



Gwella / Section 50
Statutory Inspection
Of
Church in Wales Schools
(GWELLA)

Model Self-Evaluation Document



Revised version September 2013

Self-evaluation of a church school's distinctiveness remains as important as ever and schools are encouraged to be creative as they seek to demonstrate the impact of their Christian character on the daily life of the school. The completion of a self-evaluation document can be helpful to teachers, governors and, of course, school inspectors.

Schools are becoming increasingly creative in their use of self-evaluation using, for example, photographs, mind maps and Christian values, in addition to more traditional forms of evaluation, to assess the impact of their school's character. This document seeks to allow that creativity to flourish by not being over-prescriptive; leaving much to the professionalism of the headteacher and staff.

The main focus of a successful evaluation should always be on the impact. Whilst schools are rightly proud of the things they have provided for their children it is the difference which is made by this provision which really matters.

Church school inspectors will not expect this document to tell the whole story of a school and schools should not feel under pressure to do so. The inspector will gather a range of on-site self-evaluation evidence which may include annotated collections of photos; mind maps; class reflection books etc. This, together with discussions, observations and other documentation will enable inspectors to assess the accuracy of the school's own evaluations.

Schools are at liberty to devise their own ways of summarising the evaluation of the school's distinctiveness. Dioceses may also offer their own guidance. This document is offered by the National Society as a model which may be used in conjunction with the Inspection Evaluation Schedule (November 2013). It has been trialled by schools many schools found it helpful.

Self Evaluation

Revised July 2016

Name of school: Ysgol Y Parchedig Thomas Ellis

SCHOOL CONTEXT

This is an opportunity for you to provide a few bullet points to explain the context of your school.
[You may wish to comment on: School status (including any recent change in status and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties etc.]

The school of Ysgol Y Parchedig Thomas Ellis is a Voluntary Controlled Church in Wales school, located in the parish of Holyhead. The school is in the Community First Catchment area. There are 110 full time pupils and 21 part time nursery pupils. They are organised into 5 classrooms, 2 in KS2 and 3 in the FPh. The school also provides an additional learning needs classroom which facilitates the catchment of Holyhead. In addition we also have two extra classrooms set up as target groups with a turnover of children who are targeted from the main classrooms. As the school is in a 'Flying Start' area and has a Cylch Meithrin, All but a few of our pupils come from English speaking homes and a few families are from ethnic minorities. We have 44% of pupils on free school meals which is considerably higher than the national average and the family. We have 18.18% of children on the Additional learning needs register. 5.4% on statement.

THE VISION AND VALUES OF THE SCHOOL

[You may wish to draw upon or include the school mission statement, values statement or school aims as agreed by the school community.]

"School and community working together to promote Christian Values"

The school vision is based upon the seven Christian Values.
Hope, Peace, Wisdom, Friendship, Thanksgiving, Respect, Perseverance

We emphasise the importance of the partnership between pupil, school, home and community. The school has a conviction that parent/guardians have a vital role to play in the education of their children. The partnership between parents/guardians and teachers working together is recognised to be a beneficial factor in aiding pupils progress and development at school. The school has a special distinctiveness, the sense of being part of a larger family is a reminder of the purpose of their church foundation.

We provide a happy school environment, where all pupils, whatever their background or ability, has the opportunity to develop to their full potential.

We prepare our pupils to be responsible citizens that take an active part within their community.

School Ethos

The school serves the local community. The school hope that all who are directly involved with the school will feel themselves to be members of the school community that is characterised by a loving concern for each other. We hope that each pupil will be happy and will discover that a loving and friendly community exist here which will allow them to grow and flourish. It is also hoped that they will in the

same way, be able to make a valuable contribution to the life of the school.

We pride ourselves that all visitors to our school acknowledge the sense of the happy Christian Ethos that exists here. As a result of this, new families settle and become part of our school community quickly and smoothly.

Each class boast a busy working atmosphere which re-enforced by colourful and interactive displays of children's work. This ensures an inviting environment for pupils to learn.

The teachers and support staff in the school are committed to the development of our pupils. We expect high standards in behaviour and effort on all occasions.

The Curriculum and other planned activities develop the understanding of spiritual, cultural and social development.

SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

Ysgol Y Parchedig Thomas Ellis services its community through providing education of the highest standard within a Christian Ethos.

Ysgol Y Parchedig Thomas Ellis is a happy, caring and safe environment which nurtures and develops Christian Values.

