

Summary of our Self-Evaluation of the school year 2023-2024

EVALUATION OF SCHOOL SELF-EVALUATION FINDINGS

Our SER and SIP are intrinsic to one another. Our SER is our final document of each academic year that summarises our performance against the 3 areas of the Inspection Framework. Although this document is completed at the end of the year, continuous self evaluation and monitoring occurs throughout the year against the targets set in our SIP.

Staff work together in their departments to discuss and decide on common judgements, this is then fed into SLT meetings where these judgements are discussed further and an overall 'grade' given to each area of the SER. Priorities for the following year are then developed and discussed to create a realistic and purposeful action plan for school improvement.

Below I have included the department SER grades along with the SLT agreed average grade for each statement related part of an Inspection Area. I have also included a radar graph for each area of the SER and accompanying coding annotations. This provides a simplistic overview of school performance for 2023/24. The 'grades' are rated 1-4 with 4 being highly effective practice.

Inspection Area 1 (Teaching & Learning):

- T.1 Teaching moves learning along at the right pace, and presents all pupils, including pupils with ALN and those who are adversely affected by poverty, with appropriate challenge and support.
- T.2 Teaching demonstrates high expectations of all the pupils.
- T.3 Teaching uses questioning and feedback to support pupils' progress.
- T.4 Teaching responds to pupils' learning during lessons and over time and adapts accordingly.
- T.5 Teaching helps pupils to understand their own strengths and areas for improvement, and to develop as effective learners.
- T.6 Teaching makes the learning environment stimulating and engaging.
- T.7 Teaching ensures provision is well matched for pupils with ALN and is based on a secure understanding of their needs.
- T.8 Teaching provides pupils with opportunities to work independently and collaboratively.
- T.9 Teaching provides pupils with opportunities to influence how and what they learn, where appropriate.
- T.10 Teaching is supported by additional staff where appropriate, to assist pupils with their learning.
- C.11 The curriculum provides pupils with a suitable breadth and depth of learning across all areas of learning and experience.
- C.12 The curriculum develops an understanding of the history, cultural and linguistic heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales, and wider world.
- C.13 The curriculum inspires pupils and raises their aspirations.

- C.14 The curriculum enables pupils to develop an understanding of societies through stories, past and present, of their local area, Wales and the wider world, spanning different communities, in particular, BAME people.
- C.15 The curriculum supports pupils' creative and artistic development.
- C.16 The curriculum supports the development of pupils' spiritual, moral, social, & cultural awareness. It also fosters positive attitudes to diversity. It develops pupils' awareness and understanding of different views and values, the diversity of relationships, gender, sexuality inc. LGBTQ+ lives & explores themes of gender, equity, rights and advocacy.
- C.17 The curriculum supports pupils' personal and social development, including understanding the characteristics of healthy relationships.
- C.18 The curriculum helps pupils to develop the skills, knowledge and understanding they need to make healthy lifestyle choices and understand the impact of choices.
- S19. Pupils acquire the necessary skills in listening and reading, speaking and writing, numeracy and digital skills to support their work and progress. They apply them at the appropriate level across the curriculum.
- S20. Pupils have the physical, social and emotional skills to prepare them for later life.
- S21. Pupils apply their skills at an appropriate level across the curriculum.
- S22. Pupils develop Welsh language communication skills from their different starting points in formal teaching activities and informal situations.
- A23. Pupils behave well and participate positively in learning activities.
- A24. Pupils persevere or look for new solutions when they face difficulties.
- A25. Pupils foster positive working relationships with adults and their peers.
- A 26. The pupils respond positively and purposefully to feedback.

