

# Trellech Primary School



## Self Evaluation Report

**Autumn 2008**

*(Review date: June 2009)*

(Review Date June 2009)

## Key Questions

- 1: How well do learners achieve?
- 2: How effective are teaching, training and assessment?
- 3: How well do learning experiences meet the needs and interests of learners and the wider community?
- 4: How well are learners cared for, guided and supported?
- 5: How effective are leadership and strategic management?
- 6: How well do leaders and managers evaluate and improve quality and standards?
- 7: How efficient are leaders and managers in using resources?

## Possible Grades

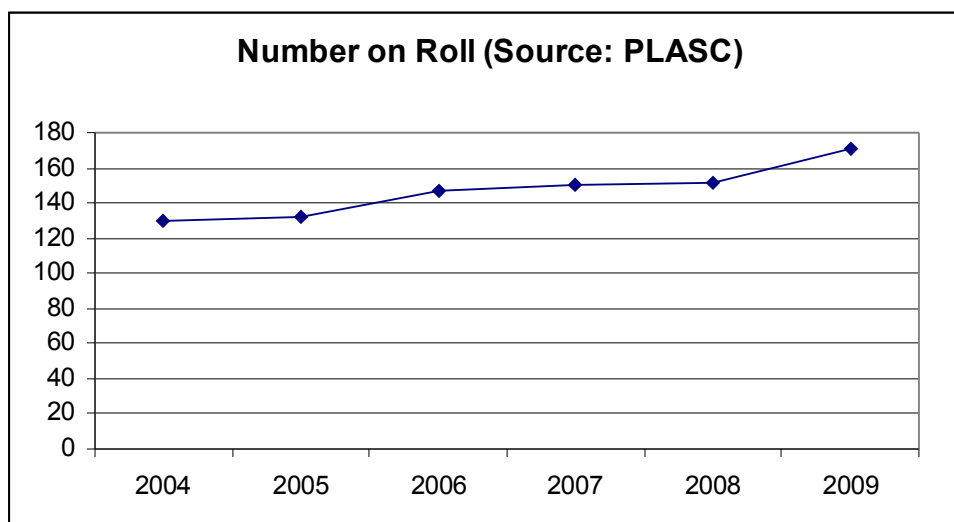
- Grade 1 – Good with outstanding features
- Grade 2 – Good features and no important shortcomings
- Grade 3 – Good features outweigh shortcomings
- Grade 4 – Some good features, but shortcomings in important areas
- Grade 5 – Many important shortcomings

This self-evaluation report was produced by all school staff and the governing body during the summer and autumn terms of 2008. The Pupils', Parents' and Staff Surveys which were carried out in July play a very important part in its creation – these can be viewed on-line at [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk). We believe it is an honest and accurate reflection of how the school is currently performing. It highlights areas that are working well and also identifies areas in which we would like to improve. The findings of this report feed directly into our School Improvement Plan 2008-9 which steers and guides our development and improvement for the next three years with particular focus on the next 12 months.

We are very aware that this statutory report is just black words on white paper. For a clear picture of what we do and how we do it, visit our comprehensive website at [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk).

**Key Question 1: How well do learners achieve?****Grade 3****Comment:**

- Over the past 5 years, the school's end of Key Stage 1 (and to a lesser extent KS2) performance has been lower than national and LEA averages. This should not be the case for a school of this type in a location like ours. See data appendix (attached). However we are also aware that end of key stage performance data (subjective in principle) only measures attainment in the core subjects of maths, English and science and that learning is a much more rounded experience which we believe we do very well. We believe we have a good 'track record' for developing and nurturing children particularly those with challenging behaviour and we believe that the school adds great value to their wider achievement, character and behaviour.
- The school staff work as one united, dedicated and very hard working team. According to new and prospective parents, the school is highly regarded and has a good reputation. The school is popular with a current population of 171 pupils on roll.



- In 2008, in Key Stage 1, pupils performed well in science and maths, in both cases above the national average for Wales. Performance in English however was significantly lower than the national average. We believe that this is due in part to the performance of this cohort of children which was broadly reflected in their Reception and Year 1 data. The same appears to be true for cohorts from 2004-2007. However as a school we feel that we now have greater LEA support for children with behavioural and learning difficulties and we have reviewed and revised our appropriate behaviour policy and strategies. In addition, in the past twelve months, we have increased our interrogation and understanding of school performance data and shared all such information fully with all staff (see Key Question 2). We have undertaken training & introduced a new whole strategy called Read Write Inc. which we believe will provide the consistency of approach and progression of skills needed to address this area of weakness. This area has been identified as a priority in the 2008-9 School Improvement Plan. It is this significant drop in English that is responsible for the reduced Core Subject Indicator which is below the Welsh average.

