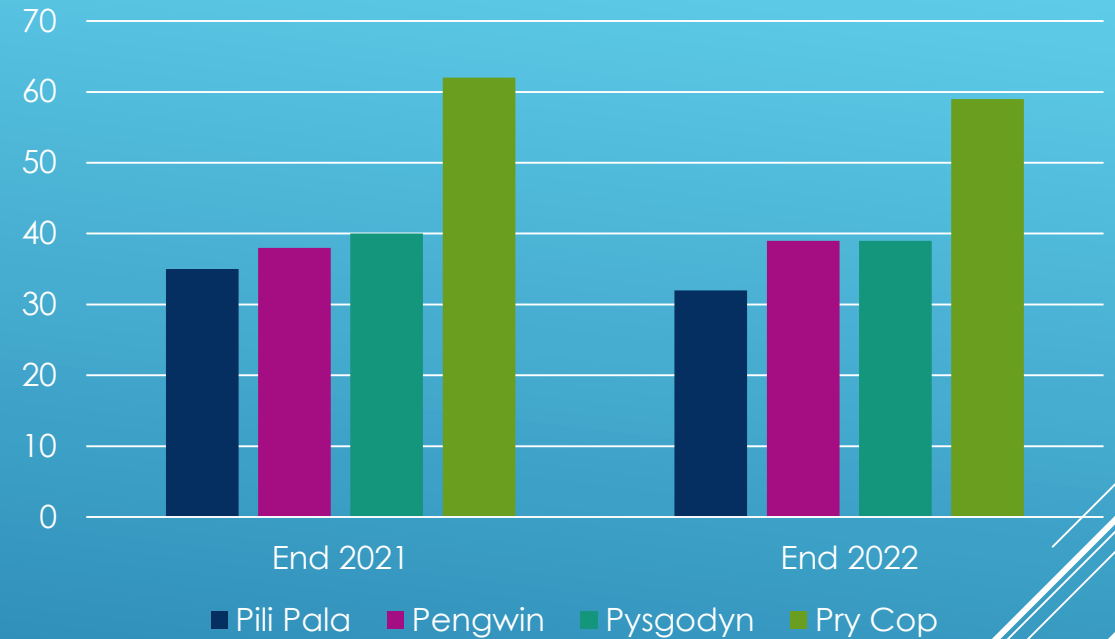
LOCATION

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► July 2022

- Total Children (inc Nursery) =169
- Total FTE = 153
- N2 = 24
- N1 = 8
- Capacity = 140 (not including nursery)
- Actual = 137 (98% not including nursery)
- Capacity = 180 (including nursery 1 and 2)
- Actual = 169 (94% including nursery 1 and 2)

