

Rogiet Primary School School Development Plan 2024 to 2025



Inspire, Nurture, Empower

Ysbrydoli, Meithrin, Grymuso

Updated December 2024

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Contextual Information

Rogiet Primary School is in the village of Rogiet in Monmouthshire. There are currently 204 pupils on roll from the ages of four to eleven in seven single-year classes.

Over the last three years, the average number of pupils eligible for free school meals is around 14%, which is below the national average of 19%. The school identifies about 18% as having additional learning needs, which is below the national average of 25%. A very few pupils have a statement of special educational needs. A very few pupils are from an ethnic minority background and no pupils receive support for English as an additional language. No pupils use Welsh as a first language or are in the care of the local authority.

The school is a Frontier School for information and communication technology (ICT). The last inspection was in July 2017. The headteacher took up his post in September 2019. The school achieved the Cymraeg Campus Accreditation in June 2023.

2024-25	REC	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Cohort	22	30	29	30	29	27	30	197
Male	11	16	16	20	16	17	18	111
Female	11	14	13	10	13	10	12	86
FSM	2 (9%)	3 (10%)	3 (10%)	4 (13%)	4 (14%)	5 (19%)	8 (27%)	29 (15%)
CLA	0	0	0	0	0	0	0	0
EAL	0	0	0	0	2	0	0	2

IDP/Statement	0	1	2	1	2	1	2	9
OPP	0	0	0	2	1	2	0	5
Universal/ Targeted	0	0	0	0	0	0	0	0

Officers and Governors

Chief Officer for Children And Young People	Mr W. McLean
Clerk to the Governing Body	Mr Phil Smith South East Wales Education Achievement Service Tredomen Gateway Ystrad Mynach Hengoed CF82 7EH 01443 864963

The Governing Body

The School's Governing Body is responsible for the overall management of the school. Members of the Governing Body are either elected or nominated. Elections take place every four years.

There are two meetings of the Governing Body each term. They are held at the school. You are welcome to attend meetings as an observer. A meeting for parents is offered each year so that the governors can report on the progress of the school and answer your questions.

List of Governors

Mrs K. Tozer (Chair), Mrs Gemma Maidment (Vice Chair), Mrs Michelle Cheesman (Community), Mrs Linda Guppy (LEA), Mr Peter Milmine (parent), Mrs Anne marie Spooner (Community), Mrs Janet Trow (Community), Mr Andrew Brown (LEA), Mr Anthony Parker (Staff rep), Miss Laura Barker (Support Staff Rep), Mr Paul Hamer (Headteacher), Mr Rhys Clewer (Deputy Headteacher-observer)

AOLEs

Language, Literacy & Communication	K.Tozer, A-M. Spooner, C Price
Numeracy	G. Maidment, J. Trow, M. Thomas, A.N Other (LA)
Humanities	P. Milmine, M. Cheesman, K. Tozer, S. Sheridan
Science and Technology	P. Milmine, M. Thomas, J.Trow, S. Sheridan
Expressive Arts	G. Maidment, L. Guppy, C Price A.N Other (LA)
Health and Wellbeing	L. Guppy, A-M Spooner, M. Cheesman

Link Governors

Additional Learning Needs	K. Tozer
Health & Safety Coordinator	P. Milmine
Safeguarding/Child Protection/LAC	L. Guppy
Closing the Gap (PDG/FSM)	C. Price

MAT (More Able and Talented)	G. Maidment
Hwb/Self evaluation/Digital champion	A. Parker
Diversity, Equality and Inclusivity	A-M. Spooner

THE SCHOOL STAFF

Class Organisation 2024-25

Head Teacher	Mr. P Hamer BA (Hons), PGCE, MA, NPQH	
Deputy Head Teacher	Mr. R Clewer B.Sc. (Hons) PGCE	
Reception	Miss L White BSc. (Hons), PGCE)	
Year 1	Mrs S. Hawkins B.A. (Hons)	
Year 2	Mrs L Miles B.A. (Hons) PGCE/ Mrs E Harrison B.Sc. (Hons) PGCE	
Year 3	Mrs C Rosato B.A. (Hons) PGCE	
Year 4	Mr R. Clewer B.Sc. (Hons) PGCE and Mrs A. Cox B.A. Hons	
Year 5	Mrs C Carter BSc. (Hons), PGCE and Mrs K. James B.A. (Hons)	
Year 6	Mr A Parker B.A. (Hons) PGCE and Mrs A. Cox B.A. Hons	
Additional Needs Leader (ALNCO)	Mrs E Harrison B.Sc. (Hons) PGCE	
Curriculum For Wales	Mr A Parker	
Learning Support Assistants	Miss L Barker	Mrs E Wiseman
	Mrs H. Drew	Mrs D Robini
	Mrs Mason	Mrs A McDaid

	Mrs D Tomlin		Mr S. Lowndes	
	Mrs L Dixon		Miss D Perkins	
	Miss S Burrow			
Administrative Officer	Mrs M Morgan			
Caretaker	Mr K. Bassett			
Cleaners	Mrs M. Jones Mrs C Rogers			
Mid-day Supervisor	Mrs A Rollings	Miss R. White	Mrs Rouse	Mrs K. Merrett
Cook	Mrs S.	Breakfast Club Staff		
Cook's Assistant	Mrs J Burrows		Mrs A Rollings	
Assistant			Miss R. White	
			Miss L. Dixon	
			Miss S. Burrows	
Peripatetic Teachers	Mr Coultas – Piano Mr Hillman – Guitar			

SELF-EVALUATION OF PROGRESS SINCE LAST INSPECTION

ESTYN RECOMMENDATION	VERY GOOD PROGRESS	STRONG PROGRESS	SATISFACTORY PROGRESS	LIMITED PROGRESS	Commentary
Raise pupil's attainment by the end of Foundation Phase		√			<p>Many pupils in Year 2 (2022-23) scored above 90 SS in Reading, maths procedural and reasoning.</p> <p>Most pupils in Year 2 (2023-24) scored above 90 SS in Reading, maths procedural and reasoning.</p> <p>Pupil termly progress meetings reported that Many pupils from Reception to Year 2 were making progress in oracy, reading, writing and maths.</p> <p>Book look evidence(2023-24) informed that many pupils aremaking progress inline with individual expectations</p>
Improve the performance of boys in KS2 (especially in English).		√			<p>Many boys scored 90+SS in reading, procedural and reasoning in their personalised assessments 2023.</p> <p>Many boys scored 90+SS in reading, procedural and reasoning in their personalised assessments 2024.</p> <p>Pupil termly progress meetings reported that Many pupil had made progress in their literacy (reading and writing) in Spring and Summer 2024</p>

