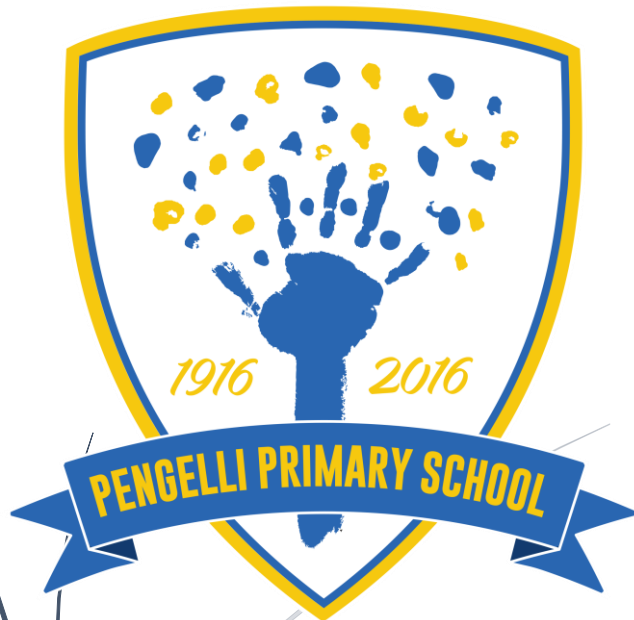


2020/2021



PENGELLI PRIMARY SCHOOL

NATIONAL RESOURCE FOR EVALUATION AND IMPROVEMENT

Talaat, Helen

LEADERSHIP –HOW EFFECTIVE IS LEADERSHIP?

Components	Component layer prompts	Prompt layer prompts	RESPONSE
Strategic Vision	How well does the school's vision influence its work?	How well does leadership establish a clear vision for learning, teaching and the curriculum that secures the best possible progress and wellbeing for all learners?	Headteacher's vision is clear to all staff but discussion is encouraged to develop a whole school vision. There are certain areas that are non-negotiable. The school is currently at the stage where the whole staff have an understanding of the New Curriculum and how there is a need for a new vision statement. The school's aims have been revisited with us then clarifying what our one sentence vision statement should be Discussions have reached the point where there are a range of possible vision statements and these will be shared with the wider school community in readiness for full stakeholder ownership.
		How well does leadership draw upon the views and actions of the school community to shape, implement and review its vision?	
		How well does leadership use its vision to underpin a shared sense of purpose, high expectations and positive cultures in all aspects of its work?	
Pedagogy (Learning, teaching & curriculum)	How well does leadership influence and improve learning and teaching?	How well does leadership positively influence the quality of teaching to enable learners to progress in relation to the four purposes?	Headteacher has shared a variety of teaching a learning principles with all staff following research and has held several INSET days and after school training sessions to discuss and develop these principles. All staff are clear that planning of a topic starts with the four principles (school designed prompts) but this is still in its infancy In some classes. We are currently working towards presenting the work we have completed this half term, for discussion in staff meetings. Following training from Mick Waters staff have a clearer understanding of enabling learners to influence their own learning and learning experiences. The school recognises that pupils have a voice but do not necessarily LEAD the learning. Pengelli is considered an inclusive school and we have met throughout the designing process to highlight the need for differentiation. CCoS has provided a Universal Provision Guide and this is due to be further discussed to consider what items need to be purchased to ensure an inclusive classroom and a plan put together. Pengelli has been working towards Y Siarter Iaith for the past two years but the monitoring of it has been delayed by COVID – This remains a priority on our SIP Learning walks are used to monitor developments and progress
		How well does leadership use assessment information to support all learners to make the progress of which they are capable?	
		How well does leadership enable learners to influence their own learning and learning experiences?	
		How well does leadership establish and maintain a positive and inclusive learning and teaching environment?	
		How well does leadership ensure that the school positively promotes the Welsh language and the culture of Wales?	
		How well does leadership keep the quality of teaching under review to identify strengths and opportunities for improvement (individual, departmental, whole school)?	

Professional Learning, innovation and collaboration	How well does leadership develop the school workforce and develop a culture of collaboration and innovation?	How well does leadership establish a culture of professional learning that supports the school to realise its vision for learning, wellbeing, teaching and the curriculum?	<p>Courses are shared with staff and all staff are encouraged to attend suitable courses. The past year has meant that it has been harder to attend courses – even via TEAMS as we have not been able to bring in supply teachers according to our Risk Assessment.</p> <p>School self-evaluation processes have always fed in to professional learning requirements. Individual Performance management targets reflect teaching and learning, and wellbeing needs.</p> <p>Ria Banscherus has enrolled on the secondment initiative for aspiring deputy Headteachers. Sara Morgan is NQT and student mentor and there have been several discussions around her considering future developments. Lisa Foley has become an HLTA and attended several development courses. Currently looking to develop Sharon Hughes’ role to lead TAs.</p> <p>Evaluation of the various training is an area that can be further developed.</p> <p>As a school we do not ‘jump’ into changes but research and consider developments closely. Headteacher often attends initial training sessions to find details.</p> <p>As a small school, collaboration is essential- within and beyond the school.</p>
		How well does leadership use its evaluation work to inform professional learning?	
		How well does leadership use professional learning to improve learning, wellbeing, teaching and the curriculum?	
		How well does leadership support staff in identifying and addressing their professional learning needs?	
		How well does leadership develop the leadership potential of others?	
		How well does leadership promote engagement in professional learning about pedagogy, within and beyond the school?	
		How well does leadership evaluate the impact of its professional learning arrangements?	
		How well does leadership promote and use innovation to improve learning, wellbeing, teaching and the curriculum?	
		How well does leadership encourage, facilitate, engage with and evaluate innovation?	
		How well does leadership challenge or resist unnecessary changes and innovations?	
		How well does leadership promote and use collaboration to improve learning, wellbeing, teaching and the curriculum?	
		How well does leadership establish a culture of collaborative learning and mutual respect within and beyond the school?	
Staffing and Resources	How well does leadership Support staff and use resources effectively?	How well does leadership support the wellbeing of all staff?	<p>Leadership is constantly aware of the wellbeing needs of the staff. As part of the Framework for Embedding a Whole School Approach to Emotional and mental Wellbeing the SLT will be producing a plan of action. In terms of resources the school’s priority is to maintain or increase staffing levels (TAs in both KS2 classes this year). Next classroom resources are prioritised.</p>
		How well does leadership ensure that staff have the resources they need to do their jobs effectively?	
		How well does leadership use resources to achieve its vision for learning, wellbeing, teaching and the curriculum?	

Systems, policies and procedures	How effective are systems, policies and procedures in the school in realising the school's strategic vision?	How well does leadership establish and apply systems, policies and procedures to achieve its vision for learning, wellbeing, teaching and the curriculum?	Policies are relevant to the aims of the school and are regularly reviewed by staff and governors. Statutory policies are reviewed annually. Revisit curricular policies in line with C forW. Re-establish working groups for policy reviews. All stages of evaluation are shared with stakeholders and contributions welcomed. PTLS are used for Performance Management targets and self-evaluation judgements
		How well does leadership establish and apply statutory policies and procedures?	
		How well does leadership establish and apply evaluation and improvement processes?	
		How well does leadership include stakeholders	
		How well does leadership keep its own effectiveness under review?	
		How well does leadership make use of the PTLS and to support effective performance of the workforce?	

LEARNING AND TEACHING - HOW EFFECTIVE IS LEARNING AND TEACHING?

Components	Component layer prompts	Prompt layer prompts	RESPONSE
Pedagogy	How well does teaching develop learners through a range of suitable processes to realise the four purposes of the curriculum?	How well do learners develop as ambitious capable learners, ethical informed citizens, enterprising creative contributors and healthy confident individuals?	<p>Teaching at Pengelli is constantly under review and teachers are encouraged to self-review and peer review. Again, over the past year this has been difficult due to lockdown and Covid restrictions. As we are working towards the new curriculum we are currently designing our curriculum and we have identified the need to revisit the four purposes and highlight them with the children and other stakeholders. Children are certainly confident with the Areas of Learning and are involved in the planning of topics. Literacy and numeracy skills are strong and with the WG programme for IT equipment the school is now well equipped to further develop digital competence.</p> <p>Welsh language skills were not fully developed during lockdown and this will be included in SIP in 2021/22.</p> <p>Children respond well to personal extension and join in dialogues over progress with their teachers. Varied themes and pupil voice are utilised to create and maintain pupil interest in learning. A variety of teaching approaches are used in each class and this, again is an area we are further developing in our roll out of the New Curriculum. Teacher assessment and self-assessment are prioritised throughout the school. The school has been identified as strong in the use of assessment for Learning techniques.</p> <p>Feedback is a continuous process in each class, whether written or verbal. Children also maintain a dialogue of learning with their teachers. Relationships are a priority for the school and where children feel that they cannot speak to a particular individual, alternatives are offered.</p> <p>The schools has particularly strong transition links with Pontarddulais Comprehensive School.</p>
		How well do learners develop skills, knowledge and understanding within and across areas of learning ?	
		How well do learners develop their literacy, numeracy and digital competence?	
		How well do learners understand and use the Welsh language?	
		How well do learners respond to high but achievable expectations from teachers?	
		How well do teachers nurture positive attitudes to learning and how well do learners respond?	
		How well does teaching select the most suitable teaching approaches to support learners to progress? These approaches might include direct teaching and those that promote problem-solving, and creative and critical thinking , use assessment for and as learning?	
		How well does assessment contribute to learning, progress and well-being?	
		How well does teaching provide the right level of challenge?	
		How well do learners develop the skills to reflect critically on their own work and the work of others?	
		How effective is feedback in improving learners' work?	
		How well do learners build upon what they have learnt as they move through or between schools?	
		How well does teaching enable learners to influence how and what they learn?	

		How well do learners develop positive relationships with peers and adults?	
		How well does teaching promote positive attitudes to learning and high expectations for all learners	
		How well does teaching prepare learners for transition to the next phase of their education/career?	
Professional learning, collaboration and innovation	How well does professional learning, collaboration and innovation support learners' well-being and progress?	How well does the school use professional learning to improve teaching and the curriculum? What difference does this make to learners' progress and wellbeing?	<p>The school utilises the PLG and funds in the school budget to support staff with professional development. If funds are limited then priority is given to training that supports the School Development Plan and the individual's Performance Management Targets</p> <p>The majority of training is in line with the New Curriculum 2022 and the ALNET Act during these changing times</p> <p>To this point, research has mainly been focussed on utilising findings from the research carried out by eminent educationalists but in the academic year 2021/22 class teams will be carrying out their own research projects to support the introduction of the New Curriculum.</p> <p>The school is involved in extremely active cluster PLCs which have allowed regular discussion and sharing of view and ideas and have also allowed the schools to share resources</p>
		How well does the school ensure that continuous professional learning of teachers supports the realisation of the four purposes for learners?	
		How well do teachers engage with research to support improvement?	
		How well do teachers contribute to the professional learning of staff within and beyond the school?	
		How well does the school use innovation to improve teaching and the curriculum? What difference does this make to learners' progress and wellbeing?	
		How well does the school use collaboration to improve teaching and the curriculum? What difference does this make to learners' progress and well-being?	

CURRICULUM - HOW EFFECTIVE IS THE SCHOOL'S CURRICULUM?

Components	Component layer prompts	Prompt layer prompts	RESPONSE
Establishing a vision (learning leadership and managing change)	How well do school leaders, staff, learners and the wider school community understand the expectations, purposes and principles of the new curriculum for Wales?	How well does the school develop a clear vision for the difference that the curriculum will make to its learners? (Why are we doing this? Purposes)	<p>Over the past two years all staff have worked particularly hard to understand the requirements of the New Curriculum and to adjust the school's aims in line with, in particular, the four purposes. A series of INSET days and SI meetings have been held to review pedagogy and classroom organisation.</p> <p>In revisiting planning we will be looking at 'planning backwards' to ensure all focus is now on learning, rather than teaching. To this point all spending has been relatively cautious until systems are trialled and improved within the classroom set up to ensure spending is relevant.</p> <p>Teaching and support staff are all involved in the change process to ensure everyone has a solid understanding of what and why we are changing practice. Staff are positively encouraged to 'give things a go' and allow enough time for failure to improve practice and new ideas are welcomed. The involvement of other partners has proved difficult over the past two years with COVID restrictions but all developments are shared and opinions welcomed.</p>
		How well does the school establish a vision for its curriculum? (What does it look like? Requirements/authentic context)	
		How well does the school develop a vision for the teaching pedagogy to deliver its curriculum? (How are we going to teach it? Pedagogical principles)	
		How well does the school develop a vision for the procurement/ development/ deployment/use of resources to realise its curriculum? (What do we need to teach it?)	
		How well does the school establish the right culture and conditions for change?	
		How well does the school recognise barriers to change, address and overcome them?	
		How well does the school promote innovation to support change?	
		How well does the school draw on contributions from the community and other partners (e.g. schools) to develop its vision for learning, teaching and the curriculum?	
		How well does the school identify and provide professional learning opportunities to support the realisation of its vision?	
Designing, planning and trialling (designing and implementing learning experiences)	How well does the school's curriculum support and develop learners' knowledge, skills and understanding?	How well does our curriculum's design and delivery contribute to learners' realisation of the four purposes and acquisition of the integral skills which underpin them?	<p>Progress to this point has focussed on the four purposes and literacy, numeracy and digital skills. During academic year 2021 we will be focussing on the acquisition of the integral skills. The curriculum is skills based with an understanding of the need for certain knowledge based requirements. It is delivered through a Topic approach. Children are encouraged to contribute to their learning through class planning sessions at the start of each topic -</p>
		How well does our curriculum's design and delivery provide broad and balanced learning experiences?	
		How well does our curriculum's design and delivery engage and meet the needs of learners, with regards to their age, ability, aptitudes and interests?	

		How well does our curriculum's design and delivery nurture positive attitudes to learning and wellbeing?	<p>this then nurtures positive attitudes as the children are interested in what they are learning about. At this stage children are also made aware of the cross curricular aspect of their learning and as they move further up the school the children are able to identify the AoLEs covered by single or grouped activities;</p> <p>AoLE booklets have been produced for all staff to ensure awareness of progression steps and we have transferred from INCERTS to TAITH 360 to monitor progress. We are looking to utilise Dimension Cymreig in 2021/22 with training from the athrowes fro to ensure an understanding of our own locality and our place in the world. The utilising pf Universal provision prompts has helped ensure accessibility for all and early identification of difficulties allows the use of intervention programmes when needed.</p>
		How well does our curriculum's design and delivery enable appropriate progression for all learners along the continuum of learning?	
		How well does our curriculum's design and delivery enable learners to make links across and between different areas of learning and experience?	
		How well does our curriculum's design and delivery incorporates opportunities for the application of mandatory cross-curricular skills?	
		How well does our curriculum's design and delivery support the development of specialist skills and specific subject knowledge?	
		How well does our curriculum's design and delivery incorporate assessment for learners' progression?	
		How well does our curriculum's design and delivery draw on learner voice and responds to learners' needs, experiences and input?	
		How well does our curriculum's design and delivery support the development of learners' sense of identity in their locality, Wales and the world?	
		How well does our curriculum's design and delivery ensure equity and accessibility for all?	
		How well does the school use first-hand evidence to identify emerging strengths, barriers to change and areas for further development in relation to its curriculum?	
		How well does the school use first-hand evidence to identify emerging strengths, barriers to change and areas for further development in relation to teaching pedagogy to support curriculum delivery?	
		How well does the school use first-hand evidence to identify emerging strengths, barriers to change and areas for further development in relation to learners' progress?	
		How well does the school use first-hand evidence to inform changes to curriculum, teaching and learning?	
		How well does the school support improvement to curriculum, teaching and learning through professional learning, collaboration and innovation?	

WELL-BEING, EQUITY AND INCLUSION - HOW EFFECTIVE IS THE SCHOOL'S PROVISION FOR SUPPORTING WELL-BEING, EQUITY AND INCLUSION?

Components	Component layer prompts	Prompt layer prompts	RESPONSE
Curriculum	How well does the school's curriculum support the well-being, equity and inclusion of learners?	How well do learners develop an understanding of what matters in their health and well-being?	Physical and emotional wellbeing have always taken a priority at the school with children encouraged to make sensible decisions and made aware of the negative impact of poor choices. The school offers a range of afterschool clubs that promote emotional and physical activities and PSE sessions are built in to the curriculum. We follow the SBU SRE scheme but are looking to review this aspect of the curriculum and set a new policy document.
		How well does the school provide for relationships and sexuality education?	
Promoting Good Health	How well does the school promote good physical and mental health?	How well do our school ethos, environment and provision support learners to be physically active and healthy?	Every class has two weekly P.E/games sessions and children are encouraged to join the extra-curricular sports clubs. The school is also well equipped for sports activities and we have a WRU coach come in to work with classes once a week. We have also always worked closely with Dragon Sports and have worked with the SWP liaison officer highlighting the dangerous abuse of alcohol, cigarettes and drugs. Our science curriculum highlights the importance of healthy eating. Our pastoral support officer is always available to meet the needs of children's emotional wellbeing and she runs a range of nurture groups.
		How well do our school ethos, environment and provision promote healthy eating and drinking?	
		How well do our school ethos, environment and provision support learners to make healthy lifestyle choices?	
		How well do our school ethos, environment and provision support learners' emotional wellbeing and mental health	
Attitudes and relationships	How well does the school develop healthy attitudes and behaviours?	How well does the school support learners to develop healthy relationships, including digital relationships?	All pupils are encouraged to develop positive relationships and to accept people with different views, beliefs and cultures or people who simply look different. PSE sessions, assemblies and visitors facilitate this. Independent learning skills are encouraged from the earliest possible time, as the children start school. Continuous and enhanced provision are provided throughout the school. We acknowledge that the importance of attendance has to focus on parental attitudes and for this reason, attendance is highlighted in all meetings and on newsletters (again, COVID has interrupted this process). Staff meetings and INSET days are also used to discuss staff relationships with pupils and the importance of modelling behaviours
		How well does the school provide for relationships and sexuality education?	
		How well does the school support learners to behave positively?	
		How well does the school support learners to develop independent learning skills, resilience and perseverance?	
		How well does the school support learners to have high rates of attendance and participation in learning?	
		How well do our staff promote good relationships with and between learners through their own actions?	