- In 2008, in Key Stage 2, pupils' performance in English and Maths is 1% below the national average for Wales. Although this is not disastrous, we believe that a school like ours should be performing significantly above the Welsh average. We are pleased that in these two areas, the number of children achieving the higher level 5 is equal to or above the national averages. The number of children achieving level 4+ was exactly as predicted by Fischer Family Trust (FFT) data. In Science however, pupils performed significantly below the national average. This is also significantly lower than the FFT prediction of 85%. For this reason we have highlighted this area for improvement in our 2008-9 priorities. We are focussing on strategies for planning, undertaking and recording investigations as well as standardising concepts and vocabulary across the school. The cohort had a number of children who performed well in one or two subjects but less well in another and it was this that lowered the Core Subject Indicator. Another consideration is the number of staff changes during this period such as a temporary Head teacher, a new Head teacher and a class teacher who was new to teaching Year 6. In order to support all staff across the school to feel more confident in ascribing levels to pupils' work, we have made this, and assessment, priorities in the 2008-9 School Improvement Plan.
- In Key Stage 1, Trellech boys have performed below Monmouthshire and (with the exception of 2005) Welsh averages in the CSI. Trellech girls have generally failed to reach the Monmouthshire average though have exceeded Welsh average on two occasions. Overall, Trellech girls have outperformed Trellech boys since 2006 in the CSI. In Key Stage 2, there are no trends for Trellech boys' performance in the CSI although in 2008 they performed significantly below Monmouthshire and Welsh boys. Trellech girls' performance in the CSI has dropped since 2006 and they achieved significantly below the Monmouthshire and Welsh averages in 2008. There is no clear trend in comparing Trellech boys with Trellech girls.
- This year we have started to focus on Assessment for Learning (AFL) as a fundamental tool in raising standards by involving the learner more centrally in their own learning and improvement. We have used INSET time to investigate practical AFL strategies and used subsequent staff meeting time to evaluate effectiveness of these approaches. This ties in very closely with our approach to (and belief in) developing children's thinking skills and is a priority for this year's School Improvement Plan.
- Our parent and pupil surveys confirm that we offer and deliver a vibrant and exciting curriculum for our learners. E.g.: 79% of pupils state that lessons are always or usually interesting & enjoyable.
- Strong emphasis on teaching children strategies for learning and thinking. All classrooms have 'thinking tools' displays which are meaningful to children. Governors' comment routinely during 'learning walks' that children are well motivated, engaged and consistently on-task.
- Trellech University started September 2008. Children choose courses from prospectus which are delivered by school staff and parents. Average groups size 13. Mix of physical, thinking & creative skills. Each course has five core skills, one of which is taken from Skills Framework. Excellent response from pupils and parents. Staff enlightened to see the effect on learning that pupil choice has. Scope to wider courses to cover local industry and commerce.

- Staff in Reception have been adopting best early years practice for some time and been visited by a number of staff from other schools to observe good practice. We currently teach using a very effective ‘integrated day’ approach throughout Reception and Key Stage 1, an approach which allows each child to work with one, or usually two adults for extended periods every day. Visitors and fellow practitioners comment frequently on how well children integrate socially and how they are clearly emerging independent learners. We have adopted this approach throughout Key Stage 1 in anticipation of the Foundation Phases arrival and roll out as we believe passionately that this is the best way that young children learn.
- After discussions with existing Key Stage 2 staff and pre-Year 6 teacher assessments, it was clear that Key Stage 2 needed a re-launch and the new curriculum orders were a welcome and timely opportunity. All Key Stage 2 staff met with head teacher off-site for a key stage planning day where new four year plans were developed to ensure coverage of the curriculum as well as continuity and progression. This shows pleasing results so far and with all classes studying the same theme in RE and science, already one whole department trip has been undertaken to a Hindu temple in Cardiff. This results in improved economies of scale as well as blanket coverage of the topic for all children.
- We feel that we offer a very broad, balanced and creative curriculum. These are all comments offered by new parents and prospective parents who visit the school. Parents tell us they like the way children grow in confidence, work in groups and teams and learn about more than just maths and English. We remind them that these are key areas which we want to improve and develop further.
- Our school culture values opportunities for children to take responsibility thus we have School Council, House Captains, Health and Safety Crew, Eco-Committee, School Travel Committee, Junior Road Safety Officers, Litter Patrols, Buddy system and Year 6 children assisting with admin tasks and greeting telephone callers in the office at lunchtimes.
- We have created ‘Borrow, read and return’ book displays around the school which encourage children to develop their curiosity of multicultural issues and stories as well as inclusion issues such as physical and mental differences that make us unique. We believe this engenders awareness but also empathy of other people near and far. Likewise children have a good awareness of global citizenship through links to schools around the world and displays.
- Attendance is generally good. We have a good relationship with Educational Welfare colleagues who routinely and regularly monitor registers. Absenteeism at Trellech is broadly in line with LEA average (0.1% above) and 1.3% below the national average (2006/7). We are aiming to achieve a reduction to 5.5% absenteeism in 2010/11 by targeting a 0.1% decrease year on year.

<b>2007- 8</b>	<b>Girls</b>	<b>Boys</b>	<b>All</b>
Total attendance (%)	94.9%	93.5%	94.2%
Authorised absences (%)	5.1%	6.5%	5.8%
Unauthorised absences (%)	0%	0%	0%

- Children have an awareness of the world of industry through visits to Triwall cardboard factory in Monmouth and through visits to school by presenters from Careers Wales linked to the Construction Industry Scheme.