<p>Ensure teachers planning indicates clearly how literacy, numeracy and ICT skills are integrated into pupils learning across the curriculum.</p>		<p>√ Old Curriculum</p>	<p>√ Curriculum for Wales</p>	<p>All teacher planning has changed and adapted with reference to Curriculum For Wales Developments. Cross curricular skills are highlighted</p> <p>Planning is focused with new curriculum implemented: includes four purposes, school lenses, LNF references and class reader connected to topic.</p> <p>Topic web overview and weekly planning focusing on ICT skills/Digital Competence:</p> <p>SIP conducted a book look and listen to learners; authentic maths skills were evident in all classes (in books, on Seesaw and in Class Floor Books).</p> <p>Most CFW class planning includes, lenses, language for learning, clear LO, class reader and class reading book/s.</p>
<p>Plan learning tasks in KS2 to match pupils' ability and promote the development of independent learning skills.</p>			<p>√</p>	<p>See planning above.</p> <p>Classroom environments have been changed/amended to be more conducive to foster independence.</p> <p>Enquiry Based learning is on SDP for this year: Training from HH (Durand School Summer Term 2024).</p> <p>In addition Reception, Y1 and Y2 are altering their environments (indoor and outdoor to facilitate independent learning), based on triad work around environments: St Michaels School, Marlborough.</p> <p>ALN pupils have bespoke curriculum opportunities.....</p> <p>More able pupils are challenged through.....</p>
<p>Share leadership more effectively across the school</p>		<p>√</p>		<p>All staff have access to Edukey to write up their interventions, safeguarding observations.</p> <p>SLT have been working with SIP to write up sections of SDP e.g. RC wrote up priority 2 (ant-racism) and AP wrote priority 1 (writing).</p> <p>SLT lead Professional Development with teachers (triad teams). SLT review and write up targets with teaching staff.</p> <p>AOLE leads have worked with GB to listen to learners and look at books writing up FADE forms 2023-24.</p> <p>AOLE teams have evaluated and written action plans for their area. The DHT has</p>

					<p>accessed PL on Self Evaluation and Improvement (EAS) and disseminated this to all staff at PD meetings. The positive impact has resulted in staff being more quantitative when talking about and writing up self evaluation activities e.g Triads.</p> <p>All staff take responsibility for their professional development- referring to Professional Standards.</p>
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SELF EVALUATION OF PROGRESS WITH 2023-24 PRIORITIES (Previous year)

<p>1: To improve reading achievement and attainment throughout the school (inc Welsh reading)</p>	<p>VERY GOOD PROGRESS</p> <p>√</p>	<p>STRONG PROGRESS</p>	<p>SATISFACTORY PROGRESS</p>	<p>LIMITED PROGRESS</p>
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OVERALL REVIEW

Reading throughout the school is more prominent in all classes with class novels, GGR sessions, Ashley Booth comprehension in older pupils and all classes having trips to the library in Caldicot. Volunteers have been deployed to read with specific pupils within the school. Data information has been robust (personalised assessments, PM benchmarking and Holborn Reading Assessment) used to inform planning and highlight areas to teach. INSET, Twilights, PSD sessions and triads have been positive in providing quality time for a reading focus e.g Welsh GGR with Rhian Wooley.

Reading interventions have been successful with 13 pupils working on RWI (85% making progress 3 levels +), 11 pupils in older pupils with extra reading from staff and volunteers (90% making 3 level + progress), 9 pupils in FPh focusing on phonics (100% improving phonics score).

DATA

Pupil progress meetings reported:

93% of pupils made progress in reading, based on Progress Meeting Dialogue (July 2024)

Personalised Assessment Scores:

In Y2 93% of pupils scored 91+ (SS) and 58% scored +101

In Y3 76% of pupils scored 91+ (SS) and 62% scored +101

In Y4 88% of pupils scored 91+ (SS) and 65% scored +101

In Y5 76% of pupils scored 91+ (SS) and 55% scored +101

In Y6 66% of pupils scored 91+ (SS) and 43% scored +101

Reading interventions have been successful with 13 pupils working on RWI (85% making progress 3 levels +), 11 pupils in older pupils with extra reading from staff and volunteers (90% making 3 level + progress), 9 pupils in FPh focusing on phonics (100% improving phonics score).

NEXT STEPS

- Facilitate Parent workshops during September 2024 meet and greet sessions.
- Continue to embed Welsh GGR sessions once a half term

2: Develop basic number mathematical and numeracy skills throughout the school

VERY GOOD PROGRESS

STRONG PROGRESS

√

SATISFACTORY PROGRESS

LIMITED PROGRESS

OVERALL REVIEW

The use of tests/assessments and diagnostics formulated planning for the year and also transition dialogues between teachers in July. The number skills checklist has focused staff minds and planning to numeracy basics e.g number bonds, times tables as the lack of quick recall in these areas is having a detrimental effect on learning in the older classes. Maths across the curriculum is evident in most pupil learning journals, on classroom displays and (especially for the summer term). Most pupils make progress over the year and there is evidence of cross curricular skills application and standards are similar to work completed in maths lessons. A parent workshop with Meaningful Maths was offered for parents from Year 1 to Year 6.

Pupil progress meetings reported:

93% of pupils made progress in numeracy,

Personalised Assessment Scores:

In Y2 89% of pupils scored 91+ (SS) and 72% scored +101

In Y3 79% of pupils scored 91+ (SS) and 62% scored +101

In Y4 88% of pupils scored 91+ (SS) and 65% scored +101

In Y5 65% of pupils scored 91+ (SS) and 41% scored +101

In Y6 76% of pupils scored 91+ (SS) and 43% scored +101

NEXT STEPS

- Continue to push basic number skills knowledge in all class (number bonds and times tables).
- Continue to use the whole school environment to promote and use maths in (especially outdoors).

3: Develop a whole school approach to emotional and mental wellbeing

VERY GOOD PROGRESS

√

STRONG PROGRESS

SATISFACTORY PROGRESS

LIMITED PROGRESS

OVERALL REVIEW

The amount of training in the area of H&W has been huge; Twilights, INSETs and PLD sessions. Staff have had ownership of their environments including the staff room. Routines are clear, appropriate and consistently applied. All adults are responsive to the social, emotional, emotional and learning needs of all pupils. They embed positive relationships, attitudes and resilience to challenge highlighted pupils. There are effective learning conditions where pupils feel safe and belong.

Pupil emotional, health and wellbeing is a strength of the school as outlined in self evaluation (IA2). Pupils are enthusiastic about their learning as demonstrated through 'listen to learners' and 'book looks' with the pupils.

NEXT STEPS

- Use outdoor provision more with pupils.
- To promote pupil independence and enquiry.

4: Enhance teaching and Learning with a specific focus on 'Assessment for Learning'

VERY GOOD PROGRESS

STRONG PROGRESS

SATISFACTORY PROGRESS

LIMITED PROGRESS

			√	
OVERALL REVIEW				
<p>Many Pupils are developing the skills of evaluating and organising information in applying what they have learned appropriately. many pupils communicate their thoughts effectively. many pupils are self reflective about their learning and skills development. This has been evidenced through pupil conversations, their personal comments on teh reports to parents, reflections in their books and their comments during parents evening.</p>				
NEXT STEPS				
Develop pupil independence and enquiry based learning.				

5: Establish a wider range of professional learning opportunities for all staff	VERY GOOD PROGRESS	STRONG PROGRESS √	SATISFACTORY PROGRESS	LIMITED PROGRESS
OVERALL REVIEW				
<p>The school is developing a culture of inquiry, innovation and exploration. Where teaching is good staff are/have empowered to innovate, take risks and experiment which impacts positively on provision and learner knowledge, skills and experiences. School leaders engage with professional learning and research and model learning leadership. School leaders promote and participate in collaboration with other schools, parents/carer and other partners.</p>				
NEXT STEPS				
Continue to develop leadership capacity throughout the school.				
Ensure school leaders engage fully in the MER cycle to judge professional learning and research that has been carried out to date.				
Implement changes to performance management the new 'Professional Development Review'.				
Staff to feedback at Professional Development/staff meetings to share relevant professional learning.				

