



Ysgol-Y-Graig Primary School – Our Self-Evaluation Report

September 2021



Updated: 19th November October 2021

Our Children

Aged 3 - 11

194 Pupils on roll

% ALN

% CLA

% eFSM

% EAL

% Ethnic Minority



Our Staff

7FT Mainstream Teachers

1 0.8 Nurture Teacher

15 Support Staff

1 caretaker

4 cleaners

4 Lunchtime Support staff

1 Clerk

HT in post since January, 2021

DHT in post since Sept. 2019

Our Local Area

Our children mainly come from the areas of Cefn Coed, Vaynor, Trefchan and Pontsticill. A small number of pupils come from outside the immediate local area. Our LA nurture provision caters for children from multiple authorities.

Our Classes

4 single form entry classes

3 mixed age classes

1 mixed age KS2 Nurture class

Our rationale for self evaluation

Original Source: " School improvement guidance: framework for evaluation, improvement and accountability" Estyn January 2021

Self-evaluation is most effective when:

- it is continuous and aligned with improvement planning as an integrated process;
- is reflective, honest and inclusive, using rigorous enquiry-based approaches that take in a wide range of views from across the school (including learner voice), the wider community and peers;
- uses evidence-based practice to innovate and improve, while driving the sharing of effective practice within and between schools;
- is based on a wide range of evidence, using data proportionately alongside first-hand evidence, to evaluate their own strengths and areas for development and improvement; and
- keeps progress against improvement priorities under review.

The analysis of data and information is important but **should not be valued more highly than other aspects and methods of self-evaluation** (e.g. listening to learners; observing teaching). Where it is used, it is most effective for self-evaluation and improvement when it:

- focuses clearly on learner progress and well-being;
- takes into account a wide range of evidence, not just one 'narrow' set of data;
- takes the school's context into consideration;
- considers the achievement of learners rather than their attainment;
- is used to evaluate the progress and well-being of all learners and groups of learners; and
- is based on reliable and accurate assessment.

Links to Supplementary documentation to be read alongside SER (i.e. SIP, Grant Expenditure, Estyn)

[Evaluation Against School Recovery Plan; School Improvement plan 21-22 version 3.docx](#)

1. Leadership Capacity including Governing Body	Key Evidence
<p>Headline summary statement The school's leadership structure is effective in ensuring that the whole school community is moving towards a common goal of school improvement. The substantive Headteacher took his position in January 2021 and has worked effectively with the Deputy Headteacher and senior leadership of the school to ensure a smooth transition into the post, enabling continued and rapid progress.</p> <p><u>1.1 Impact and use of existing improvement strategies</u></p> <p>Through a year of challenges as a result of Covid and the death of the previous Headteacher, the school's leadership have moved swiftly to understand the strengths and weaknesses of the school and has built a culture where all staff are involved in gathering and analysing first-hand evidence of standards and provision, including teaching and pupil progress.</p> <p>The school has a recovery plan in place to address the recommendations of the previous inspection as well as those issues raised as a result of the COVID pandemic. The recovery plans and priorities have been maintained despite the COVID pandemic and all staff have worked well to ensure that strong progress has been made. The Headteacher has worked well with the Deputy Headteacher (Previously Acting Headteacher) to ensure continuity in self-evaluation and improvement planning. There is a clear plan for moving forward that ensures the involvement of a wider body of people, including governors, parents, pupils and staff.</p> <p>Current processes ensure that self-evaluation processes are robust, honest, involve all relevant stakeholders and lead to the identification of further areas for improvement. All staff have been engaged in the creation of, and regular updates to the SER document and continue to feed into and produce reports surrounding teaching and learning. All teaching staff are middle or senior leaders and their reports feed directly into the school's evaluation against its recommendations. FADE forms are used to good effect in analysing a range of activities, providing effective ways forward for ongoing progress</p> <p>The MER cycle of the school is robust and all leaders participate professionally and engage in constructive professional dialogue that supports increasing standards across the school.</p> <p>The governors' role in holding the school to account for its actions is strong and evident through involvement in regular governors meetings. The Chair of Governors supports the school, its leadership and the wider governing body effectively in ensuring high standards. The whole governing body, including its various committees have been effective in supporting the school through what has been a very challenging year. The governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance.</p> <p>Monitoring exercises ensure that key areas of development are shared on an equitable basis and, where a generic issue is identified, this is highlighted and developed within weekly staff meetings and phase meetings. Pupil progress is tracked regularly by the DHT and AoLE leads. The data is analysed and will be used to secure the interventions necessary and changes in provision required to ensure the rapid progress and effective support of all learners. All teachers have a middle leadership role and have been supported well in developing their leadership capacity through a variety of training, partnership work and CSC support.</p> <p>Learning support staff are beginning to take on leadership roles across the school in both intervention and strategic areas. This ensures increased capacity across the staffing group and further strengthens the accountability process.</p> <p><u>1.2 Impact and use of support received</u></p> <p>The school is developing strategic partnerships and collaboration with other agencies to help to build its capacity for continuous improvement, for example in developing foundation face provision through action research and visiting other provisions.</p>	<p>Evaluation Against School Recovery Plan</p> <p>FADE Reading Assessment Evaluation.docx</p> <p>FADE - KS2 Learning Walk - Provision, Challenge and Engagement May 2021.docx</p> <p>Book Scrutiny YYG 11.11.21.docx</p> <p>SIPL</p>

