

BACKGROUND INFORMATION ON YSGOL TREGARTH

- A rural primary school that serves the village and the neighbouring area.
- School under voluntary control of Church in Wales since its establishment in 1897.
- There are 140 pupils on the school roll, with the majority from British white ethnic background. Around 41% of pupils come from homes where Welsh is spoken.
- The children are taught in 7 classes including 3 mixed age classes. 6.8 teachers and 6 assistants work at the school.
- The current Headteacher was appointed in September 2013, and she is also head of a neighbouring primary school, therefore sharing her time between both establishments.
- 17% of pupils are entitled to free school dinner that is below the average of 21% for Wales.
- Around 33% of the pupils are on the additional learning needs register, and receive support at the school.
- The per pupil individual school budget for Ysgol Gynradd Tregarth in 2013-2014 is £3,539.

SCHOOL VISION AND VALUES

The entire community of Ysgol Tregarth share the same mind-set and vision. As a church school, we are all committed to the objective of ensuring:

That every child is happy in school, is treated fairly with dignity and respect at all times;

That every child has every opportunity to succeed and reach his potential;

That every child has every opportunity to develop to become a bilingual and well-rounded citizen who can fully contribute to his local, national and global local community;

That every child has opportunities to take pride in his nationhood developing a full understanding of his identity, traditions and specific culture;

That every child has every opportunity to develop morally and spiritually with a good grasp of Christianity and other religions;

That every child is taught in a safe and happy environment, where an emphasis is placed on the child's successes and enjoyment in his learning.

SUMMARY

Ysgol Tregarth community contribution is a special feature of its church character. Links with the local and global community have a central role in all its actions and provides a focus for the school's charity work. Through promoting these community contacts, the school promotes and nurtures basic Christian principles, such as Thanksgiving, a caring attitude and serving others, compassion, as well as perseverance and pertinacity that provided a happy and supportive school environment that leads to more effective learning.

KEY QUESTION 1

How well does the school, through its special Christian character, meet the needs of all learners?

SCHOOL SELF-EVALUATION: GOOD

School evidence based on pupils outcomes

Reasons for the grade awarded:

- Pupils' achievement trends over the past three years show consistent improvement.
- Almost every learner progresses by two levels between both key stages.
- FSM pupils achieve as much as non FSM pupils.
- School attendance has remained constant at 95%.
- The school ensures that every learner has every opportunity to reach his potential and ensures that the child is central to every scheme and strategy implementation.
- The school's daily core policies and actions reflect its Christian character and values.
- The school homely and happy ethos and environment ensures that the Christian values are reflected at all times.
- The school has adopted the Church in Wales Syllabus that ensures that learners receive a complete religious education and an understanding of the world's religions is developed.
- RE has been time-tabled weekly in every class throughout the school and this has led to better attainment and moral and spiritual understanding.

Key Strengths:

- The school's ALN provision ensures that every child receives the appropriate support for its needs - educational,, physical or emotional/social. Pupils are very caring of one another as a consequence of the entire school focus on the school's personal, social and well-being development. There is definite development throughout the school in the school's Webster Stratton principles through Caleb, Ysgol Dina and Os Mets schemes. There has been investment in appropriate intervention programmes such as; Dina Bach and Kid Skills, as well as scheduling Rainbow TIME at the FP to develop relationships, respect, and friendship amongst the learners. This has had a very positive impact on the pupils overall behaviour as well as ensured that the school's friendly ethos is continually advocated.
- The school's ADCDF programme of work ensures that the learners have a firm grasp of their local and international community and of their role and responsibility as citizens protecting and caring for them – substantially contributing towards developing and nurturing the school's Christian character as well as the pupils moral, spiritual, social and cultural development. The school has been awarded two green Eco flags, Green Schools Gold Award for 6 years as well as full ISA award - the work has had a very positive impact on pupils behaviour as well as contributing to the school's standards of literacy and numeracy.
- The school's charity work provides evidence of Christian values being implemented in a real context.
- There is effective contact between the school and the community - parents attend award services every fortnight and are very supportive of all school activities.
- Cwricwlwm Cymreig with a focus on developing an awareness of the Welsh identity amongst the pupils has had a very positive impact on the entire pupil community when developing a sense of respect towards their country and traditions as well as the desire to protect that which is important.

Points for Development:

Monitor the development and effectiveness of the Church RE Syllabus on pupils attainment.

Monitor and assess attainment with INCERTS.

KEY QUESTION 2

What impact does collective worship have on the school community?

SCHOOL SELF-EVALUATION : GOOD

School evidence based on pupils outcomes

Comment on:

- Impact of collective worship
- Central features of collective worship
- Core nature of worship and meditation
- Theological basis of collective worship
- Leadership and management of collective worship

Reasons for the grade awarded:

- The school's robust collective worship arrangements has ensured a very close contact with the Church has been nurtured that reflects our unique Christian character.
- The responses and behaviour of almost all the pupils are to be commended during the meetings and it serves to develop a sense of belonging at the school that is wholly required at a school that faces difficult social challenges.
- The school's policy on collective worship is implemented and is known to the entire school community.
- The core features of collective worship are included in every service and have had a positive impact on the ethos of these periods at the school at both key stages.
- The pupils' participation is an integral part of collective worship at the school. The voice of the child figures prominently in the collective worship with several examples of children jointly preparing their class service.

Key Strengths:

- Thanksgiving Service 2013. The school's unique character was reflected in the worship. An effective ethos of collective worship was created that added to reinforcing our links with the church community of Eglwys y Gelli.
- Classroom services that form an integral part of the school's weekly award service have ensured and nurtured close contact with the parents community and serves as a means of making them aware of the school's talents and daily deeds. This link has contributed towards the school's homely ethos where Christian values such as kindness, forgiveness and tolerance have a prominent role. It has successfully drawn the wider school community to appreciate children's achievements adding to creating a mutual appreciative environment and the partnership that exists between the school and the home.
- Every teacher in turn takes responsibility for leading the worship that is core to the vision of the head teacher's distributed leadership. This has led to strengthening the accountability of every staff member for the school's Christian character.
- The firm structure of the collective time-table has led to developing the sense that the service represents a special period of calming down and meditation.

Points to Develop:

- Develop visual cues for collective worship e.g. candle, door, mirror, open door so that the pupils have an idea of what is expected of them in specific parts of the worship.
- Develop further pupils participation in the collective worship.

KEY QUESTION 3

How effective is the religious education?

SCHOOL SELF-EVALUATION : GOOD

School evidence based on pupils outcomes

Comment on :

- Progress and standards based on school performance data
- Quality of teaching and learning
- Quality of the curriculum
- Effectiveness of leadership and management in RE

Reasons for awarding the grade:

- RE lessons have been time-tabled across the age-ranges and almost all the pupils have a consistently good grasp of the life of Jesus and of Christianity.
- Almost all the pupils have a good understanding of other religions and of other global cultures.
- Many KS2 pupils succeed in discussing fundamental questions intelligently and maturely.
- Almost all pupils appreciate their role and responsibility as global citizens and understand the importance of enterprises such as Fair Trade and work of charities such as Comic Relief/ Water Aid/ Children in Need and their impact on the lives of others.
- The School Council and Eco Council contribute towards the school's daily activity and play a prominent role in setting the schemes priorities and the bias of the school's charity work.
- Aspects and strands have been mapped across the range and have been combined with the school's Cornerstones Curriculum to ensure progression and continuity in pupils' skills and understanding.
- The school's PLC has prioritized developing a firm structure to the school's RE provision.
- There is good contact with church establishments. Father John has visited Y1, Y 6 annually visit the Cathedral, Diocesan Visits.

Key Strengths:

- RE has a core role in the school plans and is time-tabled across the range weekly.
- Church RE Scheme of Work has been adopted by the school and serves as an effective method to ensure that literacy is taught cross-curricular, leading to continual raising of standards at the school.
- RE is successfully combined with specific ventures and aspects of ADCDF such as Fair Trade and Re-cycling. These themes are presented throughout the school so that every pupil develops specific Christian attitudes. Contacts with specific establishments in the community have been established.

Points to Develop:

- Further develop our links with Eglwys Y Gelli, ensuring an annual visit by every class.
- Develop a portfolio of samples of specific work under the strands.
- Ensure greater expenditure on current RE resources.
- Further develop our contact with Liz Perkins – Fair Trade
- Establish ADCDA Effectiveness Group to aim to achieve excellence in the field.

KEY QUESTION 4**How effective is school leadership and management as a church school?****SCHOOL SELF-EVALUATION : GOOD****School evidence based on pupil outcomes**

Comment on :

- Christian Values
- Evaluation and strategy planning
- Further leadership by church schools
- Partnership with key stakeholders

Reasons for the grade awarded:

- The head teacher has a clear strategic vision that has been shared and understood by all the school's stakeholders. This has led to developing effective distributed leadership amongst staff, with all the teachers contributing towards the school self-evaluation that then feeds into SDP priorities.
- The school has adopted the Church in Wales Syllabus since January 2014 and has incorporated it into the school's schemes of work. This ensures that all the pupils receive weekly RE lessons that effectively develop the pupils understanding.
- The school has invested in training with Cathy Mayer, Llandaff Diocese that has led towards establishing a PLC between Ysgol Tregarth and Bodfeurig to ensure successful implementation of the Church Syllabus. This has ensured progression and effective continuity in the school's RE and Christian provision.
- Various visits by members of the Diocese further develops the school's strategic partnerships that ensures that we prioritize the school's church status and Christian values.
- Various policies reflect the school's Christian values and are included and promoted in the school's daily activities.

Key Strengths:

- A successful strategic partnership has been developed and nurtured between the head teacher and Father John that has led to continual improvement in the collective worship arrangements, the school's RE curriculum and contacts with the local community. The school pupils have substantially benefited from the partnership through various opportunities to develop morally and spiritually.
- Father John is the Designated Governor for Protection of Children with ALN, the school therefore regularly meet the head teacher to discuss deprivation matters as well as various difficulties that enable the school and church to develop a full profile of the community to which they belong.
- Adoption, mapping and planning of the church Syllabus has led to an improved environment and overall worship ethos of the services. The children thrive in a Christian ethos and consequently the school's overall environment and behaviour is consistently high and good.

Points to Develop:

- Prepare a Learning Pathway for permanent members of the Governing Body to report on specific aspects of school life and activity e.g. ethos, behaviour, to further develop their role as a critical friend to the school.
- Establish a Professional Learning Community with neighbouring church schools to share existing good practices.