Key Priorities - High Level Summary 2024/25

Year 1: 2024/25	
1	Create a consistent approach to writing across the school to further enhance pupil progress.

2	Develop an anti-racist curriculum
3	Provide high quality provision to enable pupils to learn independently through enquiry.
4	To develop leaders at all levels within the school.

Year2: 2025/26.	
1	To continue to improve oracy skills in both English and Welsh
2	Develop Maths across the curriculum
3	T&L: Focus on planning and provision
4	Build up capacity of GB to monitor and evaluate/ Professional Learning for all stakeholders

Year 3: 2026/27	
1	Maths problem solving (across curriculum too).
2	Development of reading skills in Early Years
3	Build upon and develop pupil enquiry skills.
4	Continue to develop leadership throughout the school

Evaluation Language:

Nearly all= with a few exceptions

Most = 90% Or more

Many = 70% or more

A majority = over 60%

Half = 50%

Around half = close to 50%

A minority = below 40%

Few = below 20%

Very Few = less than 10%

The school improvement priorities for the current school year 2024-2025

Informing the SDP:

National priorities:

- The actions in this priority will contribute to raising standards in Reading
- In reducing the impact of poverty on educational attainment
- Developing a high-quality education profession
- Inspirational leaders working collaboratively to raise standards
- Strong and inclusive schools committed to excellence, equity and wellbeing.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving

LA priorities

- Ensure our schools are effectively supported to emerge from the pandemic in an informed position to meet the needs of all learners so that they achieve their potential.
- Provide access to a range of professional learning and support to develop high-quality teaching and learning across all schools which leads to improved outcomes that are sustained over time.
- Ensure our schools have access to high-quality professional learning, advice and guidance to develop a bespoke curriculum that engages and inspires all learners to develop.
- Provide bespoke advice and guidance to our schools to ensure a wide range of learners receive high-quality additional needs provision in line with the new ALN & Tribunal Act
- Build the skills and expertise of schools to improve attendance recovery and levels of exclusion to reduce barriers to learning for vulnerable pupils
- How effective are self-evaluation and improvement planning processes in securing improvement of pupil wellbeing and progress across all schools?

Regional priorities

- School Improvement: Provide support to schools and educational settings aligned to need.
Create and facilitate collaborative networks of professional practice.

- Leadership and Teaching: Provide professional learning and support for the development of leadership and teaching across the entire workforce.
- Curriculum for Wales: Provide professional learning and support for Curriculum for Wales.
- Health Wellbeing and Equity: Provide professional learning and support for health, wellbeing, vulnerable and disadvantaged groups.
- School Governors: Provide a broad range of professional learning, support and advice for school governors.

Previous Estyn Recommendations:

- Raise pupils attainment by the end of Foundation Phase
- Improve the performance of boys in older pupils (especially in English)
- Ensure teachers planning indicates clearly how literacy skills are integrated into pupils learning across the curriculum.

PRIORITY 1: Create a consistent approach to WRITING across the school to further enhance pupil progress.

Staff Member: A Parker, A. Cox, E. Wisemann, H. Drew **Governor Link:** K.Tozer, A-M. Spooner, C Price

REVIEW: Autumn Spring Summer

Target	Actions	Cost/ Resources/ Funding	Time scale	Monitorin g arrangem ents <i>Who, what, where, when</i>	Success Criteria	A	S	S
						p	u	
Create and implement a genre map, to include progressive skill development.	INSET sessions to discuss genre coverage across the school; analysis of different options in order to formulate a progression of skills framework: EAS Non Literary Genre Grid	Release days	Autumn 1st Half Term	Sept 2024 - AP	A progressive range of genres mapped across from Derbyn to Blwyddyn Chwech The school has a clear document which			

	<p>Non-Fiction Progression.docx</p> <p>or</p> <p>The Write Stuff / Jane Considine Progression-through-Genres-1.pdf</p> <p>INSET - Creating model texts (including how to use AI to help craft a model to match the focus skills and features)</p> <p>Pilot - All staff to trial agreed approach (see below) for our start of year Pupil Voice project,</p> <p>Professional Learning Meeting to share writing and planning from the pilot project above. Discuss what went well and difficulties in implementation within the classroom. Adapt accordingly and to agree next steps.</p>	<p>3x £204</p> <p>=£612</p>		<p>Sept 2024 - AP</p> <p>Autumn half term 1 -</p>	<p>sets out expectations for progression in writing.</p> <p>In planning and book scrutinies, reference is made to agreed progression.</p> <p>There is appropriate evidence of adaptation of planning in response to AfL from all teachers.</p> <p>Book look evidence illustrates appropriate genre coverage across all year groups.</p> <p>Short term planning shows many teachers using the agreed lesson structure and differentiation / adaptive teaching, to plan effectively to meet the needs of pupils.</p> <p>Many pupils write with increasing accuracy at sentence level, applying punctuation and grammar appropriately.</p>			
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		£250 (TA's to attend PL sessions)		All staff			
				PL meeting - AP 23/10/24			
<p>Review - 2/9/24 INSET training session took place on the first day of the Autumn Term.. Staff were in agreement that an alternative approach to the teaching and learning of Non-fiction genres was necessary. Main focus of the session was on planning a unit of work (Boxed Up Planning) for the writing of a Pupil Voice speech/letter which will need to be completed by the first week of October ready for Pupil Voice elections. (Suggestions that in future, such a unit may be better positioned at the end of the Summer Term ready for the next academic year). Agreed the adoption of the Progression-through-Genres-1.pdf to be used to map skills and features across the whole school .Modelled how to use AI (Chat GPT) in order to help turn the features from the progression document into an appropriate model text for that year group. Agreed to meet again in the final week of the half-term in order to share writing / planning and to evaluate the pilot.</p> <p>6/9/24: PL meeting with all staff - All classes shared examples of MA and HA work from the pilot project - Book Reflection 06.11.24 Impact: Greater consistency and detail in the teaching of non fiction texts. Next steps: Further monitoring (book scrutiny / listening to learners) to ensure progress from the pilot / consistency across the school / progression of skills. (Spring Term)</p>							
Identify opportunities for authentic contexts for writing.	Analysis of long term planning documents to identify opportunities for authentic contexts for writing - (Pupil Voice elections / Sports Day report writing / letters of thanks / letters to their local MP/MS regarding specific issues etc)	All teachers Release time for LLC lead £408 (2 days a term).	6 weeks Sept-Oct 24	October 2024 - All staff (after pilot review)	Many pupils show an increasing awareness of audience and purpose and make effective choices and are able to talk about structure and language of texts. Listening to learners demonstrates that many pupils know what they are doing, why they are writing, how well they are doing and what they need to do to improve.		