### Sources of Evidence

- Appendix 1 – End of Key Stage Assessment Breakdown and Analysis
- Observing teaching of Thinking Skills / thinking strategies in classrooms / planning links
- Observations of Reception / Foundation Phase Learning
- Trellech University portfolio / prospectus
- Schemes of Work / Planning folders
- Minutes from governors’ ‘Learning Walks’
- Pupils’ committees and groups – minutes (where applicable)
- Inclusion displays – ‘Borrow, Read and Return’ displays
- Attendance Registers / Late register
- School Website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) – Pupil and Parent Survey (minisite), Thinking Skills (‘Click to Learn’), Trellech University, Foundation Phase, Key Stage 2, Pupils committees & teams (Eco-School, House Captains, School Council)

### Identified Shortcomings and Priorities for 2008-9

- To raise standards in literacy, maths and science (particularly literacy in Key Stage 1 and Science at Key Stage 2)
- To tackle underachievement of boys at Key Stage 1 (particularly literacy and maths) and to develop girls’ confidence in science at Key Stage 2.
- We need to develop children’s ability to carry out fair, effective and productive investigations in science, standardising vocabulary and concepts used in experiments.
- We need to further develop children’s thinking skills in order to close the gap identified between their attainment and potential identified in their CATs results (Years 4-6)
- Need to continue to develop and ensure continuity & progression across KS2
- Need to improve teacher confidence in end of KS assessment (also Key Question 2)

<b>Key Question 2: How effective are teaching, training and assessment?</b>	<b>Grade 2</b>
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### Comment:

- Head teachers’ lesson observations note consistently well-structured lessons with effective learning taking place. Governors’ Learning Walks note hard working teachers, ‘wonderful

relationships' between adults and learners and supportive learning environments. 100% of lessons observed in June 2008 were awarded Grade 2 by head teacher.

- The new Key Stage 2 curriculum was a timely opportunity to review and improve provision. New schemes of work developed to ensure coverage and progression across department. Staff report clearer planning and more appropriate progression and continuity following improvements
- Updated planning formats have been implemented to more clearly identify opportunities for developing key skills (Skills Framework) and aspects such as ESDGC and Cwriculum Cymreig. Staff feel this has made planning a more meaningful and useful process to track & develop learning rather than just an expectation or requirement.
- Visiting teachers and advisors comment on how staff focus on providing engaging learning opportunities and use often vibrant resources and activities. We have developed quality indoor and outdoor learning environments which increasingly teachers use in all weathers.
- We have a clear process for staff raising concerns to the SENCo about children underperforming. We have adapted our 'initial concerns' form to make it less onerous and more practical. SENCo (Mrs Claire Cotton) was appointed October 2008 and has undertaken training through LEA and independently as well as attending SEN cluster meetings. She feels supported and enabled to effectively support staff to identify and address pupils struggling in their learning. Clear process and timetable for producing, consulting on and reviewing Individual Education Plans (IEPs). Children are now central to this process using the 'Thinking Hats' strategy to evaluate their targets and performance. In the past year we have referred one child for a statutory assessment which resulted in a statement of need and referred other children to SpLD, Educational Psychology and Visual Impairment Services.
- Developed a clear assessment timetable. NFER Progress in Maths, Group Reading Test & Single Word Spelling Test introduced from Year 1 to Year 6 during Assessment Week – May. After testing, scatter graphs ('Where we are') are produced. From these and teachers' pupil knowledge, more able and less able lists are compiled for each cohort. These form target groups for the cohort. For years 4 upwards, pupil's reading age and non-verbal (potential) standardised scores are graphed to identify lower ability, catch up and more able groups. Data is entered onto 'Value Added' progress tracker spreadsheet which further identifies pupils who make more or less progress year-on-year.
- Following IN Service Training (INSET) for all staff, Assessment for Learning (AFL) strategies are used increasingly to put learners in the centre of the learning process. Anecdotally, pupils claim they feel more involved in learning and more able to decide what to do next in lessons.
- Fortnightly newsletters give details of our pupils' many activities and achievements as does our website. New report format developed in summer 2008. Feedback on Parents' Survey was very positive stating that the information was much more personal and specific and painted a picture of achievement and attainment in wider aspects of learning and development rather than just core areas. 'Open Mornings' for Read Write Inc. demo lessons were very well received by parents who attended. Plans for 'School Open Day' for parents to visit and see the school in operation.

- All Key Stage 2 classrooms upgraded with new carpets, decoration, tables and chairs. Some aspects of Key Stage 1 upgraded with carpets and additional furniture. Key Stage 2 corridor decorated, design competition selected by School Council and much artwork undertaken by pupils.

### Sources of Evidence

- Staff Survey
- Fortnightly newsletters (on-line and portfolio in foyer)
- Classrooms / Corridor – learning environments
- Minutes from Governors’ Learning Walks
- Lesson Observation Notes
- Lesson Observations
- Schemes of Work
- SEN Folder
- IEPs & review timetable
- Assessment folder
- School Website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) – Governors’ learning walks, newsletters and parents’ surveys (minisite).

### Identified Shortcomings and Priorities for 2008-9

- To continue to embed the Foundation Framework in Reception & develop this model of good practice across infant department.
- To start implementing Curriculum 2008 across KS2.
- Need to improve teacher confidence in end of KS assessment
- Ensure consistency in behaviour & respect for authority during lunchtimes with mid-day supervisors
- To develop systems for tracking individual pupil progress and measuring ‘added value’
- To improve targeted support in literacy and numeracy for all children particularly more and less able.
- To implement a new assessment & moderation framework for Maths, English & Science and further improve transition arrangements for pre-school, infant to junior and Key Stage 2 to 3.

