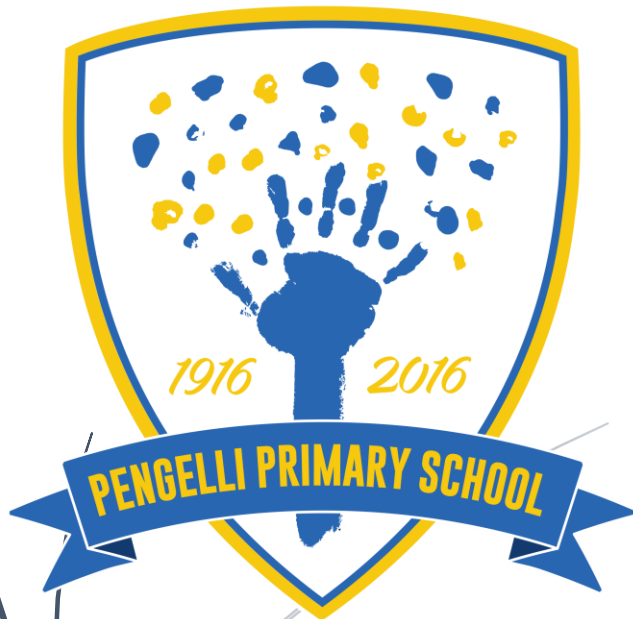


2023/2024



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?	<p>Leadership'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 importance of relationships, an inclusive curriculum and project based ,learning. The vision was revisited, and slightly amended following the adoption of the New Curriculum. The school's aims have been revisited with us then clarifying what our one sentence vision statement should be.</p> <p>The main shift of emphasis has been from teaching to learning (in line with the vision of the New Curriculum)</p>
		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?	<p>With the introduction of the new curriculum we have revisited our pedagogical approaches and have looked at a variety of research documents and principles for learning.</p> <p>We have fully adopted the principle of assessment for learning and can take different formats to gather as much information as possible. We have focussed on metacognition skills as children need a better understanding of how they learn best and what to do with the skills they have learnt.</p> <p>The school recognises that pupils have a voice but do not necessarily LEAD the learning.</p> <p>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 which we have adopted and we have ensured our classes are equipped with a range of resources to provide universal provision.</p> <p>We had planned to cover the principles of adaptive teaching and learning this year, but this will now need to be completed in the next academic year..</p> <p>We have achieved the bronze award Siarter iaith and feel we are now ready to work towards the Silver Award</p> <p>Learning walks are used to monitor developments and progress and we are building a new system for recording the results of monitoring which will be shared with Governors</p>
		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>As a small school we have always been commended on the level of professional learning available to staff – we are, however concerned by the level of funding we receive which restricts access to training and we are having to be more creative in our approach.</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 been appointed as Deputy headteacher and she has been extremely proactive. Sara Morgan is NQT and student mentor and there have been several discussions around her considering future developments (she is currently awaiting maternity leave and so wishes to concentrate on this aspect of her life in the short term). Lisa Foley is now Head of ALN and Pastoral Care and is a member of the SLT. Sharon Hughes is Lead TA and her expertise is invaluable to the school.</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>We are certainly having to look at more creative ways of accessing training and have developed more feedback sessions to share any learning. We are lucky as a school that several staff members are happy to undertake training in their own time (this, however has to be monitored to pay regard to staff wellbeing).</p> <p>We have always worked well with our cluster and this year we have set up further PLCs for curriculum development.</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 very aware of the wellbeing needs of the staff. The SLT is constantly looking at ways of impacting on the emotional wellbeing of staff with zero (or close to zero costs). This year we have opened up the option of 5 days unpaid leave for each staff member to book a holiday at off peak time. In terms of resources the school’s priority was to maintain or increase staffing levels (TAs in both KS2 classes last year). Unfortunately, we have experienced a reduction in support staff due to unseen redundancies this year, leading to a decrease in overall numbers. We will be meeting with staff</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?	

			throughout the year to explore potential avenues we can pursue.
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?	<p>Policies are relevant to the aims of the school and are regularly reviewed by staff and governors. Statutory policies are reviewed annually.</p> <p>. All stages of evaluation are shared with stakeholders and contributions welcomed.</p> <p>PTLS are used for Performance Management targets and self - evaluation judgements</p>
		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?	<ul style="list-style-type: none"> We are continuing maths, reading and spelling baseline results at the start of the academic year to identify next steps for learning. Nursery/Reception will continue with a baseline test to identify a child's development on starting school as well as in Reception The cluster group has completed the new format for the Foundation Phase baseline and this is being shared throughout CCoS Headteacher and deputy headteacher produced a Pengelli Curriculum document from the work completed across the cluster by the AoLE leads Children's work can be utilised to show progress and it has been felt that parental feedback following parents' evening was very positive. Based on last year's Parents' Evening, all classes ran the new format for parents' evening – this proved extremely successful with parents able to access their child/ren's work throughout the year with their child/ren without feeling rushed. The actual discussion between teacher and parents was far more productive and relevant Reading scheme books have been replaced. More and more children are looking to present to the whole school during assembly time and their growth in confidence and use of language is clear to see. The marking and feedback policy has been reviewed and amended and taken to GB for ratification. A lot of discussion took place around the need for meaningful feedback that is manageable for staff. Assessment for Learning techniques were revisited and introduced for staff and there is an acceptance that observations should be identified and allow
		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?	

