


Newbridge-on-Wye Church in Wales Primary School
Self-Evaluation Report Summary
2021-2022

Vision Statement	“Smile together, Play together, Learn together”				
How is the vision shared?	<p>Our vision forms part of our planning documents which ensure it holds its place at the forefront of our curriculum. It is shared with parents and members of our wider school community via our school website and social media feeds. The vision is reviewed annually with all stakeholders.</p>	Senior Leaders	Headteacher – Mrs Helen Nixon Deputy – Miss Samantha Williams	Context	101 pupils on role 10% of pupils eligible for free school meals 11% of pupils on the ALN Register 90.29% Attendance
Review of SDP Priorities 2021-2022					
Priority 1 Improve outcomes and accelerate pupil progress in Reading and Spelling in Foundation Phase and KS2 from baseline data.		Priority 2 To continue to review and evolve the new curriculum in preparation for 2022.		Priority 3 To continue to review and evolve Assessment and tracking to reflect changes in the curriculum.	
<ul style="list-style-type: none"> High quality practice of Letters and Sounds teaching across Foundation Phase Weekly spelling sessions at KS2 focus on specific spelling strategies for each year group and these are progressive as children move through the school. Spelling sessions at Foundation Phase are highly differentiated and pupils are given opportunities to develop and apply these skills in other ways, including the use of Nessy, through handwriting sessions and through class Missions. Children are encouraged to work on their spellings at home, involving parents in the process and staff share strategies and resources with parents. Library developments and reading initiatives and challenges have helped to develop a love of reading provided. 		<ul style="list-style-type: none"> Staff have developed an understanding of the pedagogical principles and ways in which these will be central to teaching and learning. All stakeholders involved in developing the vision for Curriculum for Wales. Planning proformas have been developed in order to show provision for the four purposes and the What Matters statements. Planning is learner centred and pupil voice considered. Four Purpose characters that learners can relate to enable a better understanding of the Four Purposes Leaders have developed a Curriculum summary. 		<ul style="list-style-type: none"> Online platforms are used across the school to collate work which allows staff to monitor and track progression. At Foundation Phase Seesaw is used to document learning with staff and pupils uploading work to the online journal. At KS2 pupils upload their Mission work to Google Classrooms where they are asked to reflect on their tasks and to highlight the purposes they feel they have developed through their Mission time. Cohort Trackers are in place for all year groups. These record progress in formal assessments such as the Single Word Spelling Test, Holburn Reading Assessment and Personalised Assessments. Tracking systems, along with teacher observations and discussions are used to identify learners requiring support and/or challenge. 	
Pupils' wellbeing	<p>According to the 2022 Pupil School Improvement Survey, all pupils enjoy coming to school with 26% of pupils enjoying school all of the time, 54% enjoying school most of the time and 20% enjoying it some of the time. Almost all pupils feel safe at school with 89% of pupils who have not experienced bullying at school. Nearly all pupils feel that the school helps them to treat everyone fairly. Many pupils feel that they are encouraged to take part in extracurricular activities like art, music or drama clubs. Almost all pupils would recommend the school to someone else. 46% of pupils believe that other children behave well in class all or most of the time, 48% feel pupils behave well some of the time and 7% feel that other children almost never behave well. Many pupils felt that children behave well at break and lunchtime all or most of the time.</p> <p>The 2022 Parent School Improvement Survey shows that almost all parents feel that their children like school at least most of the time. All parents feel that the school helps new starters settle well.</p> <p>The school provides ELSA provision to any pupils struggling with their Wellbeing, with support plans used to enable pupils to progress. The THRIVE programme is used to support pupils with emotional and social needs. Pupils who attend THRIVE sessions undergo a skills assessment to identify areas of need and action plans are established to monitor provision and progress, these plans are shared with class teachers, the ALNCO and pupils' parents. These pupils make good progress and are supported to be able to access learning in the classroom environment.</p> <p>The school is developing the Emotion Coaching approach which is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. This approach ensures pupil wellbeing is a focus of all staff and that opportunities are planned for staff to support and sustain children and young people's emotional and behavioural wellbeing.</p>				