The golden rule that is constantly re-enforced with the pupils is the importance of respect for one another.

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Schools may wish to add further points if required

Focus for development 1: Maintain high standards in Collective Worship

(Relates to Keyquestion 1 2 3 4)

Action taken	Impact
Maintain the standards set.	Collective worship is effective and respected and has an important place in the School.
Visit other Church Schools to gain good practice in Collective Worship.	Pupils are more involved in Planning and reporting on Collective Worship.
Adopt Lincolnshire Diocesan Collective worship plans.	New ideas have engaged pupils further in Collective worship.
Adopt CD "Our Father God" provided by Church in Wales.	Pupils enjoyment in singing has improved and participation by all can be seen.

Focus for development 2: Maintain high standards in the teaching of Religious Studies

(Relates to Keyquestion 1 2 3 4)

Action taken	Impact
Evaluate existing schemes to ensure that they are aligned with the Church in Wales schools programme.	Clear structure has focused pupils education and has resulted in higher achievement.
Scrutiny of pupils work.	Ensures standards are kept in all classrooms and pupils achievement is maintained.
Observe teaching and learning of RE.	Ensures high standards in the teaching of RE in line with new planning.
Self evaluate RE	Recognise areas for improvement and development in RE.
Develop attainment/assessment procedures for religious education	RE lessons ensure development of skills in accordance with outcomes and levels.
Create a folder of pupils RE work	Evidence shows pupils development of skills from N – Y6

Focus for development 3: Training opportunities given to staff on the teaching of Religious Education following the Syllabus of The Church in Wales

(Relates to Keyquestion 1 2 3 4)

Action taken	Impact
Godly Play training provided to two teachers who have cascaded to members of staff.	Pupils participation and enjoyment has flourished under the Godly Play scheme. It allows more time for reflection and more time for pupils to express themselves. Pupils gain good factual knowledge of Bible stories and the values they offer.

KEY QUESTION 1

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

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- Learners' Achievement
- Christian Values
- Spiritual, moral, social and cultural development
- Relationships
- Understanding of and respect for diverse communities
- Religious Education

These prompts are taken from the Gwella/Section 50 Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

The School's vision is to provide an environment that ensures that each pupil thrives. The result of our tracking system (teacher assessment, INCERTS, national tests and internal tests) shows that all pupils have made progress in their personal targets and have built upon previous attainment. This has been achieved through thorough knowledge of the pupils and their needs and the excellent relationship with the pupils. The lesson observation and book scrutiny shows that pupils have a positive attitude towards their learning.

The school has worked hard to improve pupils attendance and punctuality by implementing an attendance policy and working closely with families and outside agencies. As a result the school's attendance has improved greatly. The school's attendance for the academic year 2014/15 was 93.2% and this year we are close to our target, attendance is 95.4% to date. Nearly every pupil arrive in school punctually.

The school's behavioural policy, which is reviewed annually, and the school's strong Christian Ethos that is promoted through the RE lessons, PSE and Collective worship has had a significant impact on pupils' behaviour and tolerance and respect for all. As a result there have been no fixed or permanent exclusions during the past two years or any racial or bullying incidents reported for the past three years.

The school works hard to ensure an appreciation of our Welsh and Christian heritage and this has created a strong foundation to appreciate other cultures. A link has been established between our school and a Olilio school in Uganda since 2011 following a visit by clergy from Uganda and then subsequently a return visit by the Headteacher in the Summer of 2014. Money was raised as part of the diocese's journey to Uganda. This has supported pupils understanding and respect for different cultures.

We have supported a number of charities, for example the sale of Burundi bears to buy bricks to build schools. During thanksgiving we also collected food which was donated to the local food bank. This has ensured pupils understanding of their role as Christians to help and support others.

The school's links with the Church are strengthened by volunteers who come and assist in activities in the school. Examples include, maintaining the school garden, reading with pupils and the running of Stepping Stones (an after school Sunday club). The school conducts weekly services which is provided by the Clergy from St Cybi's Church. Also we have regular visits by Church members providing Bible stories through 'Open the Book'. This has impacted on the pupils knowledge of Bible stories and their meaning and supported pupils to link these values into their own lives.