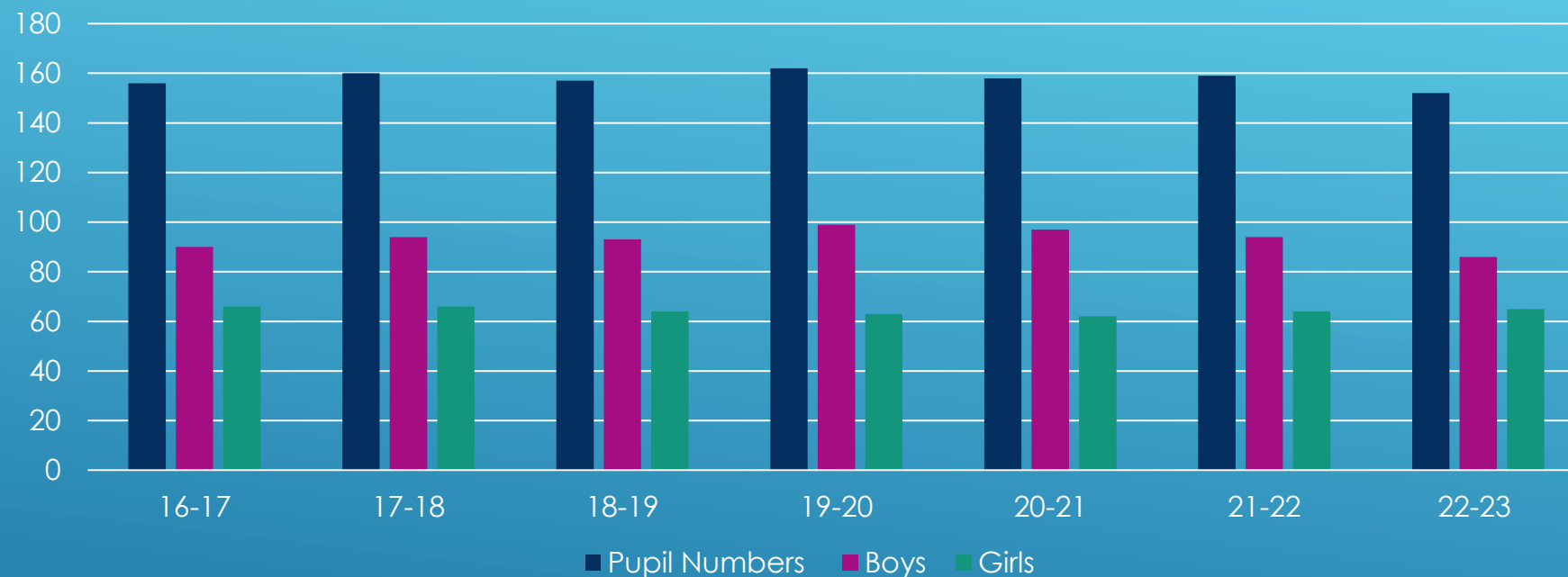
Pod Numbers



END OF YEAR PUPIL NUMBERS

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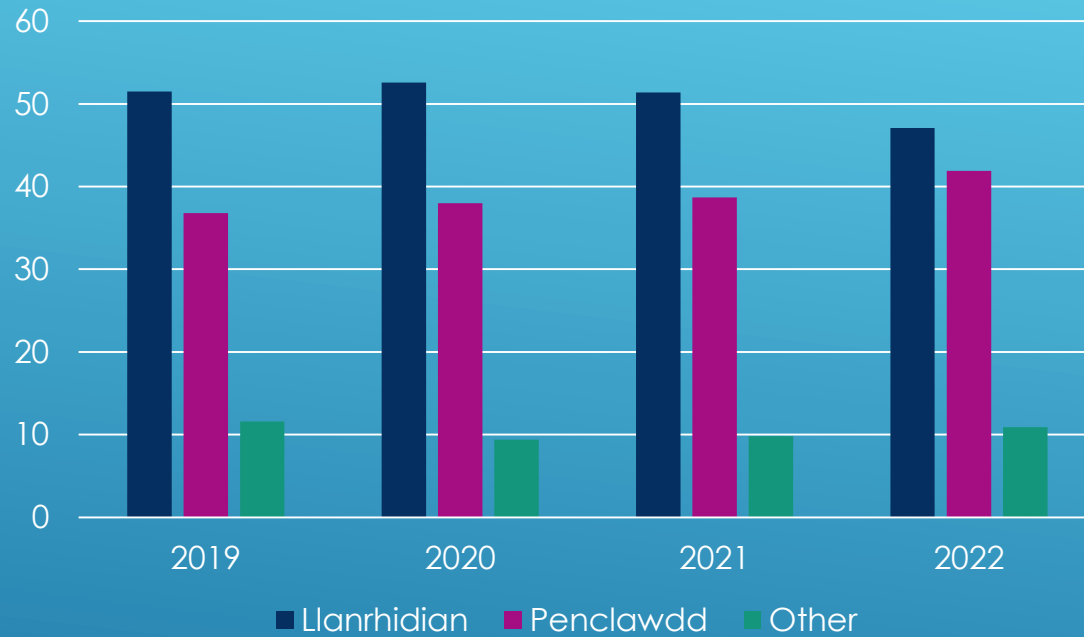
Pupil Numbers