Pupils' attitude to learning	<p>According to the 2022 Pupil School Improvement Survey, 76% of pupils felt that the work they are given in lessons is about the right level of difficulty. 20% of pupils at KS2 feel the work is too easy and 4% find it too hard. All pupils find their lessons interesting at least most of the time, with 26% feeling that their lessons are always interesting.</p> <p>PASS data shows that at Foundation Phase, over 90% of pupils have positive feelings about school. 97% feel well prepared to learn, 86% have good self-worth and 78.4 show a positive response to learning.</p> <p>PASS data shows that at Key Stage 2, 90% of pupils have positive feelings about school, 82% positively view their learning capacity, 67% have positive self-regard as a learner, 87% feel well prepared to learn. 90% of pupils have positive attitudes towards their teachers, 81% have a good work ethic, 76% have confidence in their learning. 83% of pupils have positive a positive attitude to attendance and 67% respond positively to curriculum demands.</p>
Teaching (including the curriculum)	
<p>Teaching is good or excellent across the school. All teachers plan meaningful experiences for pupils and ensure learning is progressive and, where possible, authentic as evidenced through monitoring activities such as lesson observations and learning walks which have been conducted by leaders, governors and school support officers.</p>	
How does the school care for, support and guide pupils (including safeguarding)	
<p>The school have robust safeguarding procedures and policies in place. All staff believe that pupils are safe at school and are aware of safeguarding procedures. Almost all staff members feel that school policies and professional learning support them well in dealing with any incidents of poor behaviour. Almost all parents feel that their children are safe in school. A small number of parents are concerned that the school does not deal well with issues regarding behaviour and there is some negativity towards the KiVa approach. Around 20% of parents feel that the school does not offer a broad range of learning experiences, although many have noted that this has been impacted by Covid. For those parents whose children receive support, many of these feel the support is provided. A small number of parents feel that they have not been well informed about their child's progress this year and have referenced that they have missed out on opportunities for face-to-face meetings with teachers. All pupils who have an IDP have regular meetings with any adults that work closely with them. Annual Person-Centred reviews have been used this year to review provision and to set new targets. Almost all pupils enjoyed these meetings, parents and staff found the reviews beneficial.</p>	
How effective is leadership?	
<p>According to the 2022 Staff School Improvement Survey, almost all members of staff feel that the school ensures they can access worthwhile professional learning opportunities. All staff members feel that leaders plan appropriate opportunities for staff to collaborate with others to develop the school's curriculum and teaching through INSET days and twilight sessions such as the pedagogical principles workshops organised by the schools Deputy. Staff feel that leaders hold meetings and workshops with staff for them to be involved in the teaching and the curriculum and that Team meetings are a great opportunity for staff across the school to collaborate and share ideas. All staff members feel that leaders trust staff to innovate in ways that meet the needs of pupils through encouragement and support at staff and team meetings, new curriculum training days which have provided opportunities to think innovatively to provide learners with the opportunities to explore and develop the appropriate skills to meet their individual needs and through the use of intervention programmes across the school. All staff believe that the school is well led and managed and feel that there is strong leadership team within the school that collaborate effectively and respond to feedback and provide opportunities for discussion. Most staff believe that leaders take their workload and wellbeing into account when developing and implementing policies and procedures and avoid placing unnecessary burdens on staff. Almost all staff feel that if they experience problems in school, they can speak to leaders about them and receive appropriate support. All staff believe that they contribute meaningfully to the school's self-evaluation processes and that they understand their role in achieving the school's strategic priorities.</p> <p>Through the 2022 Parent School improvement Survey, many parents felt that the school seeks their views and considers their feedback, and if needed to, responds to it. Many parents feel that if they share problems or issues with the school, leaders respond and deal with them appropriately. Many parents agree that the school shares important information with them in a timely and clear way with comments on the effectiveness of the email system and the Seesaw platform. Almost all parents would recommend the school to another parent/carer.</p> <p>Many pupils feel they are asked what they think about school and feel that school leaders listen to suggestions.</p>	
How effective are governors?	<p>Governors play an active role within the school and termly governing body meetings ensure governors are well informed of the schools actions and priorities. Covid has impacted the hands on involvement of the governing body and this will be a focus of improvement through 2022-2023.</p>
Strengths of the School	<ul style="list-style-type: none"> • Preparedness for the implementation of Curriculum for Wales 2022 • Teaching and learning and pupil progress • Provision for groups of learners
Areas for Development	<ul style="list-style-type: none"> • Provision for Mathematics and Numeracy and real life problem solving within Curriculum for Wales 2022 • Wellbeing provision, including a review of the school behaviour policy and aligning this with Emotion Coaching, THRIVE, ELSA and KiVa and parent involvement in this • Increased Governor involvement • Assessment, tracking and school reporting