<p><b>Key Question 3: How well do learning experiences meet the needs and interests of learners and the wider community?</b></p>	<p><b>Grade 1</b></p>
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## Comment:

- Trellech University started September 2008. Children choose courses from prospectus which are delivered by school staff and parents. Average groups size 13. Mix of physical, thinking & creative skills. Each course has five core skills, one of which is taken from Skills Framework. Excellent response from pupils and parents. Staff enlightened to see the effect on learning that pupil choice has. Scope to widen courses to cover local industry and commerce.
- This year we have focussed on 'joined up' thinking & planning, building in continuity and progression in learning programmes. This had been diluted due to staff changes, management changes etc. More emphasis on key stage planning meetings and days. Now much greater consistency in skills (and content) delivery. This is vital due to currently having mixed classes in Key Stage 2. Topic / long term plans communicated to parents as well as other aspects such as 'How We Teach Literacy' booklet details skills progression year by year from Reception to Y6.
- Visitors to assembly comment on children's improved behaviour – clearer expectation of children. Continued emphasis on behaviour and 'getting along together.' Behaviour and Anti-Bullying policy revised and communicated in detail to parents and pupils. New 'Home – School Agreements' developed and 100% return –signed by parents & pupils (& school). Basic skills reinforced through introduction of high-visibility book displays in main corridors on 'how to get on with others,' 'celebrating our physical differences' and 'multicultural differences'- children can borrow, read and return. High turnover of books, children keen to borrow and read.
- Governors meet termly with staff in teams based on the four Skills Framework elements (communication, number, ICT & thinking). Groups rotate allowing all governors to discuss their 'skill' with all staff (as class teachers and coordinators) every 4 terms. Findings then fed back in the full governors' meeting which follows. New planning formats identify key and core skills.
- School provides Breakfast Club and After School Club daily thus continual care from 8.10am-5.30pm. Both clubs are near capacity each day. We have increased opportunities for developing social & team building skills with new 2 night residential trip for Year 4 pupils and choice of two residential week long trips for Years 5 & 6 (Gilwern, Monmouthshire and Bude, Cornwall). New 1 day 'Welcome to Key Stage 2' day for Year 3 pupils in September. We have organised a number of day visits for pupils (tree planting, Newport Rugby Club, Temple visit etc). Increase in number of inter-school sports fixtures.
- Pupils' spiritual and moral development facilitated by daily assemblies with regular visits from Anglican, Baptist & Methodist minister. Whole Key Stage 2 visit to Hindu temple in Cardiff. In addition we have linked each class with a partner school (in Malawi, USA, Belize and Pakistan). Reception link with Pillgwenlly Primary School in Newport and allows for reciprocal visits with this culturally and socially diverse school. In January 2009, the Headteacher is visiting one of our partner schools in Lilongwe, Malawi. For this we have developed a mini-website which will include videos, blogs, sound recordings and diaries. Regular visits to St. Nicholas' Parish Church throughout the year to support the RE curriculum and offer a spiritual and pastoral dimension to the school. School assemblies are based broadly around Christian values. All of these are also opportunities to challenge and tackle social and cultural stereotypes. Our inclusion displays around the school also help children to engage in developing their understanding. In addition,

we have set up an, 'Our world this week' discussion session each week in each class allowing them to broaden their global awareness and understanding and providing opportunities to further develop the application of speaking & listening skills.

- We have forged links and developed partnerships with University of Newport in Caerleon for teacher training as well as with Careers Wales for careers based learning & opportunities (RG5). As a cluster school we work closely with Monmouth Comprehensive School and other feeder primaries. Our Year 6-7 links are particularly strong and transition practices have been held up as 'exemplary' by Estyn. Pupils have visited the Triwall cardboard factory in Monmouth and undertaken training at Gwent Dragons' Rugby Club. We also run an intergenerational project where members of the church community visit school and teach the children craft and knitting activities.
- Staff are practised at eliciting opportunities for developing pupils' cultural awareness and maximising the Welsh angle wherever possible. This is evident in our Eisteddfod celebrations as well as in displays and decoration around the building. Welsh is routinely heard around the classrooms and corridors, in the office and as part of the daily routine in school.
- We tackle social and cultural stereotypes institutionally in all that we do but explicitly through developing children's understanding of global citizenship.
- We have achieved bronze and silver flag Eco-School accreditation and hope to achieve Green Flag status within 6 months. We have an active Eco-Committee which meets regularly and whose work covers many operational aspects of the school's running. We feel it is vital for children to be given opportunities to take responsibility and to play a real part in running the school. To this end we have a litter patrol (RG5), Health and Safety Crew (RG6) and other teams and committees who take on aspects of running the school. Each summer term, all classes undertake a topic on one of the seven Eco-themes highlighted in the Eco School programme. These topics are form part of the shared learning with the class's partner class somewhere in the world so the aspect is shared and children learn about the eco-theme as it affects their friends around the world. In summer 2008, our Year 2 class was the first in Monmouthshire to undertake a live video conference with their partner class in Rawalpindi, Pakistan. Dai the Dragon,' is the school mascot and he raises children's awareness of the world through his travels around the globe. He has travelled a distance equivalent to going to the sun and has been featured in a daily national newspaper.
- Children develop entrepreneurial skills through a variety of activities. 'Setting up a Business' is a course on Trellech University where children learn about profit and loss (amongst other things) while Year 5 pupils run 'Tbay', a website selling second hand goods with profits going to the School Council and a local charity. Year 6 pupils undertake a pop music project where they design & market their bands' CDs while children attending Gardening Club grow, and when in season, will weigh & sell organic produce grown in the school's raised beds.
- We are proud of our excellent communication links between the school and the parent body as well as local communities and press. The two main channels for this are our website (probably the biggest school website in Wales) and our fortnightly newsletter which routinely celebrates the numerous successes and activities undertaken by our learners. 92% of staff feel that we are

good or very good at sharing information internally and externally about what is going on in school. The school regularly features in the local and regional press while the Head teacher has spoken on education issues and the school’s activities on Good Morning Wales, BBC Radio Wales and other BBC Radio Wales programmes. The local villages re-publish our newsletters each month and local organisations and bodies regularly submit items for our ‘Community Corner’ feature. In addition, using Community Focussed Schools funding, we have installed an ‘Our Local Community’ notice board outside the main school entrance. Finally, in the entrance hall we have a well-used local information centre with numerous leaflets of interest to our school and local community from health and employment issues to childcare and local free time information.

### Sources of Evidence

- Fortnightly newsletters
- School ‘Our Local Community’ notice board
- Community information stand (foyer)
- Breakfast Club / After School Club
- Trellech University (Friday pm, website, portfolios in classrooms)
- Schemes of work
- Assembly notice board
- Home School Agreements
- Governors Minutes & staff/governors meeting schedule
- Speaking to children – Tal-y-Bont trip, Hilston Park ‘Welcome to Y3’ day
- Displays
- Partner Schools – website/displays
- Eco-Committee – minutes, notice board
- School Website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) – Trellech University, Newsletters, Foundation and KS1 & 2 planning, Tbay auction site (minisite), Parent & pupil surveys (minisite), Governors’ learning walks, After School Club, Breakfast Club, Eco-School committee, Dai the Dragon (minisite), Mr King in Africa (minisite)

### Identified Shortcomings and Priorities for 2008-9

- To further develop Welsh Week & Eisteddfod activities around St. David’s day
- To develop use of incidental & bilingual welsh throughout school including mid-day supervisors
- To achieve Eco-School Green Flag status (ESDGC – Sustainable Development)
- To develop ESDGC though links to schools around the world. (ESDGC –Global Citizenship)
- To continue to improve the quality of communication with parents and the local community.

<b>Key Question 4: How well are learners cared for, guided and supported?</b>	<b>Grade 2</b>
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**Comment:**

- 85% of pupils state that they always or usually like being a pupil here at Trellech Primary School. 78% feel that their teacher always or usually treat them fairly and 81% say that they are always or usually spoken to nicely. 77% state that they feel our school is always or usually friendly.
- In October 2008 we appointed a new SENCo who is revising procedures for supporting learners who have difficulties.
- We have committed to listen to parents and to take account of their views and aspirations in developing the school where possible. We undertook a comprehensive survey of existing parents (June 08) and an additional survey of new Reception parents (Sept 08). Generally there was a high level of satisfaction with the services we provide and how we do what we do. 92% of parents state that their child is always or usually happy at school (no parent responded that their child was not happy). At the Annual Governors' Meeting for Parents, only one parent attended but we felt it important to hold this meeting and offer the chance to challenge governors and the Head teacher (despite being less than a 5% response). We believe that this turnout indicates a high level of satisfaction with the running, provision and direction of the school. We are also committed to keep parents informed of their child's progress be it at, above or below age appropriate progress. We have forged an open and honest approach where we keep parents up to date on everything happening in school via fortnightly newsletters and our website. This includes our 'Online School Office' where parents can contact the school, order uniform, find pupil health guidance, download school forms etc. We want to be a listening school and think we do that well.
- New Reception parents feel that we have very good arrangements for admitting their 4 year olds into Reception. Likewise, surveys of former Year 6 pupils show that they felt well prepared for the transition into Year 7 at Monmouth Comprehensive School. We work closely at management level and Year 6 class teacher level with colleagues in cluster feeder primary schools to ensure this smooth transition and have been instrumental in creating schemes of work to assess learning in Maths, English and Science.
- Pupils are supported by all staff formally in their lessons and pastorally. Visitors and governors comment regularly during their visits that it is a caring and warm school. Every classroom has a 'pupil voice' box and there are two of these situated in communal areas for children to put worries, concerns or details of what's on their mind or worrying them. These, if marked 'private' will be dealt with by the Head teacher personally and can be anonymous. Classroom box comments are dealt with each week during a dedicated 'circle time' session. We developed this area after 14% of pupils (20) said they did not feel they could tell a teacher about a worry they had. However only 7% did not feel that they couldn't speak to any adult in school about a worry they might have.
- We have worked a lot with the children on developing their behaviour and attitudes towards each other. Progress has been slow but noticeable. In our summer 08 survey, only 57% of pupils said that they felt other children always or usually behaved well at break times. We revised our Appropriate Behaviour & Anti-Bullying Policy and sent this home in detail to parents. These values are regularly revisited in assemblies and newsletters. We have redesigned our play grounds in order to provide more stimulation and options for pupils at break times and to 'design-out' some less desirable behaviour. This has been supported by funding from school

budget and PTFA funds. During Anti-Bullying Week, we undertook a series of assemblies focusing on the issue and reinforcing the difference between bullying and nasty behaviour and what to do if you feel you are being bullied.