I.A.1	NURSERY & REC DEPT		Y1&2 DEPT		Y3&4 DEPT		Y5&6 DEPT		WHOLE SCHOOL AVERAGE		
	Ref	Actual	Ref	Actual	Ref	Actual	Ref	Actual	Overall	Average	Rounded
	T. 1	3	T. 1	3	T. 1	3	T. 1	3	12	3	3
	T. 2	4	T. 2	4	T. 2	3	T. 2	4	15	3.75	4
	T. 3	3	T. 3	3	T. 3	3	T. 3	3	12	3	3
	T. 4	4	T. 4	3	T. 4	2	T. 4	3	12	3	3
	T. 5	3	T. 5	2	T. 5	2	T. 5	4	11	2.75	3
	T. 6	4	T. 6	3	T. 6	3	T. 6	3	13	3.25	3

T.7	4
T.8	3
T.9	2
T.10	4
C.11	3
C.12	3
C.13	3
C.14	2
C.15	3
C.16	2
C.17	3
C.18	3

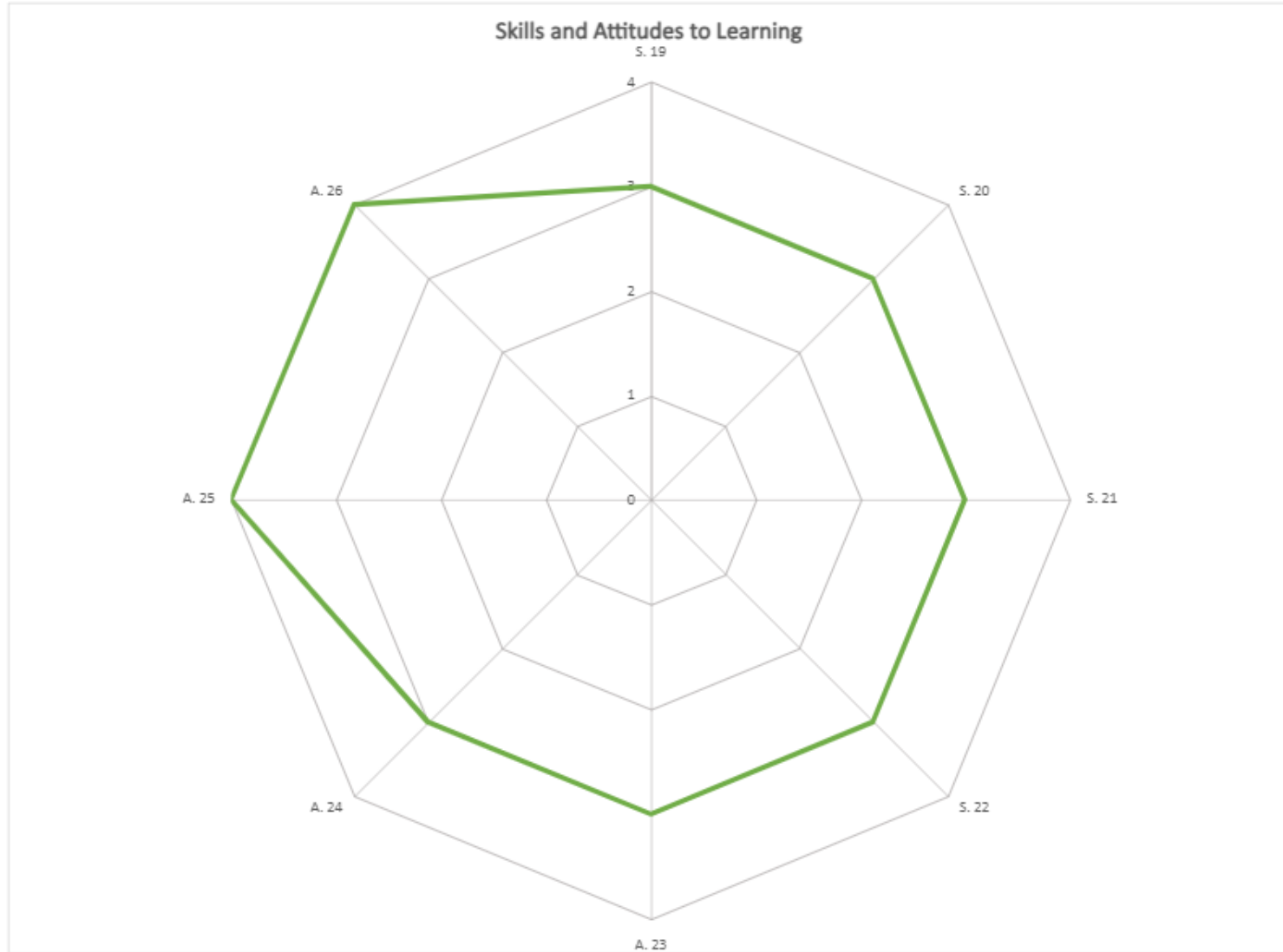
T.7	4
T.8	2
T.9	3
T.10	4
C.11	4
C.12	2
C.13	3
C.14	2
C.15	2
C.16	2
C.17	3
C.18	3