The school's Improvement partner has a productive and constructive relationship with the school, ensuring that the school is suitably challenged and supported in the joint aim of higher standards for all. CSC advisers across a range of AoLEs provide support and challenge in ensuring the school effectively addresses its areas of improvement. Area and strategic leads provide detailed reports to key stakeholders, ensuring that the school is consistently reflecting upon its practice and provision, enabling improvement in standards across the school

1.3 Financial management and use of resources:

The Leadership has worked productively to eradicate the deficit budget and ensure that the limited resources available to the school are used efficiently and effectively

The school uses its grant allocation well in the support of all learners, particularly those in receipt of free school meals. The Headteacher, SLT and finance committee of the Governing Body have worked together to evaluate the current budget and appropriate decisions have been made to ensure the school continues to provide value for money

The HR committee of the Governing body have worked conscientiously and professionally in the fulfilment of a redundancy process. Although difficult decisions have been made, this has enabled the school to finish the financial year fiscally secure, with a positive three year budget planning being agreed in April 2021. The school now has a secure staffing structure with clear roles and responsibility

The school moved to its new 21st Century premises in September 2021. A total of £105000 has been spent in securing high quality furnishings for the school that will provide an excellent learning environment for all, whilst supporting STEM, Literacy, Outdoor learning and independent learning. Further grant funding will be sourced to further support provision within the library and open learning spaces as well as the outdoor environment.

Legal leasing agreements have been established with the pre nursery provision, providing a continuous funding stream for the school for the next five years.

[Evaluation of EY PDG grant 2020-21 questionnaire.docx](#)

[YYG ALN Grant funding March 21.docx](#)

[option 3 revision 2.jpg](#)

[DRAFT Governors in School Policy .docx](#)

Actions necessary

Sustain: Leadership development across the school; Stakeholder questionnaires. Governors continue to play a formal role in self-evaluation. Clear monitoring timetable

Adjust: Governor involvement in MER process.; Amend roles of link governors in line with new priorities; Continue to seek out financial packages through grants to deliver on the schools priorities; Evaluate the effectiveness of the provision within the new build, ensuring that it leads to high quality learning, progress and outcomes; Continually monitor the effective use of additional practitioners across the school to ensure the needs of learners are met.

Start: Governors to be involved directly in the self-evaluation process through supporting the MER cycle within the school. Establish a Governors in School policy to enable all governors to provide effective support and challenge to the leadership team and middle leaders. Introduction of Professional learning logs to additional practitioners. Development of Additional practitioners as leaders. Develop performance management as a coaching model; **Utilise** the hall space and MUGA in generating income, creating a community space and increasing parental involvement.