- Healthy eating plays an important role in promoting positive attitudes toward ourselves. We have approx. 70% take up for school dinners which always include a salad bar option. 83% of pupils taking school dinners state that they always or usually enjoy it. Unfortunately our fruit tuck shop, run by the pupils became financially unviable though healthy food choices & eating has a high profile around the school. In November 2008, we held a healthy eating day where all children took part in workshops with chef Mike Coram making fruit sundaes, smoothies and yoghurt.
- The Head teacher is the named person in school for Child Protection issues and has attended strategy meetings and core group meetings during the year for pupils who were 'at risk.' The school maintains very good working relationships with the village surgery and school nurse who now hold regular 'drop in sessions' on-site for parents and family members.
- Complaints received this year have been addressed, referred to the governing body as appropriate and are always revisited (and this communicated back to parents) sometime after the issue appears to have been resolved. 86% of parents say they feel confident about approaching the school with a worry, concern or complaint (The remaining 14% = two parents said 'sometimes feel confident', one parent said 'no – didn't feel confident'). Of the 12 parents who approached the school feeling that their child had been bullied, nine felt that their concerns and the issues were dealt with appropriately.
- In September, most support staff were redeployed in order to best support children with particular or stated needs. Class support was also addressed in order to ensure that classes had as much support for lower ability learners as possible during core subject lessons each morning. In addition, cover was planned to allow for a weekly withdrawal session for each class's more able learners. These sessions are in addition to differentiated class work and develop thinking & learning skills that can be applied across the curriculum.
- Our support staff are all first aid trained (summer 2008) and one member of staff has undertaken advanced first aid training to cover adult injuries. Clear procedures exist for treating children's injuries sustained during the school day.

## Sources of Evidence

- Governors' Annual Report to Parents
- SEN Folder & interview with SENCo
- Transition Plan / Policy
- Observing circle time / pupil Voice box feedback
- Appropriate Behaviour & Anti-Bullying Policy
- Healthy Eating displays – lunchtimes
- Observing at break times
- HT interview – child protection
- Interview – school nurse

- Parent concern folder
- LSA timetables / class support timetables
- School Website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) – Parent and Pupil Surveys (minisite), Governors’ Annual Report to Parents, School Office online, Transition, Our Healthy School.

### Identified Shortcomings and Priorities for 2008-9

- Evaluate Buddy system
- Develop an open day for parents to see school in action
- Continue to access speakers and visitors by different faith leaders
- Continuity of care for mid-day supervisors. Clear expectations on behaviour & discipline

<b>Key Question 5: How effective are leadership and strategic management?</b>	<b>Grade 2</b>
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### Comment:

- The school aims and vision were revisited and updated in November 2008 in order to take account of new staff, new curricula in Reception and Key Stage 2 and our evolving pedagogy. This process involved all school staff, governors, pupils (School Council) and parents who were invited through the fortnightly newsletter. This vision & our aims are central to what we do and how we do it and are displayed clearly around the school. Older children translate this into their ‘class culture,’ an agreed, shared acceptable approach to coexistence. All classrooms have their communally agreed class expectation displayed clearly. 92% of staff surveyed stated that there was a friendly atmosphere in school for staff & pupils. 96% of parents stated that they always or usually were made to feel welcome when visiting the school. Most staff felt the ‘feel good factor’ at the end of summer 2008 was 8 out of 10.
- In autumn term we set targets for each cohort. These are derived from standardised tests carried out in school and, where appropriate, CAT tests. Staff set ‘current’ targets and ‘challenging’ targets. Children are involved in setting their own learning targets and children with IEPs are central to evaluating progress against these targets, doing so using ‘Thinking Hats’ to organise their thinking.
- All staff have undertaken training using the new CPD Online website for professional development and all use this facility regularly to search for and identify training that they feel would be useful. Staff are very good at selecting relevant courses and all have been approved and funded through Better Schools Fund so far this year. 30% of staff felt that training this year had been very good while 62% felt it had been good (92% combined).
- All staff completed and returned staff survey in June 2008. All staff (100%) stated that the head teacher responds well or very well to concerns, complaints & worries supportively. 100% of staff felt they were well or very well supported by head teacher though this figure dropped to 30% for

being supported by the governing body. This aspect has been made a priority in the School Improvement Plan and already we have introduced learning walks for governors to allow them to gain a clearer insight into the operational running of the school and learning in progress.