T.7	2
T.8	2
T.9	2
T.10	3
C.11	4
C.12	3
C.13	3
C.14	2
C.15	3
C.16	1
C.17	2
C.18	4

T.7	3
T.8	3
T.9	4
T.10	4
C.11	4
C.12	3
C.13	3
C.14	3
C.15	4
C.16	2
C.17	3
C.18	3

13	3.25	3
10	2.5	3
11	2.75	3
15	3.75	3
15	3.75	4
11	2.75	3
12	3	3
9	2.25	2
12	3	3
7	1.75	2
11	2.75	3
13	3.25	3

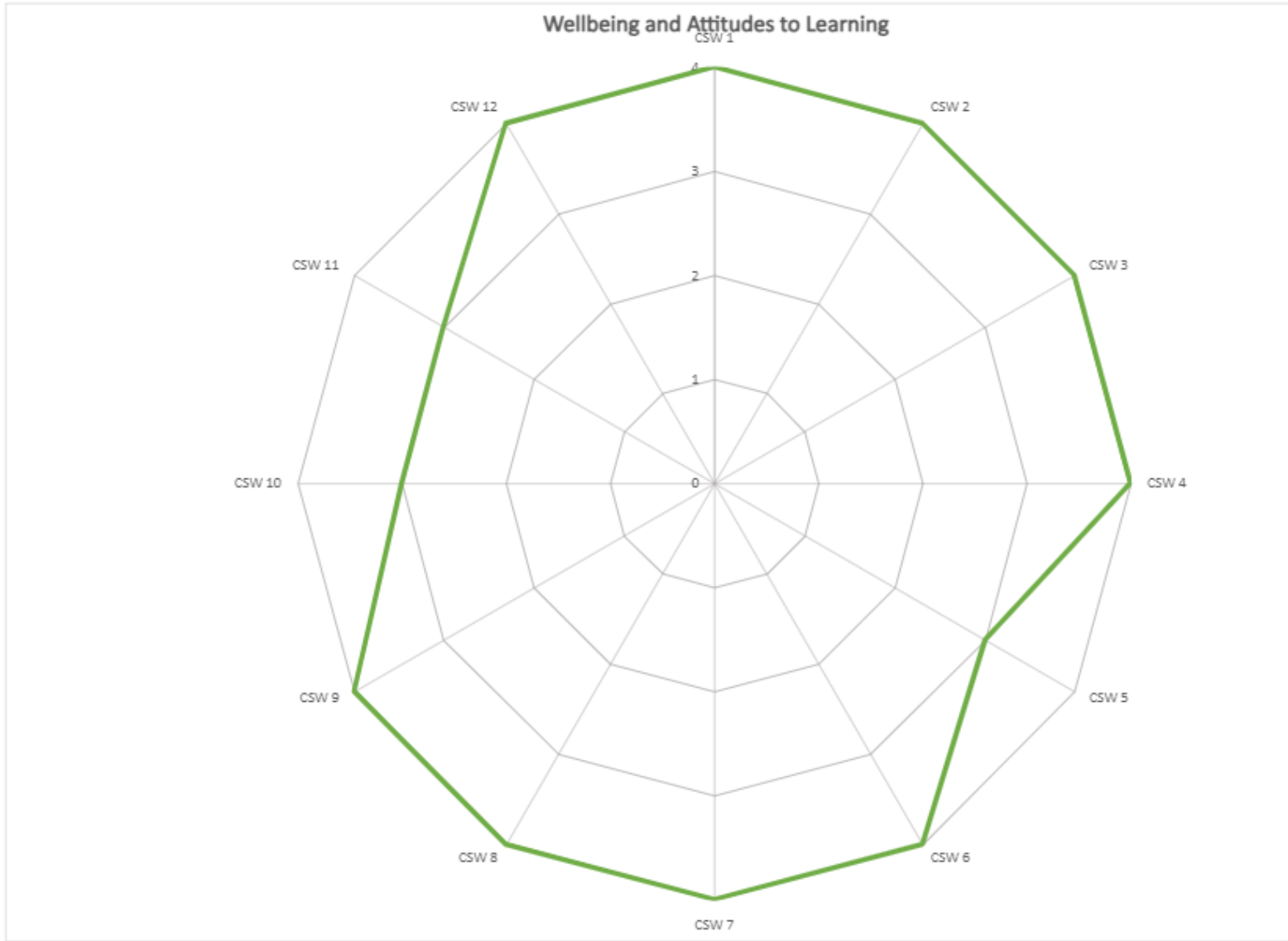




Inspection Area 2 (Wellbeing, Care, Support & Guidance):

- CSW 1. All staff create and maintain a culture of protection including following child protection procedures so pupils are safe and secure.
- CSW 2. Pupils are respected and treated fairly.
- CSW 3. Pupils are free from bullying and harassment.
- CSW 4. Pupils are free from physical, emotional and verbal abuse.
- CSW 5. Pupils attend regularly because of the school's promoting and monitoring attendance, including that of specific groups.
- CSW 6. The school challenges persistent absenteeism.
- CSW 7. To secure good attendance, the school works in partnership with EWS, social services, police and other agencies.
- CSW 8. The school coordinates suitable support for pupils with additional learning needs, including working with external agencies as appropriate.
- CSW 9. The school supports positive behaviour, and accurately record, report and respond to all types of bullying and harassment.
- CSW 10. The school ensures that pupils with a history of being excluded and those educated other than at school demonstrate better behaviour and attitudes to learning.
- CSW 11. The school encourages pupils to influence the life and work of the school, develop leadership skills and take on responsibility.
- CSW 12. The school provides effective and impartial advice to pupils regarding the next steps in their next phase of learning.

IA2	Ref		Actual		Ref		Actual		Ref		Actual		Overall	Average	Rounded
	Ref	Actual	Ref	Actual	Ref	Actual	Ref	Actual	Ref	Actual					
	CSW 1	4	CSW 1	4	CSW 1	3	CSW 1	4	CSW 1	4	15	3.75	4		
	CSW 2	4	CSW 2	4	CSW 2	3	CSW 2	4	CSW 2	4	15	3.75	4		
	CSW 3	4	CSW 3	4	CSW 3	3	CSW 3	3	CSW 3	3	14	3.5	4		
	CSW 4	4	CSW 4	4	CSW 4	3	CSW 4	4	CSW 4	4	15	3.75	4		
	CSW 5	3	CSW 5	3	CSW 5	3	CSW 5	3	CSW 5	3	12	3	3		
	CSW 6	4	CSW 6	4	CSW 6	4	CSW 6	4	CSW 6	4	16	4	4		
	CSW 7	4	CSW 7	4	CSW 7	4	CSW 7	4	CSW 7	4	16	4	4		
	CSW 8	4	CSW 8	4	CSW 8	4	CSW 8	4	CSW 8	4	16	4	4		
	CSW 9	4	CSW 9	4	CSW 9	3	CSW 9	4	CSW 9	4	15	3.75	4		
	CSW 10	3	CSW 10	3	CSW 10	3	CSW 10	4	CSW 10	4	13	3.25	3		
	CSW 11	3	CSW 11	3	CSW 11	2	CSW 11	3	CSW 11	3	11	2.75	3		
	CSW 12	4	CSW 12	4	CSW 12	4	CSW 12	4	CSW 12	4	16	4	4		