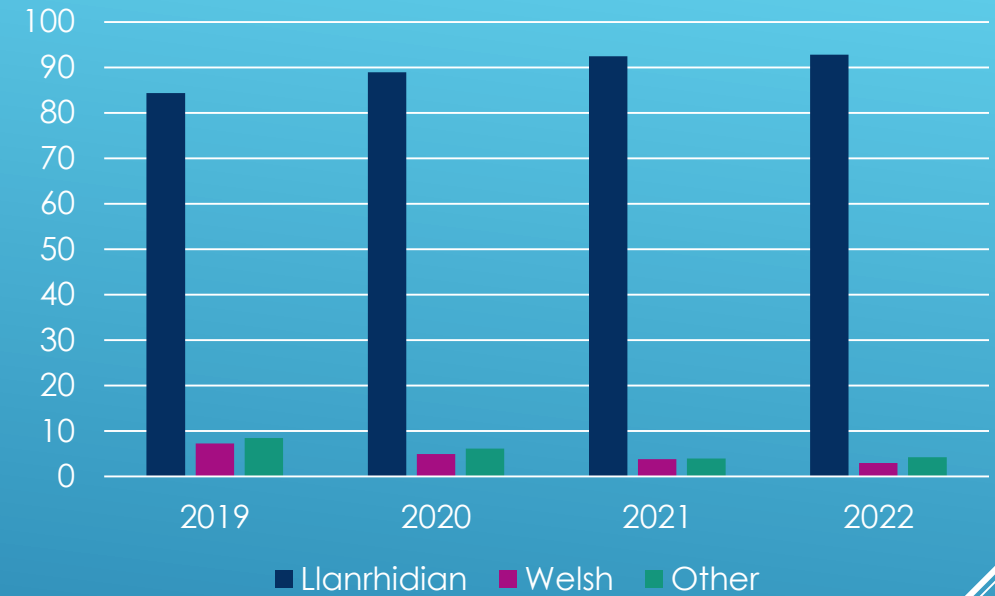
SEPTEMBER PUPIL NUMBERS OVER TIME

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Catchment on Role



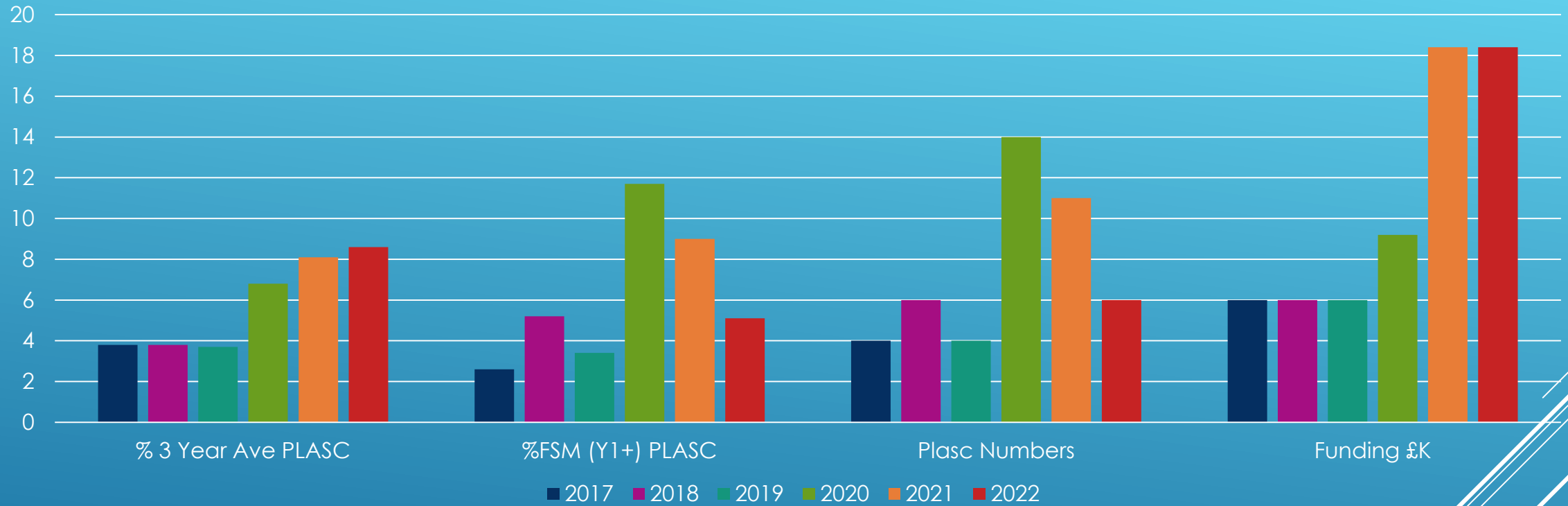
Llanrhidian Catchment



CATCHMENT FIGURES (PLASC)

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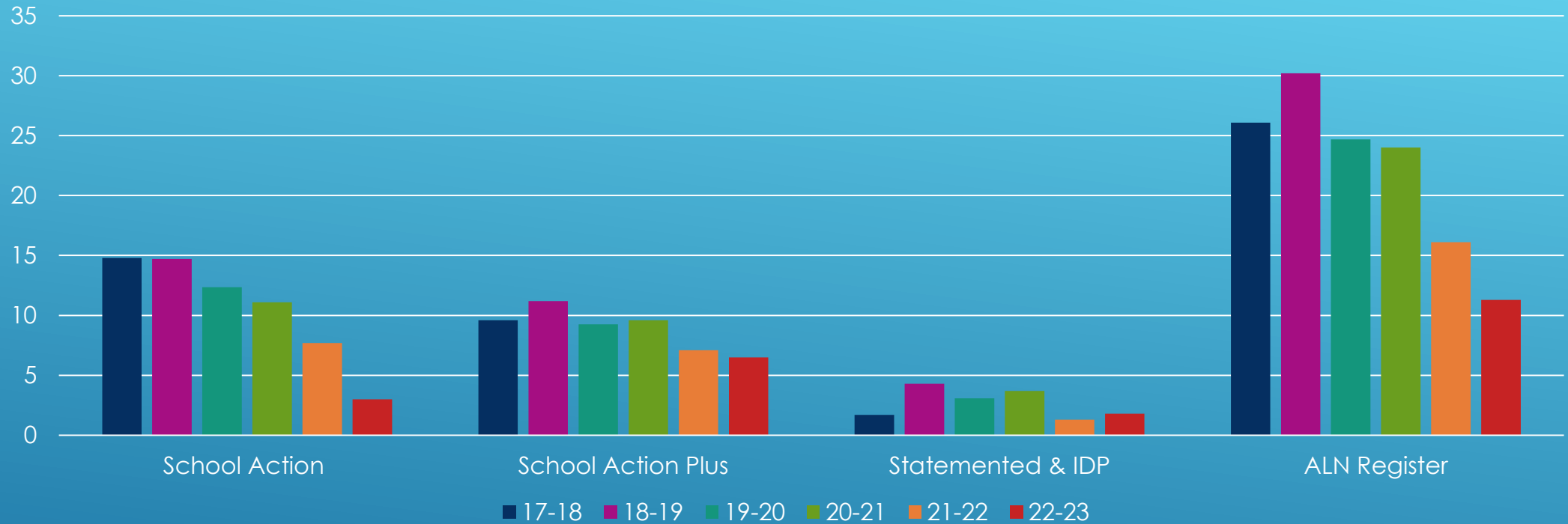
FSM Numbers



FREE SCHOOL MEAL NUMBERS (PLASC)