- Governing body meets each half term. Prior to the second half term meeting, teams of governors meet with teams of teachers and using the four skill areas in the Skills Framework, discuss teaching & learning. This approach has been appreciated by school staff and seen as very beneficial by governors who are able to identify how teachers plan in and deliver skills learning in both class and subject contexts.
- Governing body receives reports and presentations from members of staff on whole school initiatives such as our new literacy strategy Read Write Inc. The GB monitors standards first hand through learning walks. Each has a focus and the party travels from Reception to Year 6, spending 10 minutes with each class identifying teaching & learning styles.
- During 2008, the governing body has reviewed (sometimes adapted) and adopted Sex and Relationship, Behaviour, Transition, Foundation, Confidentiality, Thinking Skills, Homework and Health & Safety policies (school based policies which were drafted by school staff)
- During the last 12 months, having worked with the governing body to review finances, we have removed the SENCo workload from the head teacher and created a Teaching and Learning Responsibility position. In addition we have redeployed support staff to better support teaching staff and learners and in doing so provided a full-time level 3 LSA in Reception/Foundation. Also we have created a second part-time (acting) Assistant Head teacher post to create a school leadership team and more effectively share responsibilities for school development and raising standards. This results in two Assistant Head teachers (60% and 40%) and a full-time equivalent post.

## Sources of Evidence

- School Policy folder
- Learning walks – notes
- Governing Body minutes
- Visits to classrooms
- School documentation showing school aims and vision
- Discussion with staff, parents, governors regarding formulation of aims
- CPD Online training logs
- Schedule for governor/teacher meetings
- Target Setting documentation
- School Website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) – Aims of the School and Vision, Pupil and Parent Survey (minisite), Governors' Learning Walks.

## Identified Shortcomings and Priorities for 2008-9

- Further develop working links between governing body and staff

- To reinforce school leadership structure through ensuring full-time equivalent Assistant Headteacher(s) in post

<b>Key Question 6: How well do leaders and managers evaluate and improve quality and standards?</b>	<b>Grade 2</b>
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**Comment:**

- Developed a clear assessment timetable. NFER Progress in Maths, Group Reading Test & Single Word Spelling Test introduced from Year 1 to Year 6 during Assessment Week – May. After testing, scatter graphs ('Where we are') are produced. From these and teachers' pupil knowledge, more able and less able lists are compiled for each cohort. These form target groups for the cohort. For years 4 upwards, pupils' reading age and non-verbal (potential) standardised scores are graphed to identify lower ability, catch up and more able groups. Data is entered onto 'Value Added' progress tracker spreadsheet which further identifies pupils who make more or less progress year-on-year.
- School self-evaluation undertaken towards end of summer term initiated with pupils', parents' and staff surveys. Initially staff worked through key questions during an INSET day, identifying areas we felt were strong and points of pride and focussing on areas for further development. This draft report was shared with governing body during a self-evaluation focus meeting during autumn term. In groups governors looked at each key question and suggested amendments as necessary. Head teacher completed final version and disseminated to all staff and governors. We feel this was a very inclusive process whereby all key stakeholders were given an opportunity to express their feelings about the school, highlighting strengths and aspirations for improvement. We have tried to address as many of these as we can and factor them into the School Improvement Plan.
- We pride ourselves on being open and honest and willing to listen to all. Requests for help and sometimes opinions and views are regularly sought in our fortnightly newsletters and parents are advised of the school's email address if they feel that is a more convenient means of communication. The pupils' survey results told us that 47% of learners dislike the state of the pupil toilets and another area of dissatisfaction was outdoor break time provision; consequently both of these are areas for improvement this year. The Pupil Voice boxes are another means of communication between learners and adults in school.
- Our School Improvement Plan is concise, clear and accessible. It states aims for the three year period to 2011 and identifies 16 priorities for the current academic year. These priorities are broken down into achievable targets which in turn are costed, have clear achievement criteria and space left for interim and final evaluation. We have developed a clear timetabled system for evaluating progress, setting targets, developing these aspirations and then monitoring and reviewing them. The School Improvement Plan was commended by the governing body for being concise, succinct, realistic and very workable. Parents commented that the abridged version circulated in the Annual Governors' Report to parents was easy to access and understand and

clear to follow. They also agreed with our identified priorities and targets. Our self-evaluation report feeds into and informs the School Improvement Plan which is circulated to all school staff and displayed centrally. It is also available for parents to download from the school website.

- We are proud of our timetabled system for monitoring and reviewing developments and standards. The year planner is displayed prominently adjacent to the staffroom so that all monitoring systems and expectations are clear and transparent. These items for review are clearly timetabled into staff meeting agendas as appropriate. When we introduce a new initiative or approach, we aim to schedule a review date at the same time.
- We have a clear performance management cycle for all staff. Support staff are line managed and appraised by the Assistant Head teacher who carries out interim reviews and sets targets. All teaching staff and staff delivering learning are observed at least twice a year – often this takes the form of more informal classroom visits to gauge ‘real’ lessons. Staff use data showing groups of children in each cohort to formulate, negotiate and set targets for the performance management. Standards of lessons observed incidentally on this basis are high. It is common place when showing visitors or prospective parents around unannounced that children work well in groups- almost invariably one of which is working on an ICT task and /or using an interactive whiteboard. Staff use a variety of teaching methods confidently and regularly. In summer 2008, a number of coordinator roles were reallocated according to personal strengths and aspirations. Each subject area was evaluated at the end of the summer term with curriculum development and funding priorities identified.
- Priorities identified in the School Improvement Plan are backed by key areas from the Better Schools Fund budget. This year we have vired a sizeable amount into area 1 for raising basic skills in order to make sure our Read Write Inc strategy for raising standards in reading writing and spelling is a success. We have also allocated £1000 from school budget to coordinators of core subjects to fund innovations and developments in these key areas. A significant planned expenditure has been extensive upgrading of the school ICT network. We see its use as critical to the learning and teaching tools available in school to learners and staff as well as for use in their planning and assessment thus all workstations and laptops in the building (except two admin machines), are networked and can access the school curriculum network.

## Sources of Evidence

- Assessment folder and documentation
- Minutes of governing body meetings
- ‘Pupil Voice’ boxes
- School Improvement Plan
- Year planner
- Performance Management Policy & cycle
- Better Schools Fund spreadsheet
- ICT network
- School Website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) – Pupil and Parent Survey (minisite), Newsletters

## Identified Shortcomings and priorities for 2008-9

- Training for staff on lesson observations in order to help them reflect on their own practice in order to assist their monitoring role.

<b>Key Question 7: How efficient are leaders and managers in using resources?</b>	<b>Grade 2</b>
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### Comment:

- The school currently employs nine teachers (+head teacher) and seven learning supports assistants. In addition we employ a caretaker / cleaner and full-time administrator. We invest significantly in LSA support believing this is what we need to do in order to support pupils whether statemented or identified as needing to 'catch up'. This also allows us to timetable weekly sessions for stretching more able pupils in each class. (See Key Question 1)
- We recently reviewed this support staffing and upgraded a number of LSAs following successful performance management reviews. We felt that these very valued staff have, over time, become a more integral part of the school in their daily tasks and roles and that their pay and conditions no longer reflected this.
- Support staff are used very successfully to assist in Foundation Phase, Forest School and aspects of Read Write Inc and most Learning Support Staff deliver learning in Read Write Inc allowing for seven groups to be created. Other support staff have exceptional artistic talents which have been utilised around the interior of the building. A number of LSAs play an active role in the PTFA and 50% of support staff undertake midday supervising duties which we think is vital in providing consistency in approach to behaviour and discipline. All support staff are invited to all staff meetings and INSET days and this attendance will always be paid. We value all members of staff equally.
- Service level agreements and long term contracts are routinely reviewed and scrutinised annually to ensure best value for money. We have terminated two contracts this year having found better value contracts elsewhere (photocopier & drinking water). We have been well supported by members of the governing body in this area.
- Local partnerships have been developed which have resulted in very positive experiences for the children. We are in the process of developing farming and archaeology courses within Trellech University, both capitalising on the village's rich natural resources. Other parents have contributed to teaching in the University such as Mrs Evans (PESS dance tutor) and Mr Morgan (Political advisor to UK & US presidential/PM campaigns). 92% of parents feel that parents are encouraged to take an active part in the life of the school.

- Staff have a very open and positive attitude towards training and their own professional development. All staff are aware of and use CPD Online and we have been successful in obtaining significant funding to support training activities from country, Gwent Wildlife, Wye Valley Area of Outstanding Natural Beauty and Careers Wales. Various staff represent the school and develop professional knowledge and dialogue through attending cluster behaviour, SEN, PE and ICT cluster meetings. All staff have benefitted from INSET provided in-house and from county school improvement officers/advisors as well as third party providers (Thinking Hats) and cluster INSET Day training.
- We work very hard to accommodate seven year groups in six class rooms. In Key Stage 1 this results in straight year group classes (currently) but in Key Stage 2 we have three mixed classes (Y3/4, Y4/5 and Y5/6). This puts an extra strain on curriculum planning, continuity and progressions but we feel that we do this well. Initially, at the start of the academic year, three parents expressed concerns about the arrangements for mixed classes but none have voiced these concerns after the first three weeks and there was no mention of any such concerns at the Annual Parents Meeting with Governors. During 2008, the school undertook many lengthy discussions with the LEA regarding places and the possibility of growing the school. The school has an admission number of 30 per year group which potentially means us having to admit 120 juniors when we only have capacity for 90. Discussions continue.
- All teaching and learning areas are utilised fully and effectively. The Music Room is timetabled for music tuition and Read Write Inc sessions as well as serving as the home of After School Club. Likewise the Library is used for phonics groups and music lessons as well as being the base for our in-school radio station Trellech FM. All rooms, and communal shared areas, are utilised for class or group work for most of the working day.
- We have upgraded Key Stage 2 classrooms with new carpets, furniture and décor. This makes them much more suitable for inspirational and engaging learning and we feel, ‘raises the bar’ for the learners. We also redecorated the KS2 corridor following a design competition for pupils and a design chosen by the School Council. All pupils played a part in painting the rainforest scenes. This development was funded by the PTFA as was the creation of a creative room for foundation phase / Key Stage 1 following its change of use as a cloakroom.

## Sources of Evidence

- Staff list
- Support staff timetables / class support timetables
- Planner
- Observing lunchtimes
- Budget Monitoring Reports
- Trellech University Prospectus
- CPD Online training logs
- Head teacher’s reports to governors (detailing INSET)
- Observation of lessons & accommodation usage
- School Website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) – Foundation Phase, PTFA (minisite), Pupil and Parent Survey (minisite), Trellech FM

### **Identified Shortcomings and Priorities for 2008-9**

- To review teaching and non-teaching staffing across the school
- To upgrade the school's ICT infrastructure.