Inspection Area 3 (leadership & Improvement):

- L1: Leaders develop a culture, inclusive ethos and a strategic direction that are suitably focused on improving pupils' learning and wellbeing.
- L2: Leaders set and communicate high expectations for staff, pupils and themselves.
- L3: Leaders evaluate the school's strengths and areas that require improvement, and bring about improvement.
- L4: Leaders have an established a track record of making and sustaining improvements, including the extent to which they have led to a positive impact on pupils' learning and well-being.
- L5: Leaders plan and deliver professional learning opportunities for staff that have a positive impact on pupils' learning and well-being.
- L6: Leaders manage the performance of staff to improve their practice and address underperformance, where necessary.
- L7: Leaders promote the Welsh language, and take action to address other national priorities.
- L8: Leaders provide effective governance that offers support and challenge.
- L9: Leaders distribute roles and responsibilities to meet pupils' needs and bring about improvement in the school's provision.
- L10: Leaders consider staff workload and well-being of staff, and to what extent, any new or revised arrangements impact on the workload of staff and leaders.
- L11: Leaders develop productive relationships with parents, partner schools, external bodies and the wider community.
- L12: Leaders deploy the school's resources to ensure high quality teaching and learning and support for pupils' well-being.
- L13: Leaders use grant funding to improve outcomes for targeted pupils.

IA3	Ref	Actual	Ref	Actual	Ref	Actual	Ref	Actual	Overall	Average	Rounded
	L&I 1	4	L&I 1	3	L&I 1	3	L&I 1	4	14	3.5	4
	L&I 2	4	L&I 2	4	L&I 2	3	L&I 2	4	15	3.75	4
	L&I 3	4	L&I 3	4	L&I 3	3	L&I 3	4	15	3.75	4
	L&I 4	3	L&I 4	4	L&I 4	3	L&I 4	4	14	3.5	4
	L&I 5	4	L&I 5	3	L&I 5	2	L&I 5	4	13	3.25	3
	L&I 6	2	L&I 6	3	L&I 6	2	L&I 6	3	10	2.5	3
	L&I 7	4	L&I 7	4	L&I 7	3	L&I 7	4	15	3.75	4
	L&I 8	3	L&I 8	4	L&I 8	3	L&I 8	4	11	3.5	4
	L&I 9	4	L&I 9	3	L&I 9	3	L&I 9	3	13	3.25	3
	L&I 10	4	L&I 10	3	L&I 10	3	L&I 10	3	13	3.25	3