The school visits the Church of St Cybi regularly in order to strengthen the link between the school and the Church. Pupils attend the Church to celebrate Thanksgiving, Ass Wednesday, Stations of the cross, St Cybi's day and Ascension day. Year 6 also attend a day in Bangor Cathedral to celebrate their primary school success. As a result pupils have developed a good understanding of the Christian calendar.

The school's PSE provision including our collective worship promotes Christian values such as honesty, tolerance, fair play and respect. This is of an excellent standard. We also provide a reflection corner where RE work is displayed and also gives pupils the opportunity to reflect and evaluate.

The school follows the Church in Wales syllabus and this places emphasis on developing the pupil's understanding of the values of Christianity. The pupil's knowledge and understanding of Bible stories and their messages is very good. This has been helped by the inclusion of Godly Play.

Key Strengths

- Collective worship ensures a strong Christian ethos within the school.
- Links with the community enriches learning.
- Pupils work is showcased in school and in the local community.
- We collect pupil and parent questionnaires regularly in order to ensure they are happy with the school.
- A happy and homely environment in Ysgol Y Parchedig Thomas Ellis.

Development points

- refine assessing of Religious Education
- refine planning to ensure extended writing is promoted within RE (bearing in mind the new literacy framework)

KEY QUESTION 2

What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- The impact of collective worship
- The central attributes of collective worship
- The centrality of prayer and reflection
- The theological basis of collective worship
- The leadership and management of collective worship

These prompts are taken from the Gwella/Section 50 Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

At Ysgol Y Parchedig Thomas Ellis, the daily act of collective worship is viewed as an integral and important part of school life. The worship of the school is based on promoting the Christian values which permeate the ethos of the school. (See Collective Worship policy for full description)

Collective worship ensure continuity, diversity and a clear focus on the beliefs and Christian calendar. A variety of hymns are sung in our services and a candle is lit as a symbol and reminder of Jesus bringing light into our world. Pupils are encouraged to send the light to friends or family members. Through collective worship pupils are encouraged to contribute, share feelings and reflect on what was discussed. Pupils also have the opportunity to reflect on their own lives and the lives of others, consider the fundamental questions of life and reflect on their beliefs or their own values. Also opportunities are given to question and discuss matters that arise in our school, the community and wider world. These opportunities enable pupils to discuss their feelings, listen to others and respect and value other views and perspectives.

Collective worship provides an opportunity to praise good work, good attendance, good behaviour, talents and achievements and this reinforces a positive attitude. Through collective worship pupils gain self esteem that enables them to realise their full potential. Collective worship enables strong links with the local community.

Frequent visits by members of the Church and local community develop pupils awareness of cultural traditions of Wales along with other cultures of the World. Pupils are made aware of their social responsibility that is promoted to through humanitarian work for a number of charities e.g Operation Christmas Child, Send a cow, Brundi Bears.

Staff appreciate the importance of Collective worship and it's positive effect on their wellbeing. The strong Christian ethos allows for a productive teamwork environment that has a positive effect on pupils. During Collective Worship music is played to create an atmosphere conducive to worship and reflection. Collective worship always includes a time of prayer and/or reflection. A range of prayers are used including the Lord's Prayer. As a result, pupils are confident when expressing their spiritual beliefs. Pupils recognise religious symbols and respect the traditions of the Church as a result of Collective Worship.

Pupil have a good understanding of Christian values and are able to incorporate these into their daily lives. The majority of pupils, by the end of the FPh reach outcome 5 in Personal and Social development, Well Being and Cultural Diversity. By the end of KS2, the majority of pupils reach level 4 in RE. This

highlights that collective worship plays an important part in developing the "whole child". The moral issues raised in collective worship ensure pupils have a strong appreciation of the difference between right and wrong and take responsibility for their actions. The contributions of pupils in collective worship develops their confidence in performing in front of audiences.

On the whole Collective Worship makes a significant contribution to the pupils, staff and the wider community, developing them spirituality, morally, socially and culturally.

Key Strengths

- Collective Worship is an integral part of the school.
- Collective Worship has a positive impact on pupils, staff and the wider community.
- Knowledge gained through Collective worship is embedded in the pupils.

Development points

- Continue to embed Collective Worship policy and framework.

KEY QUESTION 3

How effective is Religious Education?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

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

These prompts are taken from the Gwella/Section 50 Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

Monitoring of teaching and learning showed that teaching of Religious Education is consistently good and pupils are developing as a result of this. Please see lesson observations for more detail. RE lessons have been assessed by stakeholders including the Bishop, Canon Robert Townsend, Governors and Senior Management. They were all happy with content and achievement in those lessons.

In recent services provided by external agencies, they have noted the pupil's ability in recalling and retaining RE information to be of a good standard.

Incerts assessment data for summer 2016, reports that 18/24 - 75% pupils have achieved an average of Outcome 5+ in both aspects of personal and social development which has aspects relevant to RE at FPh.

Incerts assessment data for summer 2016, reports 3/6 50% pupils achieved Level 4+ for RE at KS2. Pupils who did not achieve expected national levels did achieve personal expected levels.

RE planned over a two-year cycle for each class. School follow Church in Wales syllabus. The syllabus incorporates all aspects of the Christian Values and thus ensures a balanced approach to learning. The school is currently revising approach to the teaching of RE in order for it to be more of a cross curricular approach.

All classes have access to RE materials within the school. School has a RE corner for children to reflect. Godly Play is available within school - Two teachers have been trained in this. School makes full use of external resources from the Clergy and Diocese in order to enrich learning.

Scrutiny of pupils work shows that pupils are developing well in RE, however it is believed that more opportunities need to be given to develop extended writing within RE.

Key Strengths

Pupil's knowledge of RE is good.

Planning is constantly adapted to the needs of the learners.

Development points

Adapt plans to include a more cross curricular approach.

KEY QUESTION 4

How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- Christian vision
- Evaluation and strategic planning
- Future leadership of church schools
- Partnership with key stakeholders

These prompts are taken from the Gwella/Section 50 Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

The school has a strong Christian vision. This was created and discussed by the school family. Collective Worship and RE lessons are based on the Christian ethos which is the foundation for our vision. This gives the pupils an opportunity to discuss and extend their knowledge, and to express the values in a variety of ways.

The quality of self evaluation and planning for improvement is very good and complete.

The school has well established and extremely effective self evaluation structures that are based on direct evidence in order to improve the quality of its provision and the standards achieved by pupils.

The head, Deputy head and every curricular leader visit lessons in a systematic way, concentrating on specific elements that are important for school strategy. They identify strengths and shortcomings. within the areas for which they are responsible, in order to plan for development in the future.

The comprehensive SDP is based soundly on the school's self evaluation system.

There is 3 year detailed timetable to realise priorities and 2 curricular areas and one whole school

evaluation are assessed each term – (this is flexible in order to deal with any issue that needs immediate attention) and each curricular leader is responsible for leading the evaluation within his/her subject/s. Their cycle of work includes reviewing teachers' planning notes, inspecting examples of pupils' work, evaluating the quality and quantity of resources and observing teaching directly.

There is a strong focus in the evaluation reports on the standards pupils achieve and on the quality of teaching. There are examples of the self evaluation system influencing progress.

The school's self evaluation procedure takes into account the viewpoints of pupils, staff, parents and interested parties.

Annually parents are sent a questionnaire that are scrutinised and any valid points given attention and consideration. Viewpoint of pupils is dealt with through the School Council – The School Council devised a questionnaire for pupils. Staff are aware of their role and through weekly meetings and performance management meetings are able to air their viewpoints.

The staff are subject coordinators as set out in SDP Co-ordinators cascade and share information with other staff.

Co-ordinators self evaluate subjects as well as organise time tables to:
collect samples of work, level them (as a body of staff) and build a portfolio
monitor the teaching.
report on the strength and weaknesses.
ensure weak areas are developed by creating a focus/priority area if necessary as seen in the SDP.

There is a strong link between the school and the Diocese's Education Officer Canon Robert Townsend who provides opportunities for teaching staff to develop professionally within RE for example Godly Play training and resources provided.

We also receive regular visit from the Clergy and the Diocese including visits from Bishop Andy John and Arch Deacon Paul Davies.

The church is represented on our governing body by foundation governors which ensures the Christian ethos is maintained and support is given on Christian values.

There is a good supply of RE resources at the school and where extra is needed, the school is in contact with the Diocese, Church and members of the church. We also make good use of the Church as an additional teaching resource.

Key Strengths

School's self evaluation.
The relationship between the school and its stakeholders.
The school's Christian Vision.
The Head and staff model and promote good behavior and the values that contribute effectively to creating an ethos in the school where the pupils and staff feel they are respected and appreciated.

Development points

Continue to develop links with other Church in Wales schools to discuss and good practice.