Halt:

2. Curriculum	Key Evidence
<p>Headline summary statement</p> <p>Planning ensures that learning experiences across the school stimulate and challenge pupils so that they engage in their learning and this is having a positive impact on pupil progress. Staff work collaboratively within AoLE teams and phases to ensure that the school's vision is articulated throughout each of the AoLEs. The school's vision and pupil offer reflects the needs of the children and the wider community. The four purposes have been ma</p> <p><u>2.1 Implementation of the new curriculum</u></p> <p>The schools' curriculum builds on pupils' existing knowledge, understanding and skills as they move through the school. On times, the development of problem solving is too disparate and fails to follow on from discrete teaching. The Mathematics and numeracy lead has a clear focus for improvement in this area and is working alongside CSC colleagues to implement a coverage map for this.</p> <p>Pupils are applying their literacy and numeracy skills across the curriculum at an appropriate level and with greater consistency across the school. The numeracy and literacy leads continue to ensure that these skills are mapped and that high expectations are maintained. Pupils are engaged in their curriculum activities and all parents feel their child is enjoying the learning experiences that the school has to offer. Support and interventions are effective in providing for pupils' emotional and academic development within the classroom and in withdrawal groups and this work is having a positive impact on standards.</p> <p>The school's curriculum is increasingly reflecting the school's context and provides a range of activities that reflect the cultural and linguistic diversity of Wales. As the school begins to develop a new vision, this aspect will continue to improve.</p> <p>The principles of the foundation phase are increasingly evident in daily practice and staff increasingly plan well for enhanced and continuous provision, and also the outdoors, to develop pupils' learning and skills. Support from CSC and the leadership of the DHT has been instrumental in improving practice within the foundation phase. The Reception teacher is currently engaged in action research project as part of middle leadership training, looking at further developing the enhanced and continuous provision areas within the classes to ensure sustained progress, challenge support for all learners.</p> <p>Despite the Covid pandemic, the preparation for successful futures is moving well with all staff engaged in AoLE development work. Staff have created AoLE visions and are working together to plan for the autumn term and beyond. Staff have begun to consider enhancements to the curriculum and provision to support our learners in becoming ambitious, confident, aspirational and well-informed individuals.</p> <p>Development of the curriculum is a key area for development within the 2021/22 SIP and the school has a clear plan in place to ensure that the developments are monitored, quality assured and have a positive impact on standards and progress.</p> <p>Each AoLE lead has, with their teams, constructed an AoLE action plan to ensure the targeted development of their particular areas. These sit outside of the SIP 2021/22 however are integral to its success. Termly evaluations will feed into further development and school evaluation and will be reported back to link governors</p> <p>Curriculum arrangements ensure that pupils have good opportunities to acquire the necessary skills in literacy and numeracy and planning is beginning to ensure that learners apply these skills across the curriculum.</p> <p>Welsh language skills development is good across the school and children's attitude towards the Welsh language is good, with many children enjoying the helpwr heddiw sessions and Welsh events, including Eisteddfod.</p> <p>Development of Siarter Iaeth is a key area for development and the school has a clear plan in place to ensure that the developments are monitored and have a positive impact on standards and progress. The school has strong links with its cluster secondary, with the development of Welsh language being a key pillar of collaboration in 21/22</p>	<p>Book Scrutiny YYG 11.11.21.docx</p> <p>Marking and Feedback March 2021.doc</p> <p>FADE - FPh Learning Walk - Provision, Challenge and Engagement May 2021.docx</p> <p>ALN Report for Governors Oct 2021.docx</p> <p>CSC School ALN READINESS SURVEY Autumn Term 2021.docx</p> <p>ALN action plan 2021-22.docx</p> <p>option 3 revision 2.jpg</p>

Use of ICT has developed well throughout the year as a result of lockdown learning, which has allowed the school to develop a coherent and effect blended learning model, which ensures that all children can continue their learning if self-isolating or under quarantine. This blended learning model has been moved into the classroom to encourage independence and child led learning. This is having a positive impact on standards and attitude to learning.

21/22 will see dedicated computer science lessons being developed across KS2 with team teaching ensuring that the skills of all staff are enhanced.