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ALN % Numbers

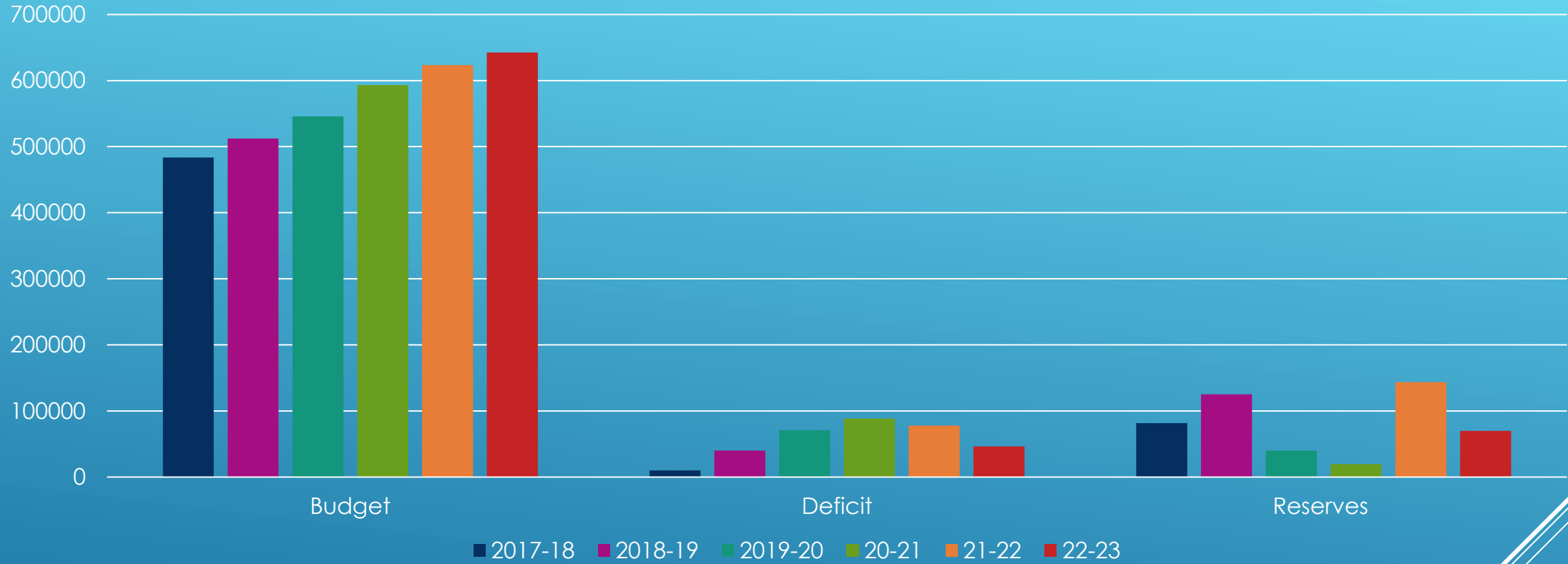


ALN NUMBERS (REC TO Y6)

New legislation to support additional learning needs is under phased implementation. This changes the system, making comparisons between years difficult.

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Delegated Budget



BUDGET

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- Most pupils develop the knowledge, understanding and skills appropriate to their ages and abilities and meet national expectations.
- Most pupils recall previous learning with increased independence, gain new knowledge, understanding and skills. They develop their thinking and problem-solving skills well in a range of areas. With growing independence, most pupils apply their knowledge understanding, and skills to new situations well, both within and outside the classroom.
- Most learners make good progress in relation to their starting points, and ability. This is consistent across all pods.
- Most pupils have a good awareness of their own progress in most AoLEs. Nearly all ALN and MAT pupils make as much progress as they can in relation to their starting points and their very challenging targets.
- Progress of pupils, just above ALN with weak skills is very strong and sustained in nearly all cases. In terms of their skills, nearly all pupils from homes with low income make excellent and sustained progress in relation to their starting points and their age and ability.
- Nearly all MAT pupils across the school make outstanding and sustained, progress.
- Most pupils develop the learning skills they need to access the whole curriculum well. Most have the literacy, numeracy and digital skills required at the correct level in order to deepen their understanding and application through a widening range of AoLEs. They use these skills successfully and with good levels of independence. **However, leaders have identified the need to further develop computational thinking across all pods.**
- Most pupils' listening and reading skills across the curriculum are good. **However, leaders recognise the need to further develop reading strategies to find information and/or ideas to support their independent work.** They are interested and motivated to do well. Pupils make good progress with their listening and reading skills in the Welsh language. They are very engaged in developing Welsh language skills through reading and listening, and show good enthusiasm during such times.
- Most pupils' speaking and writing skills across the curriculum are good. They are often enthusiastic about using these skills. As a result, they are able to communicate well and process learning in order to successfully engage in classroom interactions with teachers and other pupils. They regularly use these skills independently.
- Most pupils' numeracy skills across the curriculum are good, with increasing areas of mathematics showing strong performance. Application of skills are frequently at the correct skill level. Increasingly, most pupils identify where they can use numeracy skills in a wide range of learning contexts. They regularly use these skills independently. **However, the school recognises the need to further develop strategies for calculation using mental and written methods.**
- Most pupils' digital skills across the curriculum are good. Digital skills across the curriculum are well-developed in the range of technologies used, and in the breadth of application across most of the AoLEs. Most pupils demonstrate confidence when using a range of familiar, and unfamiliar digital technologies.
- Most pupils' creative, artistic and physical skills across the curriculum are good in terms of progress and standards. The learners are increasingly developing these with greater levels of independence.
- With low levels of adult involvement, most pupils regularly seek alternative/creative solutions and pursue this to solve more complex, real-life problems. They do this with growing resilience and satisfaction.
- Pupils' ability to speak and respond to spoken Welsh, taking into account their starting points, is at least good. Most make good and sustained progress in this, and do so with confidence. The progress pupils make in developing their communication skills in Welsh through learning across the curriculum and in informal contexts is strong. This is growing in unprompted and independent use. Many pupils are accurate in their language use, and in responding to Welsh with wider audiences within the school.

IA1 LEARNING – EVALUATION

- Most pupils routinely feel safe and free from physical and verbal abuse at school. Overall, most pupils grow in confidence well. They understand how to make healthy choices in relation to diet, physical activity and emotional well-being. Most know a range of risks, how they may appear and how to keep themselves safe online.
- Most pupils develop their physical skills well and make beneficial and active choices. For example, in responding very positively to opportunities to undertake a wide range of physical activities, during lessons, relax and refuel, and after school clubs. They demonstrate a clear awareness of the benefits of physical activity and cite appropriate examples of their progress.
- Most pupils are developing well as ambitious and capable learners in a wide range of AoLEs and contexts. They are becoming very resilient, this includes areas that they find challenging. Most are successful independent learners in the learning process. **However, the school recognises the need to revisit assessment for learning techniques to ensure pupils are evaluating their learning accurately, with limited adult involvement.**
- Most pupils have a good knowledge and understanding of what an ethical, informed citizen is. Most learners progress well in becoming ethical and informed citizens. They have a strong and secure awareness of such values as fairness, equality, sustainability and of children's rights. They enact the values above frequently and well, and can describe what children's rights are, giving appropriate examples.
- Most pupils demonstrate good use of their key skills and behaviours across the AOLEs. Pupils, including those with special educational needs, often take on a range of leadership roles and responsibilities and participate in the life and work of the school, for example as members of the school council, playground friends or digital leaders. Pupils increasingly record their experiences.
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IA2 WELLBEING & ATTITUDES TO LEARNING – 2.1

WELLBEING EVALUATION

- Most learners engage very well in a wide range of new and unfamiliar experiences. They do this with growing engagement, and are beginning to embrace uncertainty and change.
- Nearly all learners routinely show very high levels of sustained interest in their learning. This is as a direct result of frequent pupil 'voice' influence on the learning activity. Consequently, learning is nearly always of good or better quality, and is completed, with great consistency, and in a timely manner.
- Most pupils avoid distractions and sustain concentration for reasonable periods. These pupils are increasingly able to persevere and/or seek new solutions when faced with difficulties.
- Most pupils value the regular feedback they receive. They respond positively to it, and frequently use the feedback to move their learning forward, well and with growing independence.
- Nearly all pupils behave well in lessons. They have a good understanding and application of the high expectations set by staff. Pupils' behaviour during breaks and lunchtimes is at least good, with nearly all pupils behaving consistently well in these contexts, and supporting others in behaving well too. **However, the school recognises that pupil participation could be further improved through developing provision that best suits the need of individual learners at the top end of the school.**
- Most pupils respond well to the contributions of others when speaking and listening. They also respond well when different viewpoints are shared, even ones they disagree with. Most pupils show a good ability to learn independently, in terms of knowing what to do, and how to get help.

IA2 WELLBEING & ATTITUDES TO LEARNING – 2.2

ATTITUDES TO LEARNING – EVALUATION

- High quality learning experiences are based on a good degree of challenge for learners. The development of learning through authentic contexts has a strong, and very positive impact on the curriculum quality. Regular learner voice/influence is increasingly influential in shaping the provision in terms of high ambition. **However, the school recognises the need to continue to develop choice and challenge to facilitate appropriate self-directed learning to apply existing knowledge, skills and understanding.**
- The school provides frequent and excellent learning experiences that inspire nearly all pupils and raises their aspirations around future careers and the world of work. The school is divergent in its informal, and formal strategies that are used routinely to help nearly all pupils make informed choices.
- The curriculum provides appropriate and beneficial breadth and depth of learning experiences for most pupils, across all disciplines and areas of learning, to develop their wider interests and skills efficiently.
- The school provides valuable, regular and relevant learning experiences outside the classroom. This learning links directly to the planned curriculum and makes very beneficial use of visits to develop pupils' interest and understanding of a specific area of learning. The school enriches the curriculum successfully, **however, the school recognises that a wider range of additional clubs and activities could better reflect the four purposes.**
- The school promotes the advantages of learning Welsh and being multilingual, regularly and well. There are a range of good examples of the school promoting the language in the wider community. **However, the school recognises the benefits of developing Welsh oracy as a cluster approach to ensure progression, high standards and positive attitudes.**
- The school successfully develops communication skills in Welsh in formal teaching activities and informal situations. The school teaches pupils the benefits of learning Welsh and being multilingual, regularly, and well.
- The school meets the needs of most pupils successfully. Teachers increasingly analyse prior learning well, and use it to set appropriate challenge that reflects the needs of most pupils. Differentiation is strong and very effective in its provision due to good quality teaching skills through such features as high quality scaffolds. The curriculum builds very effectively and coherently on most pupils' existing knowledge, understanding and skills to ensure good progression as they move through the school.
- The school's curriculum is based on an accurate analysis of the school's context. There is relevant and engaging curriculum provision relating to the culture, diversity and linguistic make up of Wales and the wider world. **A well-considered and relevant range of experiences are provided, however the school recognises how it can improve the diversity of the curriculum, ensuring that learning reflects Black, Asian and Minority Ethnic perspectives and contributions, in addition to LGBTQ+ lives, where appropriate.** Pupils increasingly influence curricular provision relating to the above.
- The curriculum successfully ensures most pupils acquire the necessary knowledge and skills in listening and reading, speaking and writing (Welsh/English), numeracy and digital skills to support their learning and enable good progression across the curriculum. The school curriculum caters for specific groups of pupils well, by understanding their contexts and needs accurately.
- The school significantly and substantially supports the development of the social and emotional skills of nearly all pupils from all backgrounds exceptionally well. Regular adjustments are made proactively. The school helps pupils to develop the skills, knowledge and understanding they need to make healthy lifestyle choices, for example in relation to healthy eating and drinking, substance misuse, relationship and sexuality education and online security in particular. This is secured sustainably.
- The school's support for the well-being and mental health of nearly all pupils is excellent (for example after periods when the school was closed to pupils).
- Nearly all staff are very insightful and skilled in helping pupils to understand the impact of lifestyle and behaviour choices on their mental and physical health and well-being, now and in the future. The school is exceptionally proactive and successful in identifying and addressing emerging issues, and supporting learners with accessible information and skills that secure their well-being.

IA3 TEACHING & LEARNING EXPERIENCES– 3.1 BREADTH, BALANCE & APPROPRIATENESS OF THE CURRICULUM EVALUATION

3.2 Teaching & Assessment

- Teachers' subject knowledge is very strong within the areas of the curriculum, including the AoLEs. Nearly all teachers and support staff have accurate and precise objectives for pupils' learning. With great success they use a wide range of varied, and divergent approaches and resources to support nearly all pupils. In doing so. This develops pupils' knowledge, understanding and skills to often excellent levels as they move through the school.
- Nearly all teachers and other practitioners have very high expectations of nearly all pupils in all contexts. Staff make their environments very stimulating and enjoyable places for all learners to be productive. They make frequent, and insightful, adjustments to meet the needs of all abilities.
- Teachers' explanations and clarity ensure that nearly all pupils develop their skills, knowledge and understanding to a very high standard. Teachers and other practitioners manage pupils' behaviour very effectively, and treat all pupils equally, and with high respect. Teachers use other staff to support pupils' learning very well, with insightful changes made. Teachers develop support staff very well in order to do this.
- Most teachers and staff use helpful and varied questioning techniques to encourage and further develop pupils' answers, and to measure their understanding. Oral and written feedback from teachers and other practitioners is consistently good and helps most pupils know how well they are doing, and what they need to do to improve.
- Most teachers use assessment outcomes successfully to inform future teaching and learning, and to help most pupils understand their strengths and areas for self-improvement. The feedback pupils receive on learning they have completed digitally is frequently good.
- Most teachers develop pupils' thinking and understanding through effective questioning and monitoring of pupils' learning. They provide valuable opportunities for pupils to assess their own learning and that of their peers where appropriate.
- Most teachers successfully analyse the outcomes of their assessments, and of any external assessments, and use them well to inform the way they plan future lessons. Teachers use this information efficiently and effectively to assess the progress and development of specific individuals and groups, for example those pupils at risk of underachieving, or those who are more able.
- Nearly all teachers develop a shared understanding of progression, to ensure that their assessments are always valid, accurate and reliable. **However, the school recognises the need to develop a shared understanding of progression, within each AoLE, across the whole cluster.**
- School reports to parents contain good-quality information on their child's progress and specific, and high-quality guidance, as to how their child can make further progress in the future.
- The school has special arrangements to support pupils with emotional, health and social needs, so that they can engage very effectively with the school and benefit from the opportunities it offers. The school provides exceptional support for pupils' mental and physical health and wellbeing, for example during the recent pandemic. Awareness of mental health is a key feature of many topics. Learners are increasingly raising relevant issues within this. Monitoring of mental health is exceptionally strong due to embedded procedures within a very strong culture.
- The school uses partnerships with other organisations, to provide very effective support for learners with special needs and wider additional needs. The school engages with the services of specialist agencies, especially for learners who face significant barriers to learning and good quality impact is secured as the norm.

IA3 TEACHING & LEARNING EXPERIENCES– 3.2 TEACHING & ASSESSMENT EVALUATION

- The school has special arrangements to support pupils with emotional, health and social needs, so that they can engage very effectively with the school and benefit from the opportunities it offers. The school provides exceptional support for pupils' mental and physical health and wellbeing, for example during the recent pandemic. Awareness of mental health is a key feature of many topics. Learners are increasingly raising relevant issues within this. Monitoring of mental health is exceptionally strong due to embedded procedures within a very strong culture.
- The school uses partnerships with other organisations, to provide very effective support for learners with special needs and wider additional needs. The school engages with the services of specialist agencies, especially for learners who face significant barriers to learning and good quality impact is secured as the norm.
- Provision for ALN pupils is good. Staff track the progress of these pupils well against the clear and accurate targets in their individual plans. Staff inputs are routinely of good quality, and evaluations are accurate in ascertaining progress and identifying next steps. **However, leaders recognise how to further develop pupil screening to identify additional learning needs across literacy and numeracy.** Learners are involved in this process well and they make relevant inputs. Many show ownership of their role in meeting the targets, and track their progress from their individual starting points. Through good analytical skills, the school has a clear and accurate grasp of individual pupils' post-covid wellbeing, literacy, numeracy and digital skills. Consequently, very effective action is taken to secure good progress rates for all abilities. **However, leaders recognise the need to re-develop "Pupil Progress Meetings" to align with school expectations of standards and progress in line with the curriculum for Wales.**
- The school prepares nearly all pupils, including a specific focus on those with special educational needs, to be active, contributing citizens. To involve the more vulnerable, when necessary, positive discrimination is used. Through this, nearly all learners are frequently involved in influencing and/or making decisions about the life and work of the school. A very wide range of pupil voice groups are central to school decision making. Learner involvement in wider community decision making is embedded. All classes routinely provide opportunities for pupils to influence what they learn, and how they learn, as the norm.
- The curriculum provision focuses well on important values such as honesty, fairness and justice. This is both explicit in a wide range of school life, and implicit in provision. Pupils increasingly suggest valid contexts for these values to be developed.
- The school is beginning to help pupils develop an understanding of their identity, heritage and culture, and how they relate to the local community and the wider world. This is most often undertaken as a result of teacher initiation. The experiences provided are based significantly on the local context.
- The school ensures pupils understand and respond appropriately to issues of equality and diversity, and successfully develops the values of respect, empathy, courage and compassion. This is done through a well-planned curriculum and wider school experiences. The school's provision challenges a range of stereotypical behaviours in pupils' attitudes, choices and expectations. The school promotes human rights well through a focus on authentic contexts.
- The school provides worthwhile and varied opportunities for pupils to develop sound values and establish/deepen their spiritual and ethical beliefs. The school develops successfully its pupils' ability to reflect on religious and non-religious responses, fundamental questions and their own beliefs or values. This is developing through the influence of pupil voice, suggesting authentic contexts for such learning.
- There are frequent opportunities for pupils to use their imagination and grow in confidence within the wide range of curriculum experiences offered. Pupils have regular and good opportunities to learn together through the arts and develop team working skills.

IA4 CARE SUPPORT & GUIDANCE – 4.1 PERSONAL DEVELOPMENT– EVALUATION

- The school provides good quality provision to develop pupils' knowledge and understanding of unsafe or emotionally harmful behaviours, for example nurturing inappropriate relationships, harassment, discrimination, bullying and extremism, according to their stage of development. This is provided through themes and topics, as well as explicitly when necessary.
- The school is highly effective in promoting and supporting a culture of safety and well-being in the school community, both on-site and off-site, including online safety aspects. Staff and governors understand well, and consistently implement the school's safeguarding requirements and procedures. The school's arrangements to keep pupils safe meet requirements and demonstrate excellent practice.
- The school's arrangements to promote and support a culture of anti-bullying and a positive approach to managing pupils' behaviour is very strong, sustained and consistently enacted. The school keeps timely and detailed record of any alleged incidents of bullying or bad behaviour. The school reviews its records frequently, to revise and improve its provision.
- The school responds to, and manages, any alleged cases of bullying, harassment and discrimination related to prejudice, whether by staff or fellow pupils, including referral and reporting. It also does well in terms of action, outcome, records and follow up.
- The school keeps good-quality records for attendance and absence from school and addresses persistent absenteeism well. Leadership, including governors, and most teachers, recognises the importance of its role in addressing attendance issues and this is well evidenced in the consistent enactment of its policies and practices. Liaison with outside agencies is strong, with a clear understanding and enactment of mutual roles. Systems to support and challenge low attendance are strong and are applied by leaders and staff well and with good consistency. The school's provision for improving attendance is good.
- The school keeps pupils safe from the dangers of radicalisation and exploitation, for example through the school's good quality curriculum provision. The school's evaluations of safeguarding arrangements are strong, and appropriate actions are taken. They address any shortcomings identified. All staff have received a suitable range of safeguarding training at the appropriate level and as required, even new team members.
- The school building and site are safe and leaders promote good, and consistent awareness of risks to pupils' wellbeing with all staff, stakeholders and visitors. Risk assessments are completed by a wide range of staff and are consistently of a good standard. Pupils are increasingly involved in discussions about risks. The school has effective policies, procedures and reporting arrangements in relation to physical interventions. These are revised as appropriate. The areas used for withdrawal from lessons are safe and suitable.
- The school's provision for child protection, including the identification of and the support for children in need, or at risk of significant harm is robust, and reflects the very best practice. Staff and leaders at all levels know what to do if they have concerns about a pupil, or about adult behaviour towards pupils. Consequently, they take all actions necessary, record details precisely, and in a timely manner. The school builds capacity well in terms of child protection.
- The school has robust procedures to ensure the suitability of staff and other persons in contact with pupils. Records are up-to-date and exemplify very best practices.

IA4 CARE SUPPORT & GUIDANCE – 4.2 SAFEGUARDING– EVALUATION

- Leaders and managers have established and communicated an ambitious and challenging vision in the context of CfW and the four purposes. Stakeholders have been central to its construction, **however the school recognises the need to strengthen and develop links with its stakeholders through face to face engagements and events now that covid restrictions have been lifted.**
- Precise aims, strategic objectives, plans and policies focus on meeting the needs of all pupils, ensuring that all pupils achieve at least as well as they should. Leaders ensure that all staff understand and promote the school's safeguarding culture at every opportunity and with exemplary practice.
- Leaders and managers at all levels set high expectations for staff, pupils and particularly themselves. Staff at all levels understand and fulfil their roles and responsibilities exceptionally well. They co-operate very effectively and with great initiative, to develop strategic priorities and school improvement.
- Leaders have developed a highly effective, innovative, committed team of teachers and support staff. Leaders place huge importance on staff wellbeing through a very wide range of approaches, for groups and individuals.
- Leaders and managers model and promote professional values and behaviours habitually. This contributes substantially to high morale and school improvement. Collaboration between staff, and with other providers, is innovative, efficient and highly effective.
- Leaders manage all staff performance exceptionally well, to help staff improve their practice and do so sustainably. Diagnosis of issue and need is always precise and objectives and success criteria are clear to all. Subsequent evaluations are always accurate and strong, especially when underperformance is concerned.
- Leaders establish strong relationships with parents and have good lines of communication with them, so that parents can support their children well, and raise any issues that may affect their child's learning and wellbeing. The school is very effective in helping to develop the capacity of parents to support their own children.
- Governors understand and fulfil their roles and responsibilities very well. There is a precise and accurate balance between support and challenge in the way the governing body carries out its role, and holds the senior leadership to account, on behalf of the local community, in its 'critical friend' role. **However, the school recognises the opportunities to resume governor visits in order to effectively challenge the progress against school targets.**
- The governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance, including in relation to the way it manages parental complaints and appeals. The governing body ensures that food and drink provided by the school complies with legislation and significantly exceeds this with a range of innovative practices. The school has highly effective arrangements to promote healthy eating and drinking, often led by pupils.
- Leaders and managers recognise the strengths and weaknesses of the school. In its evaluation, the school includes all its staff, as well as a wide range of partners, including pupils and parents. Governors are very familiar with the school's strengths and areas for development. The governors quality assure the school's self evaluation outcomes, through high involvement in the evaluation process and analysis of outcomes. They have been significantly involved, and are often instrumental in setting the school's strategic priorities.

IA5 LEADERSHIP & MANAGEMENT – 5.1 QUALITY & EFFECTIVENESS OF LEADERS & MANAGERS EVALUATION

- A clear, detailed self-evaluation annual timetable is in place and is enacted well by a range of staff, and, increasingly, governors. A range of stakeholder views are sought and analysed well. Leaders collect and analyse evidence of standards and provision, including teaching, and pupil performance, as a matter of course. Outcomes are nearly always evaluative, defining strengths and areas to improve accurately and with clarity.
- As a result of in-depth and insightful self-evaluation, the school has very clear processes and practices to plan for, and routinely deliver, successful improvement. Leaders and staff devise relevant, precise, and often innovative actions for improvement. The actions are always measurable through specific, qualitative and quantitative success criteria, that provide clarity for all. **However, leaders across the school recognise an opportunity to re-design AoLE monitoring to ensure processes are robust, streamlined and effective to facilitate improvement.**
- Leaders set specific and realistic timescales for priorities, which they follow-up on. They allocate responsibility to staff and ensure staff know clearly what is necessary for securing improvement. The school's clear and considered decisions about spending and broader financial planning are tightly aligned to its strategic priorities. The school gives good value for money.
- The school routinely monitors and evaluates progress of its priorities according to the formal timetable set out. It does this frequently and accurately using well-considered and robust methodologies. The school adapts its approaches proactively and with great effectiveness, for example in relation to key areas, such as safeguarding. Any weaknesses are addressed immediately and very effectively.
- The school has a long and successful history of making and sustaining improvements, that have an exceptionally strong impact on pupils' learning and wellbeing, for example through improvements to teaching. The school has responded with urgency and accuracy to the recommendations of previous Estyn inspections and those from strategic partners. The school's actions have resulted in highly effective and sustainable improvements.
- The school is making very good progress in the planning and development of the Curriculum for Wales. The school's context is well-analysed in terms of the needs and provision for learners, especially the most vulnerable. Opportunities offered by the local area for a high-quality curriculum is captured well. The school develops the Four Purposes as an underpinning fabric of the school, and this is strongly influenced by pupils and stakeholders. Staff have an excellent awareness of the AoLEs, What Matters Statements and Progression Steps, through well-considered structures the school has put in place, and the piloting of models of thematic learning.

IA5 LEADERSHIP & MANAGEMENT – 5.2 SELF-EVALUATION PROCESSES & IMPROVEMENT PLANNING EVALUATION

- Over time, strategic decisions ensure there are many opportunities for a wide range of staff to work with other schools and professional learning providers. This is undertaken in order to share and develop professional practices. A very wide range of well-considered approaches, often innovative, are used. This is a highly effective feature of the school's improvement journey. As a result, the school builds its capacity for continuous improvement and ensures successes are sustained.
- Leaders have created a very strong and sustained culture and ethos to promote, enable and support the professional learning of staff. All staff are routinely involved in a very wide range of professional learning experiences and evaluations, including performance management.
- The school identifies best practice in the school, including of teaching assistants, through both formal and informal means. It shares good practice in well-planned and structured ways. Innovation is promoted by leaders well and a range of staff try out innovative techniques. This is valued and disseminated successfully.
- The school links a good range of professional learning clearly to the findings of self-evaluation and improvement priorities. The school engages most staff in purposeful activities that support the development of their professional knowledge, understanding, and teaching and leadership skills well. Good CPD records, based on evaluation and improvement plans are compiled by most staff.
- The school monitors the impact of a wide range of professional learning approaches routinely and with good accuracy. The focus is frequently on the effectiveness of teaching and leadership, and on pupils' progress and wellbeing.

IA5 LEADERSHIP & MANAGEMENT – 5.3 PROFESSIONAL LEARNING EVALUATION

Inspection Area	IA1 Learning IA3 Teaching & Learning Experiences	IA2 Wellbeing & Attitudes to Learning IA4 Care, Support & Guidance	IA5 Leadership & Management
Governor Sub Committee (Monitoring) Areas for improvement	Learning & Teaching (IA1 & IA3)	Well-being & Care, Support & Guidance (IA2 & IA4)	Leadership (IA5)
	<ul style="list-style-type: none"> • L1 Literacy – Further develop reading strategies to find information and/or ideas to support their independent work (1.1) • L2 Numeracy – Further develop strategies for calculation using mental and written methods (1.1) • L3 Science/DCF - Develop computational thinking across all pods (1.1) • T1 Teaching - Continue to develop choice and challenge to facilitate appropriate self-directed learning to apply existing knowledge, skills and understanding. (3.1) • T2 - Develop a wider range of additional clubs and activities to better reflect the four purposes (3.1) • T3 - Develop Welsh oracy as a cluster approach to ensure progression, high standards and positive attitudes (3.1) • T4 - <i>Improve the diversity of the curriculum, ensuring that learning reflects Black, Asian and Minority Ethnic perspectives and contributions, in addition to LGBTQ+ lives, where appropriate. (3.1).</i> • T5 Curriculum Design - Further develop a shared understanding of progression, within each AoLE, across the whole cluster. (3.2) 	<ul style="list-style-type: none"> • WB1 Revisit assessment for learning techniques to ensure pupils are evaluating their learning accurately, with limited adult involvement. (2.1) • WB2 Further improve pupil participation through developing provision that best suits the need of individual learners at the top end of the school. (2.2) • CSG1 Further develop pupil screening to identify additional learning needs across literacy and numeracy.(4.1) • CSG2 Re-develop "Pupil Progress Meetings" to align with school expectations of standards and progress in line with the curriculum for Wales (4.1) 	<ul style="list-style-type: none"> • LD1 To strengthen and develop links with its stakeholders through face to face engagements and events. (5.1) • LD2 Re-design AoLE monitoring to ensure processes are robust, streamlined and effective to facilitate improvement. (5.2)