					In planning and book scrutinies, authentic cross-curricular writing can be seen across the Year groups and NF genres.			
<p>Review - All pupils wrote persuasively for pupil voice applications during Autumn Term. A majority of classes used these skills to write other texts e.g invites and letters. Many older pupils were able to talk about their writing (strengths and areas to develop) during pupil conversations and personal targets in the front of their Literacy books.</p> <p>Next Steps: use writing in authentic cross curricular writing tasks/activities.</p>								
Establish an agreed writing journey for Non-Fiction writing (loosely based on the Talk for Writing 3 Stage Approach)	<p>Week 1: Imitate (oracy, drama and response to reading and short burst writing recorded in books. Identifying transferable ideas and structures</p> <p>Week 2: Innovate: learners use these ideas and structures to co-construct new versions with their teachers</p> <p>Week 3: Invention / Independent Application</p>	<p>All staff</p> <p>(TA's to attend PL sessions)</p> <p>£150 per month</p>	Aut 24	<p>PL meeting - Nov 2024 - feedback from the pilot project discussion in October should inform the content of this session.</p>	<p>All teachers are consistent in the delivery of writing opportunities.</p> <p>Many pupils deploy increasingly sophisticated language patterns in their writing journey, using vocabulary with increasing confidence in their writing.</p> <p>Many pupils write with increasing accuracy at sentence level, applying punctuation and grammar appropriately.</p>			
<p>Review - Many pupils are using subject specific language and a range of good vocabulary in their writing. Most teachers were consistent in their delivery of 'persuasive' writing.</p> <p>Action: LLC lead to write up a checklist for non-fiction coverage during a topic (e.g set criteria for genre, deconstruct activity, class write, independent write).</p>								
Establish an agreed approach to the teaching of phonics and	<p>Early Years:</p> <p>Analysis of DfE Phonics check that was undertaken during July</p>	Release time	Nov 24	Sept 2024 - SLT	All teachers in older years will use the spelling scheme to teach phonics to older pupils.			

<p>spelling across the school.</p>	<p>2024</p> <p>Meet with EAS Literacy - Catherine McMahon to discuss ways forward.</p> <p>FP practitioner to take on the role of RWI lead. This person will liaise with AP to conduct a review which will initially involve observations, a review of long, medium and short term planning and a questionnaire for staff to assess skill levels.</p> <p>Years 3 - 6:</p> <p>Professional Development Meeting to share a common approach to spelling using a phonics based approach.</p> <p>Years 3 - 6 Spelling System 2024</p> <p>Assess spelling in all classes (SWST - September 2024) Repeat SWST at the end of each term to monitor progress.</p> <p>Undertake an analysis of the SWST tests from September 2024 in order to highlight specific areas of difficulty which can then be prioritised in the roll out of the new approach to spelling in Years 3-6.</p>	<p>2x days</p> <p>£408</p> <p>Work with EAS</p> <p>SIP/Lit Lead</p>		<p>Online Teams Meeting</p> <p>19 / 9 /24</p> <p>Autumn half term (2)</p> <p>PL meeting -AP</p>	<p>All older cohorts to adopt and teach their colour code for phonics/blends e.g. Y3 Yellow, Y4 blue and Y5/6 purple</p> <p>Years 3 - 6 Spelling System 2024</p> <p>All younger classes teach RWI phonics daily.</p> <p>LLC lead to analyse SWST test data with a colleague from the foundation Learning group.</p> <p>LLC lead to Map out opportunities for teaching/learning of Etymology / Morphology</p>			
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Years 3 – 6 to help plan for the teaching and learning of etymology and morphology.

19/9/24 Teams Meeting with EAS Literacy advisor – Catherine McMahon – Discussed our actions identified in Priority 1 of SDP. Main focus of our meeting focused on our approach to spelling and phonics. **Next steps:** Collect evidence of Persuasive Pupil Voice writing from the meeting planned for the end of the Autumn 1 half term. Display this to illustrate the progression across the school, as well as 'Llais disgybl'. Undertake an analysis of the SWST tests from September 2024 in order to highlight specific areas of difficulty which can then be prioritised in the roll out of the new approach to spelling in Years 3–6. Analysis of phonics screening test has highlighted a need to review provision of phonics in FP. FP practitioner to take on the role of RWI lead. This person will liaise with AP to conduct a review which will initially involve observations, a review of long, medium and short term planning and a questionnaire for staff to assess skill levels. (Autumn Half Term 2).

09/10/24: Progression Step 3 PL Meeting: Shared WoLloW scheme with teachers and set out coverage expectations across the different year groups. [PS3 09.10.24](#) **Next steps:** Monitoring of Learning Journals (Spring Term– Feb 2025)

Liaise with PH to discuss the role of RWI lead (FP) – LM very happy to take on the role. **Next steps:** Schedule initial meeting for Autumn 2 to create an action plan for the year.

PRIORITY 2: Develop as an anti-racist learning organisation

Staff Member: Paul Hamer/Claire Rosato/Rhys Clewer

Governor Link: A-M Spooner (Diversity, Equality & Inclusivity)

Target	Actions	Cost/ Resources/ Funding	Time scale	Monitoring arrangements <i>Who, what, where, when</i>	Success Criteria	A	S p	S u
Professional Learning – to understand what it means to be actively anti-racist	<ol style="list-style-type: none"> Priority leads attend relevant training to inform initial PL activities with all staff. Priority leads facilitate a series of PL opportunities over the course of the year which are responsive to 	Cost of training with Rachel Clark: £4000 Cover for Diversity	<ul style="list-style-type: none"> 3 months (September -) Autumn Term 	<ul style="list-style-type: none"> Diversity Lead, Autumn Term 1, Online Google Form SLT, termly SLT, ongoing (PLD sessions, 	<ol style="list-style-type: none"> Informed knowledge and understanding of priority leads facilitates purposeful PL for all staff. PL opportunities impact positively on staff knowledge & understanding, which will be evident in Thematic 			

	<p>staff/school needs. PL Plan</p> <p>3. Priority Leads support staff to reflect on previous planning and discuss potential stereotypical views that have been shared with children</p> <p>4. Ensure all staff are familiar with the library on DARPL, using the DARPL live and pre-recorded Professional Learning workshops to inform their understanding and planned learning opportunities.</p> <p>5. Priority leads facilitate PL training for Governors re: Diversity and school's approaches..</p> <p>6. Priority leads meet with the link governor on a termly basis.</p>	<p>lead: £408 per term (2 days)</p> <p>1 day cover (£204) for CR</p>	<p>● 1 Year</p> <p>1 day</p>	<p>Cluster work etc)</p>	<p>Planning. Pupils are beginning to develop an informed understanding of being a global citizen.</p> <p>3. Staff recognise unconscious bias. Future planning is more representative of the Global Majority.</p> <p>4. All staff include diversity influences within their teaching (theme/weekly/Daily plans), the impact of which is evidenced through a range of monitoring activities.</p> <p>5. All Governors to be better informed as to the developmental programme for diversity across the school.</p> <p>6. Informed discussions following analysis of evidence base are responsive to emerging outcomes and inform effective next steps.</p>		
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Review:

11.10.24 Caldicot Cluster Diversity work, Rachel Clarke, Session 1: Making the Invisible Visible (PH & CR) Rachel clarified definitions of 'diversity' as knowledge and awareness and 'anti-racism' as involving reflection and change. Anti-racism is actively speaking out and making changes. 'The longer you swim in the culture, the more invisible it is'.

Racism is a safeguarding issue - check Edukey has this as an option when reporting incidents.

Professional learning needs to be planned through a drip feed approach; articles, videos on weekly bulletins, PL session reading with time for staff to reflect on the impact it has on us/ what resonates. Videos and reading material needs **to raise staff awareness** of white privilege, historical white bias/ misrepresentation.

Staff to reflect on their own current levels of awareness and understanding using the 'Becoming Anti-Racist' Zones.

Audit of learning environment focusing on displays, books, resources/ play provision etc (CR, RC, PH & any other interested staff) and a pupil voice group audit (Wellbeing Warriors & CR).

Analyse global majority data focusing on academic achievement and behaviour.

21.10.24 Video link shared on Bulletin ([Michael Holding and Ebony Rainford-Brent speak passionately about ending institutionalised racism](#))

21.10.24 "Developing a strategic approach to anti-racism" at Jubilee Park (delivered by Cat Place).

Action: Discuss our collective vision with staff/ our 'Why' for becoming anti-racist. Culture of support and honesty.

Raise staff awareness of ARWAP.

Listening phase of the process - staff questionnaires from DARPL.

<p>Leadership - Clear and visible development of a school wide approach to anti-racism</p>	<ol style="list-style-type: none"> All staff familiarise themselves with the new intake. Priority leads engage in a focused learning walk with class staff, to review learning environments and resources. Priority Leads undertake termly learning walks to ensure that our focus on anti-racism is visible & consistent across the whole school. 	<p>SLT time after school meetings</p> <p>release time for environment audit: £204</p>	<ul style="list-style-type: none"> 1 month (September) 6 months 2023-24 <p>Termly</p>	<p>HT, Diversity lead</p>	<ol style="list-style-type: none"> All staff incorporate basic greetings and simple phrases from the cultural makeup of the class. Learning walks identify good practice. Long term plan for the development of environments is reflected in the SDP Priorities for 25-26, 26-27. SE activities 24-25 reflect improved approaches to diversity. All teaching staff incorporate ethnic, cultural and diverse influences within their teaching and learning. Pupils are respectful of the needs and rights of others, as members of a diverse society. 			
<p>Review: CR and RC identified as Diversity Leads. PH also taking a role as part of the Cluster Diversity focus, and attended DARPL training with CR.</p> <p>.A-M Spooner identified as Diversity, Equality & Inclusivity Governor.</p> <p>Learning walk by all staff took place on 21/11/24 Diversity Learning Walk Reflection Impact: Leaders are in place to lead and manage this SDP priority. All staff are slightly more aware of our diversity initiatives. Next Steps: work with colleagues from the cluster to share ideas and plan an expressive arts focused initiative to share with cluster colleagues.</p>								
<p>Curriculum, Learning & Teaching - Decolonise the curriculum so it enriches the knowledge, skills and experiences of our school</p>	<ol style="list-style-type: none"> Review curriculum design to ensure Diversity is considered in Thematic Planning, and is consistently planned across all AoLEs All staff identify opportunities to use 	<p>Release time 1 day term £612</p>	<p>2 terms</p> <p>Autumn Term</p>	<p>Diversity lead</p> <p>All Staff</p>	<ol style="list-style-type: none"> Whole school curriculum overview effectively incorporates diversity and is free from harmful stereotypes. Most pupils recognise and appreciate the valuable 			

community	diverse resources e.g. books, famous people, visitors etc to enhance learning.		Ongoing	Teaching Staff	contributions of the Global majority to society. Diverse resources effectively deployed facilitate pupil knowledge and understanding in all classes.			
			INSET?	All Staff				
			Ongoing	SLT				
			Ongoing	Teaching Staff				
<p>Review: PH and CR have attended two days with Rachel Clarke- message was to share minimal staff with staff to enable them to gather thoughts and self reflect on their views. Action: To show and share short clips and articles with staff during Professional Learning sessions each month in Spring Term.</p>								
Community – Develop an understanding of our families and wider community	Develop links with the local and wider community in order to raise awareness amongst pupils and staff.		1 year	Diversity Lead	All teaching staff use links within the community to facilitate assemblies, INSET training and work with specific classes with their themes/topics.			
<p>Review: Fair Trade, diversity and black history assembly during the Autumn Term. Groups of learner tracker includes: ethnic minority group. Action: Gather more information from our parents/carers relating to our ethnic minority learners.</p>								
<p><u>OVERALL REVIEW</u></p>								
<p><u>NEXT STEPS</u></p>								

PRIORITY 3: Provide high quality provision to enable pupils to learn independently through enquiry.

Staff Member: A. Parker, S. Hawkins

Governor Link: L. Guppy, G. Maidment

Target	Actions	Cost/ Resources/ Funding	Time scale	Monitoring arrangements <i>Who, what, where, when</i>	Success Criteria	A	S p	S u
Provide an environment that is conducive and promotes pupil independence. Rationale: Environment not used enough to promote enquiry and independence.	Organise environments for enhanced provision/learning in Reception, Year 1 and Year 2. Year 1 and Year 2 classes to trial 'fruit stations'.	- Purchase resources £400	October 2024	PH Lesson observation	Most pupils are stimulated and engaged in their learning. Outdoors/corridor/pods are used effectively by all classes each week. Most planning has evidence of authentic contexts.			
<p>Review: Corridors are used by most classes (carousel activities in morning for older children, Y3 are developing their outdoor learning area to aid transition from Y2. The impact is positive in creating independent, enquiring pupils. From learning walk (week 14/10/24) nearly all pupils were engaged and focused on their learning tasks. Authentic learning opportunities are planned for e.g. Y4 and distance, travelling to Big Pit. The Business enterprise tasks for the Christmas Fayre by all classes created an authentic and real context for design, production and money skills.</p> <p>Action: All staff to backwards plan- think of end authentic product and work back with skills needed to achieve this as advocated by DD from EAS</p>								
Clearly plan for enquiry, independence and play Rationale: Environment not used enough to promote enquiry and independence.	Planning highlights enquiry/independent learning opportunities Use Sharratt Questions: What am I teaching? Why am I teaching it? How will I teach it? How will I know when pupils have learnt it or not? What is next...if it works? If it doesn't work?	Resources: £1250	Autumn Term 2024	All staff at PL sessions.	'Play projects' in Reception and Year 1 promote collaboration and improved communication. Mini enquiries in Year 3 to Year 6 promote resilience and increase independence resulting in deeper learning. All Foundation Learning teaching staff use St Michaels workshop and visits to other schools to develop their learning environments. All teachers plan mini enquiries each half term. All staff to review the mini enquiries. Nearly all teachers plan 'play' activities to promote collaboration and communication.			
<p>Review: Classes have started inquiry into their class trees e.g. Y4 and their Hawthorn tree- 27/9/24. Minienterrprise activities conducted by all classes for Christmas Fayre. This has created</p>								

<p>engaging learning activities for teh pupils with nearly all pupils communicating enthusiasm for this type of learning. Action: to continue to develop learning environments</p>						
<p>Increase pupil effectiveness as independent, reflective learners?</p> <p>Rationale: Better explanation equals deeper learning and understanding.</p>	<p>Use Sharratt Questions: What are you learning? Why? How are you doing? How do you know? How can you improve? Where do you go for help?</p>	<p>Release time SLT £612</p>	<p>October 2024</p>	<p>Monitoring of lessons Listen to learners/learning walks (1x a half term)</p>	<p>Most pupils are able to feedback and articulate their strengths and areas to develop. Many pupils can make links and connect cross curricular learning, transferring skills. Many pupils demonstrate perseverance and resilience in lessons. Many pupils use the school's 'language for learning' when reflecting on their learning during pupil conversations, plenaries and lesson reviews. During learning many pupils 'value mistakes' as a learning opportunity.</p>	
<p>Review: Perseverance and resilience from pupils is improving (learning Walk: week 14/10/24). The non fiction writing throughout the school exemplifies the schools language for learning. During L2L activities (Maths 13/12/24) pupils articulated resilience/perserverence. Many pupils were able to talk about their strengths and targets during their pupil conversation and know their targets for literacy and numeracy in the fron of their books. Most staff acknowledge that pupils are more willing and ready to give work a go and are not deterred by making mistakes. Nearly all older upils are more reflective about their learning and can communicate this to 'visitors' e.g SIP and Governors. Action: Engage pupils with the language of learning vocabulary so they can use them and article them in their learning.</p>						
<p>Enabling adults to promote effective learning.</p> <p>Rationale: Learning walks last year highlighted the need to improve questioning and self/peer assessment..</p>	<p>AfL techniques used to promote independence and the six words for learning: collaboration, resilience, creative, curious, reflective, adaptable.</p>	<p>Learning Walks for lead 2x morning £204</p>	<p>Autumn Term 2024</p>	<p>TA's</p>	<p>Nearly all support adults use AfL techniques (LO, Success Steps, Questioning to enhance learning, intervene/not intervene). Most adults use the school's 'language for learning' when reflecting on pupil learning during lessons.</p>	
<p>Review: the school's language for Learning is coming through celebration certificates as resilience, creativity and reflcective is evident in teacher comments. Book Look evidnces use of AfI strategies in most books with reflections, peer and self assessment. Action: Develop questioning from supporting adults during pupil/group learning .Ensure pupils know when and how staff communicate that they are pleased and proud of the work they have produced.</p>						
<p>Staff to encourage class routines that promote independence, self reflection and resilience.</p>	<p>Younger classes to have 'Tidy Up Photographs' Many teachers use a signal for transition time (tidy up time).</p>	<p>PL session time: no cost for teachers. TA's: £150</p>	<p>All year</p>	<p>all staff</p>	<p>All staff to teach pupils how to use equipment safely (e.g glue guns, hammers) All younger classrooms have photos to show where to put equipment back correctly. All classes to have a 'floorbook' to celebrate learning, visits, visitors etc</p>	
<p>Review: Evidence of pupils working in small groups in the younger classes the impact is the development of fine and gross motor skills for writing/pencil grip. Floor books are being used in</p>						

all classes. These exemplify and record learning in each class that is or cannot be recorded in pupil books/learning journals. This has provided an effective aide memoire for pupils when they are talking during L”L sessions.

Action: Continue to evidence independent work, literacy and numeracy cross curricular tasks in floorwork to exemplify this learning.

OVERALL REVIEW

Two members of staff attended Froebelion principal Training at Dewstow Primary School (4/11/24)

NEXT STEPS

PRIORITY 4: To develop leaders at all levels within the school.

Staff Member:P. Hamer, SLT

Governor Link: K. Tozer, A. Brown

Target	Actions	Cost/ Resources/ Funding	Time scale	Monitoring arrangements <i>Who, what, where, when</i>	Success Criteria	A	S p	S u
Sharpen evaluation and improvement processes so that they focus better, and impact more positively on pupils’ learning. Rationale: Recommendation from SIP after visit in Summer Term 2024	MER annual cycle written up and displayed for all staff to view. Monitoring activities carried out by relevant members of staff. HT / DHT to quality assure these evaluations?	Release costs £612 a half term	monthly	Monthly activities written out by PH SLT	<ul style="list-style-type: none"> The school has an effective MER overview which enables leaders to regularly and effectively monitor and implement agreed approaches and progress in writing. Leaders at all levels have the knowledge and skills to undertake effective self-evaluation, making reference to a wide range of first-hand evidence. Leaders used the outcomes of self-evaluation well to plan for improvement in writing. 			

					<ul style="list-style-type: none"> ● Leaders follow up on monitoring activities by providing helpful support and guidance to teachers and TA's on how to implement the approaches in their classroom practice. ● Evaluations written up highlighting strengths and areas to develop 		
<p>Review: MER cycle is more comprehensive and detailed with hyperlinks to evidence for each Rogiet Primary's Annual Programme of Self Evaluationchecked.docx SLT Members have started to undertake self evaluation activities (see FADES on Drive e.g. FADE LLC Non fiction Writing Oct24.docx). Many staff are using evaluative language when writing up FADE forms. Actions: AOLE leads to develop their roles with SIP (Humanities and Expressive Arts in Spring Term 25)</p>							
<p>School Curriculum Lead, AoLE Lead for Expressive Arts and Humanities, to produce and implement a curriculum overview / cycle, to ensure systematic progression across the whole school.</p> <p>Rationale: Need to develop distributed leadership throughout the school</p>	<p>A progression overview for Expressive Arts is produced.</p> <p>A progression overview for Humanities is produced</p> <p>Progression overview are shared with all staff and they will be invited to reviewed/discussed by all staff.</p>	<p>Release Time: £408</p>	<p>Autumn Term: Expressive Arts</p> <p>Spring Term: Humanities</p>	<p>LM</p> <p>KJ</p>	<ul style="list-style-type: none"> ● Long-term planning is coherent and effectively sequenced, underpinned by the principles of progression and statements of what matters. It incorporates cross-curricular skills, integral skills and cross-cutting themes. ● Long-term plans are communicated effectively and used by teachers to develop clarity in medium-term planning. ● Revised overview facilitates opportunities for authentic and purposeful application of skills, progressively as pupils move through the school, in writing in English and literacy across the curriculum. ● Progression overview is used by all teachers ● Whole school experiences map reflects purpose and audience. (incorporate Rogiet 50). 		
<p>Review:Curriculum overview has started to be formulated and staff will add to this throughout the year, Rogiet Primary School_ Planning Overview 2024-25 (1).docx Progression is evident throughout the school and within the classrooms. Action: Map for Expressive Arts and Humanities is being developed. Action to complete progression overview for EA and H in Spring Term with whole staff input. All staff to plan backwards- think of end authentic product and work back with skills needed to achieve this as advocated by DD from EAS</p>							
<p>Devise a Teaching and Learning Strategy, to incorporate the following</p>	<p>Stakeholders contribute T&L policy through discussion at PLD sessions, trialling and implementing over the year.</p> <p>Include 12 pedagogical principles with a particular focus o</p>	<p>Release time: £408</p> <p>PLD Time: Include TA's</p>		<p>PH SLT Teachers</p>	<ul style="list-style-type: none"> ● The school has a clear, whole school Strategy/policy for Teaching and Learning which is well understood by all. 		

<p>priority areas:</p> <p>The 12 pedagogical principles. Focus on: 6,7,10,12</p> <p>Differentiation</p> <p>Rationale: HT attended EAS course (Improving Quality of Teaching and Learning Summer 2024), a need for a T&L policy for all staff is required for consistency and continuity.</p>	<p>12 pedagogical p are expected to be addressed throughout the year however the focus will be on 6, 7, 10,12,</p> <ol style="list-style-type: none"> 1. Focuses on the 4 purposes of the curriculum. 2. Challenges pupils to sustain their efforts to reach high but achievable targets. 3. Employs a broad repertoire of teaching approaches. 4. Promotes problem solving, creative and critical thinking. 5. Builds on previous knowledge and experience and engages pupils' interest. 6. Creates authentic contexts for learning. 7. Employs assessment for learning principles. 8. Makes connections within and across Areas of Learning and Experience. 9. Reinforces Cross-curriculum responsibilities including literacy, numeracy and digital competence. 10. Encourages pupils to take ownership of their own learning. 11. Supports social and emotional development and positive relationships. 12. Encourages collaboration 	<p>£200</p>			<ul style="list-style-type: none"> ● Most staff (teachers and TA's) are applying agreed approaches and are securing at least appropriate progress for many learners in writing. <p>Book looks and lesson observations evidence differentiation</p> <p>Most pupils apply their skills independently when conducting enquiry based learning tasks.</p>		
<p>Review: Ongoing, just embarking on the redesign and development of the new T&L Policy. PH and AP have worked with Dan Davies (EAS) to discuss our curriculum. Actions: All staff to backwards plan- think of end authentic product and work back with skills needed to achieve this as advocated by DD from EAS</p>							
<p>SLT Lead and Curriculum Lead to develop Pupil Voice, in relation specifically to the curriculum overview and writing.</p> <p>Encourage pupils to be involved in the evaluation and improvement processes of the school.</p> <p>Develop opportunities for pupils to report to governors.</p> <p>Rationale: Lack of meaningful pupil voice contribution to the strategic direction of the school</p>	<p>Pupil Voice groups set up (including disadvantaged pupils).</p> <p>Listening to Learners of pupil voice group, monitoring timetables for each half term.</p> <p>Pupil Voice groups to report to governors at subcommittee and full governor body meetings (once a term).</p>	<p>Release time ½ day a month: £204 a month</p>			<ul style="list-style-type: none"> ● All older pupils produce a persuasive piece of writing to apply for 'pupil voice' role. ● Pupils in older classes make a strong contribution to the development of writing, planning and provision. ● Writing planning reflects pupils' views of authentic and relevant learning in the context of their real lives and at their different ages and stages of development. ● Many pupils engage enthusiastically with their learning because it reflects their real-life interests and experiences. ● Our Pupil Voice group is equitable across all characteristics and pupil groups. ● Pupils make relevant contributions to the strategic work of the school and feel that their views are valued and acted upon. 		

					<ul style="list-style-type: none"> ● Staff (teachers and TA's) develop pupils as leaders and governors monitor this through presentations to the GB. 		
<p>Review: The non-fiction writing (persuasive writing) has been completed by all classes. Year2 to 6 have applied for pupil voice groups. These will be selected early in November based on this writing and interviews. Pupil voice groups have been formed and first meetings have taken place. Our new groups (WW and Heddlu Bach) have met. HB worked with Sharon on an anti-bullying workshop (17/12/24). This has enabled most pupil voice groups to contribute positively to the running of teh school.</p> <p>Action: PV groups to share work with all pupils through assemblies in Spring Term. PV displays to be updated.</p>							
<p>Develop and strengthen professional development opportunities enabled by the school, matched to the SDP and bespoke to individual need by:</p> <p>PL Lead, HT and AoLE Lead to work together to develop a strategic approach to PL, i.e., planning for the progression of pupils' writing skills.</p> <p>Create and plan opportunities for pupil enquiry and independence. Planned lessons/activities and experiences for diversity awareness.</p> <p>Rationale: Need to develop distributive leadership throughout the school</p>	<p>PLD Sessions 2/3x a month for all staff including TA's.</p> <p>Staff share learning/practises with other colleagues.</p> <p>Most staff to improve teaching and learning provision by attend training, workshops, visits to schools, viewing good practise within school and by attending PL sessions in school.</p> <p>Priority areas from SDP are a focus for PLD sessions (including writing).</p> <p>Use enquiry plans as outlined by Trevor Mckenzie.</p> <p>Mini enquiries taking place in each class.</p>	<p>Release time: 1 day a term for AOLE's:</p> <p>£1400</p>			<ul style="list-style-type: none"> ● The school has an effective strategic approach to PL which takes good account of whole school priorities, the Professional Development Review Cycle and practitioners' needs collectively and individually. ● A comprehensive, robust system of PL is in place. ● PL focuses precisely on the school's current needs for planning and teaching writing, which supports good pupils' progress in writing. ● All staff (teachers and TA's) have a secure operational understanding of good or better practice in the teaching of writing. ● Nearly all teachers and TA's understand and are accountable for the actions required to take place following identified PL and their role in implementing them 		
<p>Review: PL sessions have taken place over the term (inc TA's) based on enquiry and non fiction writing: 4/9/24, 18/9/24, 2/10/24. The impact has been positive with non fiction writing in all classes and many classes atrying enquiry with the pupils. Pupils have spoken positively about their enquiry work.</p> <p>Action: Continue writing focus in Spring Term (at least one non-fiction and fiction piece of writing by half term).</p>							
<p>Professional Development is used effectively to promote and enhance staff development</p> <p>Rationale: New WG Professional Development Review</p>	<p>Staff to facilitate PM/PD, including HT, DHT and SLT.</p> <p>Clear targets, job descriptions and evaluations</p>	<p>PM: Cover staff</p> <p>3 days for teachers £600</p> <p>5 days for TA's: £500</p>		<p>November</p> <p>February and June</p>	<p>SLT hold effective PD meetings which / resulting in consistent procedures throughout the school, progression of skills and</p> <p>All staff review targets regularly.</p> <p>Nearly all staff to work with colleagues in triads, (AP, LW, CR,LM), (RC,SH,CC) (EH,AC,KJ)</p>		

					All staff to log and evaluate their PD work.	
<p>Review: GB agreed new Professional Development Policy (18/11/24). To start PD with staff in November. All staff wrote their Professional Development targets for 2024-25 at INSET day (21/11/24). All TA's have had meetings to review and clarify their targets. This has facilitated staff taking greater ownership and management of their own professional development</p> <p>Action: Triad to commence work in January</p>						
<p>To improve the SE cycle</p> <p>Governors have detailed information to carry out their role as 'critical friend' effectively.</p> <p>Rationale: Governors to be more informed of the schools' position/workings.</p>	<p>New governors to follow the new induction format.</p> <p>The development of link governor visits, securing first hand evidence</p> <p>HT report to governors to include: School context, ALN pupils, CLA pupils, Safeguarding, Staffing, SDP, Self Evaluation, PM/PD, Curriculum, Learning and progress, Budget, Wellbeing (staff and Pupils), Complaints, Behaviour, exclusions, Building and Premises, Health and safety, Data Protection</p> <p>Extra courses include: school activities, visits/visitors, parent/community links, EAS reports, HT off site, policies.</p> <p>Start EAS governor self evaluation toolkit</p>	<p>Cover time: £400 (4x afternoons a term)</p>	<p>When new governors join</p> <p>Termly</p>	PH	<p>All new governors complete induction activities within the given timescale, enabling increasingly more accurate contributions in meetings.</p> <p>Governors are more informed about the quality of T&L within the school in order to improve SE .</p> <p>GB to start the Self Evaluation document (EAS)</p> <p>Data/% in all HT reports to governors.</p> <p>Many governors respond/comment on HT report before meeting with observations and questions (Google drive).</p>	
<p>Review: Sub committee meetings have taken place for all three committees aswell as a safeguarding group meeting. Discussed in full governors to start 'Governor self evaluation'. Gov are more informed with work of school from the HT report (a majority of G are writing comments before meeting), staff representative feedback at meetings and their work in school (as volunteers). G. have started to populate the self evaluation document for Governors.All Governors (inc new G) have completed their induction training.</p> <p>Action: HT to inform governors about the standards of T&L from SIP feedback after L2L, book looks and from the Triad work carried out by staff.</p>						
<p>OVERALL REVIEW</p>						
<p>NEXT STEPS</p>						

School Improvement Minor Priorities

2024-2025

Inspection Area 1: Teaching and Learning

- Develop and evidence digital skills
- Track progress of MAT pupils
- Continue to develop the use of Welsh oracy throughout the school
- Plan for dedicated time during week for reflection of the learning to aid pupils know their strengths and areas to develop
- Evidence healthy lifestyles work around the school (displays)

Inspection Area 2: Wellbeing, Care Support and Guidance

- Review school's reward and sanction policy and procedures.