Safeguarding	How effective is the school at keeping learners safe?	How effective is the school at keeping learners safe?	Safeguarding measures are under constant review and the school always reacts quickly to any issues or areas of concern raised by parents.
Equity	How well does the school's approach ensure equity for learners?	How well does the school ensure that learners have equitable access to learning experiences and resources?	<p>All class teachers review the resources available to them and all classes are well resourced.</p> <p>Diversity is promoted and celebrated (as above) and any inappropriate language or attitude is dealt with immediately.</p> <p>Families suffering as a result of poverty are supported sensitively and privately whether it be via subsidising activities or signposting support services.</p> <p>As a small school we are very aware of the home backgrounds of our pupils and their families and offer support in any way we can –again in a sensitive manner.</p> <p>We have a rights respecting school coordinator who oversees the implementation and understanding of rights throughout the school.</p> <p>Pupil voice has always had a high priority in the school whether it be via the School Council, ECO Committee, RRS representatives, Criw Cymraeg or interviews with randomly selected groups of children.</p> <p>The school runs a very strong, successful transition process to Y7 which has built up over many years. Transition within the school is run during the Y6 transition week when children throughout the school have the opportunity to meet and work with their teacher for the following year.</p>
		How well does the school promote and celebrate diversity?	
		How well does the school meet the needs of learners who are disadvantaged by poverty?	
		How well does the school prevent bias, inequality, bullying, prejudice or stereotyping based on protected characteristics and address any occurrences of these?	
		How well does the school support other vulnerable learners who may need extra support (for example young carers or looked after children)?	
		How well does the school promote and uphold the rights of children and young people, including vulnerable learners?	
		How well does the school enable learners to influence how and what they learn?	
		How well does the school take account of the views of learners and involve them in decisions that affect them?	
		How well does the school manage key transitions between phases or between schools for vulnerable learners?	
		How well does the school work with parents and other partners to achieve equity for learners?	
Inclusion	How effective is the school's approach to inclusion?	How well does the school meet the needs of learners with ALN and ensure they make the progress they should?	<p>The school has developed very strong working relationships with children with ALN and their parents and all staff are very aware of the difficulties and needs of these children.</p> <p>We are currently working hard towards the implementation of the new ALN Act but are accutely aware of funding implications and difficulties caused by the pandemic in our preparations.</p>
		How well does the school monitor and review the progress, attainment and wellbeing of learners with ALN?	

		How well does the school collaborate with external agencies to meet the needs of learners, including those with ALN?	<p>The school has joint ALNCoS who work closely with support services and have developed mutually respectful relationships.</p> <p>As a school we promote early identification and meet with parents as soon as we have concerns. Sometimes parents contact us with concerns and, even if we don't share the same concerns we follow them up and usually refer to specialist services for advice.</p> <p>We have always held an annual review for children with ALN when the transfer to Y7 to ensure their needs are clear,</p> <p>Children of all abilities have access to all areas of the schools curricular and extra-curricular experiences.</p> <p>Children requiring intervention are selected based on a range of criteria – scores, attitude, confidence and concerns expressed by class teachers, TAs or parents</p>
		How well does the school engage with parents, carers and families of learners with ALN and those who require extra support?	
		How well does the school manage key transitions between phases or between schools for learners with ALN?	
		How well does the school make adjustments to support learners with ALN to access opportunities?	
		How well does the school select, implement and evaluate intervention strategies?	