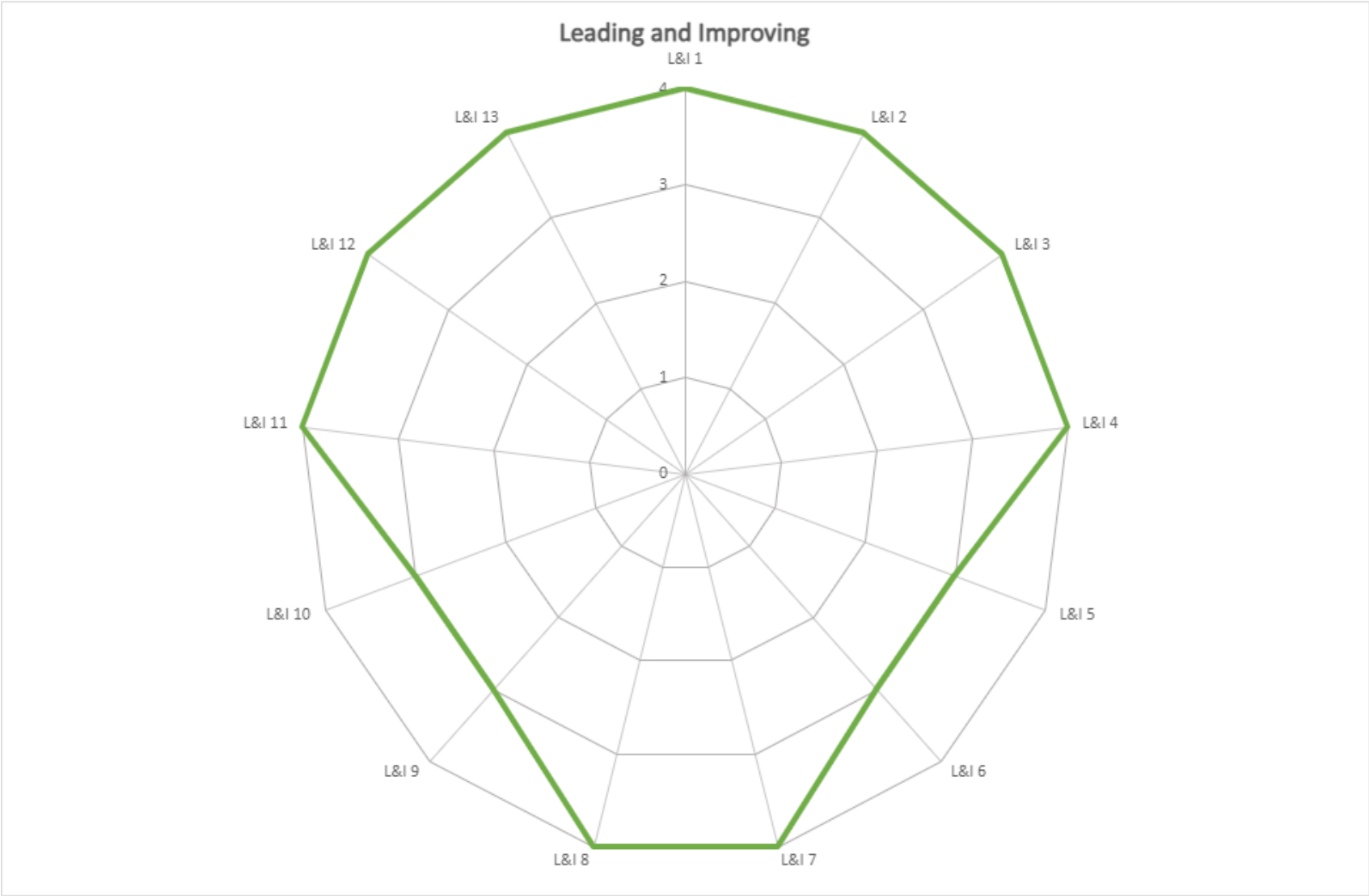
L&I 11	4
L&I 12	4
L&I 13	3

L&I 11	4
L&I 12	4
L&I 13	4

L&I 11	3
L&I 12	4
L&I 13	3

L&I 11	4
L&I 12	4
L&I 13	4

15	3.75	4
16	4	4
11	3.5	4



Areas for Celebration		Priority Areas for Development	
CSW 6	The school challenges persistent absenteeism.	C 14	The curriculum enables pupils to develop an understanding of societies through stories, past and present, of their local area, Wales and the wider world, spanning different communities, in particular, BAME people.
CSW 7	To secure good attendance, the school works in partnership with EWS, social services, police and other agencies.	C 16	The curriculum supports the development of pupils' spiritual, moral, social, & cultural awareness. It also fosters positive attitudes to diversity. It develops pupils' awareness and understanding of different views and values, the diversity of relationships, gender, sexuality inc. LGBTQ+ lives & explores themes of gender, equity, rights and advocacy.
CSW 8	The school coordinates suitable support for pupils with additional learning needs, including working with external agencies as appropriate.		
CSW 12	The school provides effective and impartial advice to pupils regarding the next steps in their next phase of learning.		
L 12	Leaders deploy the school's resources to ensure high quality teaching and learning and support for pupils' well-being.		