- Review behaviour and relationship policy and practice.

- Improve transition work with secondary school

Inspection Area 3: Leadership and Improving

- Work on reducing the deficit budget (more income: hire hall, outdoors), encourage more pupils (13+), source more grants and look at staff for future years.

- Track and show impact of past improvements

Grant Plans 2024/25

Grant and Amount	<u>Planned Spend</u>	<u>Evaluation</u>
Standards (OLD EIG) £81,549	Teaching assistants in Foundation Phase: HD, DP,SB,LD,KP: £96,000 TOTAL: £96,000	TA in the younger classes (inc Y3) are working effectively with individual pupils on their SP&Lang, phonological skills and social skills. The number of 'times of dysregulation' from specific pupils has reduced. Nearly all pupils are making progress with their reading, writing and numeracy (evidenced through pupil progress meetings, pupil conversations and book looks).
PDG £27,960	Extra reading and phonics and social/emotional interventions. with Mrs Rollings £21,946	Mrs Rollings has been working with small groups of pupils in Year 2 and Year 4. Many pupils are making progress, a minority of pupils are not making expected progress.

	<p>Upbeat music/expressive arts sessions 1 day a term £1920</p> <p>ELSA sessions (1 day a week): Cover to release TA's £4,094 (£104.98x39)</p> <p>TOTAL: £27,960</p>	<p>ELSA sessions have been running for teh Autumn Term (every Wednesday). This has engaged and involved 12 pupils. Most have benefited from these sessions. A minority will need need further intervention.</p> <p>No Upbeat sessions as the budget will not sustain this provision.</p>
<p>EYPDG £2,300</p>	<p>Resources for outdoors £2,300</p> <p>TOTAL: £2,300</p>	<p>Resources acquired for Reception, Year 1 and Year 2 have been free or the PTA have paid for them.</p>
<p>PL (Reform) £4,125</p>	<p>Courses (cover for staff to attend training courses). £1,680</p> <p>Twilight Facilitators- Diversity £1,000</p>	<p>Many staff have attended training (Diversity, enquiry and independence, professional development). This has had a positive impact at PD meetings and in T&L within the classroom.</p> <p>TA's have attended three PD meetings.</p>

	<p>Agency TA's to attend staff meetings</p> <p>£1,445</p> <p>TOTAL: £4,125</p>	
<p>ALN (implementation)</p> <p>£4,886</p>	<p>Release time for staff to attend review meetings</p> <p>10 days</p> <p>£3,060</p> <p>Release time for ALNCo to attend cluster meetings, EAS forums and work with outside agencies.</p> <p>£1826</p> <p>TOTAL: £4,886</p>	<p>ALNCo has conducted 4 review meetings with other school staff involved too.</p>
<p>WEG (Welsh)</p> <p>£1,878</p>	<p>Release time for Welsh lead to work within school, attend cluster meetings and work with EAS</p> <p>(9 days)</p> <p>Purchase Resources</p>	<p>Welsh Lead (AC) has attended cluster meetings. This has had a positive impact for teh use of Welsh games throughout the school and the work of Criw Cymreag .</p>

	TOTAL: £1,878	
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Glossary

AHT = Assistant Headteacher	FGB = Full Governing Body
AWCDs = All Wales Core Data Set	GB = Governing Body
AOLEC = Area of Learning and Experience Coordinator	HT = Headteacher
CA = Challenge Adviser	IPM = Intervention Panel Meeting
CCG = Governors Chairs of Committee Group	LC = Literacy Coordinator
DHT = Deputy Headteacher	NC = Numeracy Coordinator
DIP = Departmental Improvement Plan	PSC = Governors Pastoral Support Committee
EAS = Consortia	ALNco = Additional Learning Needs Coordinator
EIB = Education Improvement Board	SOL = Scheme(s) of Learning
ETLF = Excellence in Teaching & Leadership Framework (EAS)	YIP = Year Group Improvement Plan
FADE = Focus, Analysis, Do, Evaluation	FPC = Foundation Phase Coordinator
KS2C = Key Stage 2 Coordinator	

Definitions

School improvement	The school's cycle of activities for raising standards and improving learner outcomes.
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cycle	The annual process and timetable of self-evaluation – strategic planning – implementing plans - reviewing impact
MER (monitoring, evaluation and review) cycle	The annual calendar of self-evaluation activity that informs progress judgements and identifies key priorities for improvement as well as what is going well.
Evaluation	<p>What impact have we made and what have we learned? Evaluation involves:</p> <ul style="list-style-type: none"> ● making professional judgements about progress towards meeting the expected outcomes stated in the plan's success criteria and associated milestones ● judging the impact of the improvements on standards, provision or leadership ● considering what has contributed to achieving the outcomes; ● recognising the reasons why some aspects of the plan were less successful and amending the plan accordingly
Priority	<p>It is recommended to have a maximum of 5 for current year. Clearly defined areas that the school identifies for improvement. These will be in the context of the school vision and derived from self-evaluation, local, regional and national priorities and any Estyn recommendations as a consequence of inspection.</p>
Action	<p>What we will do differently to achieve our priorities and targets including professional learning opportunities to enable all staff to carry out their nominated roles successfully</p> <p>An action sets out strategically what the school intends to do/do differently to achieve a priority and its associated success criteria. School, year group and departmental improvement plans are made up of several action plans. These clearly identify the detailed actions to be carried out.</p>
Success criteria	Success criteria include quantitative and qualitative outcomes that will indicate whether the actions in the plan have had the desired impact. They refer to what the school would expect to see at identified points throughout the cycle if the school is on track to achieve the success criteria identified for the priority/action.
Monitoring arrangements	<p>The <i>who, what, where, when</i> of judging progress towards actions and success criteria.</p> <ul style="list-style-type: none"> ● Who is responsible for the activities, with clear, concise timescales? ● The resources needed to implement the plan along with costs and funding source

	<ul style="list-style-type: none"> ● The monitoring arrangements - how the school will check that the action is on track and is being implemented in accordance with the plan and whether any changes are needed e.g. ETLF work scrutiny, learning walks, learner voice, data analysis. ● When and how overall progress with the action plan will be evaluated during the year
Milestones	Allows for significant stages to be clearly identified in the implementation and impact of an action/priority to enable on-going progress to be judged on a regular rather than single/annual basis.
Resources	The staffing, physical resources and finance needed to implement the action. This will require reference to the increasing range of specific grants available to schools and will also inform impact evaluation of grant expenditure.
Partnership working	<p>The School Improvement Plan must contain details of how the governing body will work with the wider community to achieve the school's strategic priorities.</p> <p>Partners and stakeholders include:</p> <ul style="list-style-type: none"> ● pupils ● parents ● governors ● other schools, for example peer working, LNS schools, cluster working, Pioneer school ● businesses and other agencies e.g. Sutton Trust, PIXL ● the local community ● the local authority/EAS