			<p>children to work without targets in mind – this would be assessment otherwise.</p> <ul style="list-style-type: none"> • All classes are utilising reflection time to allow children to reflect on their own learning and to respond to the class teacher's suggestions • RB has piloted a 'OneNote' system that consolidates all observations, assessments, parent discussions, and records of interventions. This system offers a comprehensive, holistic view of the children. It will be further developed and implemented across the school next year.
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>We have always prided ourselves on the level of training available to all staff but, following financial restrictions we are now having to cut back on external providers except during INSET days and ADDS.</p> <p>We have established a partnership to develop a program utilising AI for personalised learning, which we plan to expand next academic year. Staff have already received introductory training on AI, and we believe this will support learners in developing independent skills.</p> <p>Learning walks have also identified lack of confidence to working independently on computers – children are relying on support with logging on in several cases..</p> <p>At the end of the year we had professional training in IT and classroom support with Techno camp and support from Gower College in the use of AI in the classroom</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>Teaching staff have worked particularly hard to develop the curriculum content in line with the school's vision. Staff are extremely evaluative – often too self-critical but this ensures they are constantly questioning what they deliver and how effective it is. Open dialogue exists between professionals and this allows us to move forwards together.</p> <p>Resources are ordered as needed and as the budget allows. We have seen a reduction in staff members which has allowed us to spend a little more on resources than initially expected.</p> <p>I have reassigned leadership roles to progression phases rather than AoLEs – this allows staff to really focus on their areas of expertise and then work with other staff to review progression.</p> <p>INSET sessions and SIMs have been utilised to develop the curriculum and inform all staff. Everyone is working enthusiastically and creating lessons that are more relevant and exciting for the children thereby developing greater interest in what they are learning.</p> <p>Class teachers will be attending LA run sessions in the Spring term on self-evaluation processes and the language to use when writing reports.</p> <p>Staff are focussing on their own progression phases – although aware that they have to think and plan either side of their 'age appropriate' phase.</p> <p>The principles of progression have been identified in Pengelli's Curriculum</p> <p>The self-evaluation calendar has been updated following the understanding the process needs to be fully integrated into our daily work.</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>We now need to review our medium-term planning format as staff have become more familiar with our individualized curriculum and the progression of knowledge and skills. Over the course of the year, a tracking system will also be developed to monitor curriculum coverage and overall understanding.</p> <p>Teaching staff are confident that they can identify what has, and has not, been covered to this point and where, possibly, more work is needed.</p> <p>All staff have received training in Developing Learning through Play (Miss Banscherus has been a member of the team of deputies who have produced and presented on the series of sessions and they have received extremely positive feedback). The theory and strategies of foundation learning (WG) are evident in the planning and execution of learning activities throughout the school. We are actually fortunate that R. Banscherus is a presenter on the course so we can use INSET days to ensure ALL staff receive the training – cuts in funding have limited our ability to send staff out on training.</p> <p>Floor books have been shared in school improvement meetings and with the GB to evidence children's thinking and whole class activities that are not necessarily evidenced in traditional exercise books. They are being used to evidence whole class events and projects and are being developed to allow the children to review their learning.</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?	
		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 incorporate 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).
		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?	

			Staff meetings and INSET days are also used to discuss staff relationships with pupils and the importance of modelling behaviours
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>We have, however, identified instances where some children are using inappropriate language when referring to other ethnicities and cultures, highlighting this as an area in need of development.</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 and a RRS group</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	How well does the school meet the needs of learners with ALN and ensure they make the progress they should?	The school has developed very strong working relationships with children with ALN and their parents and

	approach to inclusion?	How well does the school monitor and review the progress, attainment and wellbeing of learners with ALN?	<p>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 acutely aware of funding implications and difficulties caused by the pandemic in our preparations.</p> <p>More and more children with a variety of needs are being placed in the mainstream classroom so we have looked to adapt staffing to meet the needs. We are constantly in contact with the LA when we have children with complex needs as the level of support required is reliant on space and funding</p> <p>The Head of ALN works 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 collaborate with external agencies to meet the needs of learners, including those with ALN?	
		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?	

We had planned to cover the principles of adaptive teaching and learning this year, but this will now need to be completed in the next academic year.

New system for recording the results of monitoring which will be shared with governors

Unfortunately, we have experienced a reduction in support staff due to invisible redundancies this year, leading to a decrease in overall numbers. We will be meeting with staff throughout the year to explore potential avenues we can pursue.

Learning walks have identified lack of confidence in working independently on computers – many children are relying on support with logging on in several cases. We are looking to increase confidence in the use of IT to further develop independent working throughout the school. We have established a partnership to develop a program utilising AI for personalised learning, which we plan to expand next academic year. Staff have already received introductory training on AI, and we believe this will support learners in developing independent skills.

We now need to review our medium-term planning format as staff have become more familiar with our individualised curriculum and the progression of knowledge and skills. Over the course of the year, a tracking system will also be developed to monitor curriculum coverage and overall understanding.

We have, however, identified instances where some children are using inappropriate language when referring to other ethnicities and cultures, highlighting this as an area in need of development.

RB has piloted a 'OneNote' system that consolidates all observations, assessments, parent discussions, and records of interventions. This system offers a comprehensive, holistic view of the children. It will be further developed and implemented across the school next year.