The school moved to its new 21st Century premises in September 2021. A total of £105000 has been spent in securing high quality furnishings for the school that will provide an excellent learning environment for all, whilst supporting STEM, Literacy, Outdoor learning and independent learning

2.2 Realisation of the Four Purposes

The school's AoLE teams have designed a vision statement for each of their areas. This has ensured that all staff have a good understanding of the what matters statements within their AoLEs and are using this knowledge to develop

The pupils have designed characters that identify with the four purposes and these are being launched in 21/22.

The school provides a range of good opportunities for all learners to realise the ambition of the four purposes. This includes charitable work, links with the community, eco and forest schools work. As we move through 21/22 further will be undertaken with the wider community to enhance this element of the learning offer.

2.3 Family and community engagement

Families are supported well by the school. This was specifically the case during the lockdowns of 19/20 and 20/21. Vulnerable families were signposted to external organisations to support a range of concerns including financial and behavioural.

Our ALNCo works well with families of children on the ALN register to identify support mechanisms and bridge the home – school gap.

Our learning support team engage with our vulnerable families both in person and online to ensure that they are supported in relation to children's learning. This is a strength of the school

Due to the covid pandemic, the school has not been involved in wider family and community engagement activities of late, however the establishment of a school community council and parental group in 21/22 will seek to address this.

In a recent parental survey (Autumn 2021), 68.7% of parents agreed or strongly agreed that they are encouraged to play an active part in the life of the school and 87.5% of parents agreed or strongly agree that the school is well thought of in the local community. The % of parents who feel that they are encouraged to play an active part in the life of the school is low and not unsurprising given the pandemic and lack of access. This is an area that needs to be developed in our post covid recovery. As a result of this the school will draw up proposals for the appointment of a family liaison officer (FLO), who will lead this area of improvement under the oversight of the DHT and ALNCo
91.7% of parents and carers are happy with the content and detail of the end of term reports (July 2021 Survey)

[Internal Secondment opportunity advert and job description.docx](#)

Actions necessary

Sustain: Ensure that the use of planning for enrichment activities provides a good range of cross-curricular activities to meet pupils' needs and ensure that they are applying their skills in a relevant context. Continue to ensure areas of learning are suitably challenging. Continue to look at 4 purposes and successful futures and start to "placemat" the areas of learning and experience across the school. Further development of the FP outdoor area. Support pupils in all classes through the provision of a well-trained class based LSA. Parental questionnaire to be sent out in Spring 2022 and evaluated for progress.

Adjust: Identify good practice across CSC in the use of FLOs.

Start: Establish reflection zones around the school for reflection and quiet-time. Implement the new calculation policy and literacy genre map. Introduce Letters and Sounds. Dedicated Computer Science lessons to be provided to KS2. Establish a community and parental council. Launch of four purpose characters. FLO to be appointed to lead family and community engagement work

Halt: RWI

3. Learning and teaching	Key Evidence
<p>Headline summary statement The leadership of the school has created a supportive and challenging culture and ethos to support the professional learning of all staff. Staff have been involved in a range of effective training linked to the identified improvement priorities of the school. The tracking of pupils' progress is good. Teachers and support staff track the progress made by their pupils; this ensures a more robust focus on standards and ways forward for pupils. This information is used to provide effective interventions, with entry and exit criteria being more robust.</p> <p>Through a year of challenges as a result of Covid and the death of the previous Headteacher, the school's leadership have moved swiftly to understand the strengths and weaknesses of the school and has built a culture where all staff are involved in gathering and analysing first-hand evidence of standards and provision, including teaching and pupil progress</p> <p>COVID statement: The school has provided excellent support for children who are statemented and those on the ALN list. This support has included, but is not limited to 1:1 sessions, hub attendance, and targeted intervention work through asynchronistic video. The report produced by the ALNCo with regards the tracking of ALN children has been held up as good practice by the LA</p> <p><u>3.1 Learner progress, including the progress of different groups e.g. vulnerable and disadvantaged learners, and any gaps between them, and progression in Welsh within school setting</u></p> <p>Teaching is strongest where there are high expectations with well understood success criteria, good classroom management and well established routines and where oral and written feedback from teachers helps pupils to know how well they are doing and what they need to do to improve. All teachers follow the agreed marking policy and monitoring shows the marking provides pupils with effective feed forward comments. Children haven't always have the opportunity to respond to this feedback, however recent changes ensure that this is a central part to the children's learning and progress. Regular work scrutiny has ensured that any concerns are addressed quickly and there is a consistent approach to marking and feedback across the school, providing children with opportunities to improve their work and extend learning.</p> <p>Self and peer assessment is developing although needs to be continually strengthened as the children move through the school. Most parents think the quality of teaching is of a high standard.</p> <p>All staff manage pupils' behaviour well. The leadership of the school has established high expectations for pupils and staff to ensure a consistent approach when dealing with poor behaviour. Pupils understand, and respond well, to the teachers' expectations.</p> <p>The staff work well as a team and are open to challenge and support ensuring that teaching and learning is consistently good, if not better. Staff plan in their phase teams, ensuring consistency and high quality lessons.</p> <p><u>3.2 Feedback from parents and learners</u></p> <p>Results of parental survey Autumn 2021</p> <ul style="list-style-type: none"> 96.9% of parents agree or strongly agree that YYG has a happy atmosphere 90.6% of parents agree or strongly agree that the are made to feel welcome in the school 96.9% of parents agree or strongly agree that YYG is approachable and addresses questions or problems to do with their child 93.8% of parents are happy with the values and attitudes of the school 90.6 % of parents feel the school is well led 87.5% of parents feel that there is a wide range and good balance of learning taking place in YYG. However 1 parent commented that they would like to receive information about topics and themes in order to continue learning engagement at home. 	<p>Marking and Feedback March 2021.doc</p> <p>Parental Survey Results - Autumn 2021.docx</p>

90.7% of parents agree or strongly agree that their child is well taught and
81.3% agree or strongly agree that their child is making good practice

3.3 Workforce capacity, professional learning and capability

Performance management processes are established, and staff are collectively working towards meeting its priorities. Leaders effectively use this process to help staff to improve their practice and any issues of underperformance are addressed robustly and directly.

The school can demonstrate how professional learning undertaken by staff has impacted positively on pupils' learning, for example, training for the delivery of problem solving is beginning to show an impact across the school.

The school is working effectively with a CSC HUB to improve provision within and across Foundation Phase, where staff have observed good practice in a number of other schools that have led to the planning and early development of outside learning zones. The Maths leader has worked effectively with the consortium in developing numeracy provision across the school and this is beginning to have a positive impact on standards of teaching and learning.

The literacy lead is working collaboratively with the CSC lead on the development of an effective genre map. It is too early to judge the impact of this, however it is clear that it provides the school with a clear, progressive and challenging format for the teaching of literacy.

The Expressive Arts, Welsh and DCF leads are engaged in middle leadership programmes which support their leadership practice and enable them to ensure rapid progress across the school.

There is a range of leadership training being undertaken that is supporting the development of literacy, numeracy DCF and the foundation phase as well as building on the future capacity of the school. Professional learning logs are compiled by all staff following professional learning that are designed to be evaluative and reflect on improvements to professional practice that can be brought around following their learning.

82.3% of staff agree or strongly agree that they can manage their workload

94.1% of staff agree or strongly that they know what is expected of them and 26.5% of them believe or strongly agree that they have the resources to do their jobs effectively.

70.6% of staff agree or strongly agree that they feel supported with their professional learning with the same number agreeing or strongly agreeing that they have the opportunity to work to their strengths.

100% of staff agree or strongly agree that the school is well led

[Cath Delve Foundation Phase Training.docx](#)

[Professional learning policy.doc](#)

Actions necessary

Sustain: links with other agencies eg, CSC, green schools. Middle leadership training to ensure continued and sustained improvements and effective distributed leadership. Professional learning logs. PLC working in Numeracy and DCF. Staff to continue to work collaboratively in developing an authentic curriculum for YYG

Adjust:

Start: Introduction of Professional learning logs to additional practitioners. Development of Additional practitioners as leaders. Develop a culture of enquiry across the school. Develop performance management as a coaching model

Halt:

4. Wellbeing	Key Evidence
<p>Headline summary statement</p> <p>Most pupils feel safe and secure, and free from physical and verbal abuse. All pupils feel that school is a happy place. 100% of parents feel their child likes coming to school and that the school staff are friendly, helpful and approachable. 100% of parents feel that the school has a warm, friendly and secure atmosphere. Most understand how to make healthy choices relating to diet but this is not always supported by parental choices in for example lunch boxes. They understand the importance of physical activity in keeping healthy and they respond positively to opportunities to undertake physical activity, during lessons, at break and lunchtime and through after-school clubs and activities. Pupils’ emotional wellbeing is well supported by the school through intervention type approaches (e.g. ELSA). Nearly all pupils understand how to keep themselves safe online. Nearly all pupils are polite and respectful to adults and each other. They enjoy school and behave well in lessons and most behave appropriately at break and lunchtimes although a few still find these times challenging. Pupils, including those with additional learning needs, are keen to take on leadership roles and responsibilities and to play a full part in the life and work of the school, for example as members of the school council, Challenge Crew and wellbeing team. Pupils are open and honest and show confidence in the way they interact with new people and with adults. Pupil’s resilience to the challenges they face in their lives and school work has developed well, particularly as a result of ELSA interventions, the establishment of nurture principles and communication with families during the lockdown period. The new school vision is being developed with all stakeholders, including parents, pupils and the wider community and will ensure within it, the importance of wellbeing and being the best that they can be.</p> <p><u>4.1 Progress in embedding a whole school approach to mental health and emotional well-being</u></p> <p>The RRRS grant has been used effectively in releasing a member of the learning support team in driving wellbeing and emotional health across the school</p> <p>The school has a plan to train all additional practitioners in ELSA to ensure that support can be provided at the point of need. Currently the school has trained 4 staff.</p> <p><u>4.2 Learner well-being</u></p> <p><u>4.3 Staff well-being</u></p> <p>A strong leadership structure ensures that all staff needs are catered for and addressed quickly with all staff feeling supported with 100% of staff agreeing or strongly agreeing that the school is well led</p> <p>76.5 % of staff agree or strongly agree that they can find time in their week to relax</p> <p>64.7% % of staff agree or strongly agree that they can manage their workload</p> <p>82.3% of staff agree or strongly agree that they feel able to ask for support help when needed</p> <p>76.4% of staff agree or strongly agree that the feel valued</p> <p>53.1% of staff agree or strongly agree that changes are introduced in a way that supports wellbeing - following on from this finding, it is evident that further work needs to be undertaken on the manner in which change is presented and actioned (SLT to look at this)</p> <p>100% of staff agree or strongly agree that that staff have good relationships within the school</p> <p>76.5% of staff agree or strongly agree that the staffroom feels like a safe, welcoming and supportive place.</p> <p>70.9% of staff agree or strongly agree that the school effectively supports staff wellbeing</p> <p>70.6% of staff agree or strongly agree that they feel that their wellbeing is supported and seen as important</p>	<p>Staff Wellbeing Survey (Responses)</p>

4.4 Arrangements to safeguard learners

The school meets all statutory requirements for safeguarding with the designated officer, deputy designated officer and headteacher having level 3 safeguarding training
All staff have undertaken Prevent Level 1 training (April 2021)
All staff have undertaken Level 1 Safeguarding training (October 2021)
MyConcern is used effectively by all staff to record and track a variety of safeguarding issues
The HT is a member of the LA's Children Services and Education Partnership group which seeks to streamline provision across the local authority
PBS training is used effectively to support those children in requirement of physical interventions and to track behavioural needs
Throughout lockdown and face to face learning, families are signposted to external organisations who can support a variety of parental, social and family needs
RAMIS is used to monitor the safety of the building and to ensure compliance with health and safety standards and procedures.
EVOLVE is used to risk assess and plan external visits

[Play equipment inspection.pdf](#)

[Fire RA.pdf](#)

[School Health and Safety Policy \(Autumn 2021\) \(E\).doc](#)

[School Safeguarding Policy - Final 2021. .docx](#)

Actions necessary

Sustain:

Adjust: Parental, Community, Pupil and Staff questionnaires to be sent out

Start: Establishment of community and parental council

Halt: