

Rogiet Primary School

School Development Plan

2020 to 2021



Inspire, Nurture, Empower

Ysbrydoli, Meithrin, Grymuso

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Officers and Governors

Chief Officer for Children
And Young People

Mr W. McLean

Clerk to the Governing Body

Mrs Clare Coth
Directorate of Lifelong Learning and Leisure
Monmouthshire County Council,
County Hall,
Cwmbran.
NP44 2XH
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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 also held each year so that the governors can report on the progress of the school and answer your questions.

Governor Name	Extra Responsibilities
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Christine Cook – Chair	Safeguarding, Looked After Children, Language Literacy and Communication, MASG representative
John Pelosi – Vice Chair	School Council, Additional Educational Needs, MASG Representative, Science and Technology
Michele Thomas	Training and Development
Sarah Hawkins	Special Educational Needs, Literacy
Joanna Potter	Numeracy/Mathematics
Martin Hunter	Humanities, MAT pupils, Closing the Gap
Hazel Bennett	Expressive Arts, Health and Safety
Anthony Parker	Teaching and learning Experiences/Pupil voice
Linda Guppy	Safeguarding, Looked After Children,
Rhys Clewer	Collective Worship
Councillor Benjamin Harris	Health and Wellbeing, Standards and Tracking
Gemma Maidment	Wellbeing
Jodie Swain	

THE SCHOOL STAFF

Class Organisation 2020 – 2021

Head Teacher	Mr. P Hamer BA (Hons), PGCE, MA, NPQH		
Deputy Head Teacher	Mr. R Clewer B.Sc. (Hons) PGCE		
Reception	Mrs C Rosato B.A. (Hons) PGCE		
Year 1	Mrs K James B.A. (Hons)		
Year 2	Mrs L Miles B.A. (Hons) PGCE/ Mrs E Harrison B.Sc. (Hons) PGCE		
Year 3	Miss L White BSc. (Hons), PGCE)		
Year 4	Mrs C Carter BSc. (Hons), PGCE		
Year 5	Mr A Parker B.A. (Hons) PGCE		
Year 6	Mrs L Glynn B.A. (Hons) PGCE		
Additional Needs Leader (ALNCO)	Mrs E Harrison B.Sc. (Hons) PGCE		
Professional Learning Lead	Mrs L Miles B.A. (Hons) PGCE		
Key Stage 2 Leader	Mr A Parker B.A. (Hons) PGCE-		
Well-being Lead	Mrs C Rosato B.A. (Hons) PGCE		
Learning Support Assistants	Miss L Barker	Mrs J Davies (regular agency)	
	Miss K Bennett	Mrs A McDaid (regular agency)	Mrs L Evans (regular agency)
	Mrs A David	Mrs E Wiseman (regular agency)	
	Mrs H Owen		
	Mrs N Mason		
	Mrs D Robini		
	Mrs J Smiles		
Administrative Officer	Mrs M Morgan		
Caretaker	Mrs S Morley		
Cleaners	Mrs K Davies		
	Mrs C Rogers		

Mid-day Supervisor

Mrs A Rollings
Mrs B Roberts

Miss T.

Cook
Cook's Assistant
Assistant

AN Other
Ms N Carpanzano

Breakfast Club Staff
Mrs A Rollings

Mrs B Roberts

Peripatetic Teachers

Mr Coultas – Strings and Reception string project
Mrs B Linton – Woodwind
Mrs Mogford – Guitar

Successful Futures Areas

Area	Staff	Governor Link
Language, Literacy and Communication	Mr A. Parker, A David, E. Wiseman, A. Cox	Chris Cook
Mathematical Development	Mrs C. Carter, N. Mason, D. Robini, A. McDaid	Joanna Potter
Science and Technology	Mrs E. Harrison, Mrs L. Glynn, R Clewer, D. Tomlin	John Pelosi
Humanities	Mrs K. James, Miss L. White, Mrs K. Owen, L. Evans	Martin Hunter
Health and Wellbeing	Mrs C. Rosato, J. Smiles, K. Bennett,	Councillor Benjamin Harris
Expressive Arts	Mrs L. Miles, L. Barker, J. Davies	Hazel Bennett

CONTEXTUAL INFORMATION

National Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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	Y	Y	Y	Y	A	A
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2020-2021	Y2	Y3	Y4	Y5	Y6	TOTAL
Cohort	30	30	29	25	30	144
Male	18	17	17	16	13	81
Female	12	13	12	9	17	63
FSM	4	3	2	3	4	16
LAC						
EAL						
School Action	3	1	4	3	1	
School Action Plus	2	1	1	3	5	
Statement		1		2		

SELF-EVALUATION OF PROGRESS SINCE LAST INSPECTION

ESTYN RECOMMENDATION	VERY GOOD PROGRESS	STRONG PROGRESS	SATISFACTORY PROGRESS	LIMITED PROGRESS
Raise pupil's attainment by the end of Foundation Phase		√		
Improve the performance of boys in KS2 (especially in English).			√	
Ensure teachers planning indicates clearly how literacy, numeracy and ICT skills are integrated into pupils learning across the curriculum.		√		
Plan learning tasks in KS2 to match pupils' ability and promote the development of independent leaning skills.			√	

SELF EVALUATION OF PROGRESS WITH 2019-2020 PRIORITIES (Previous year)

YEAR 1 PRIORITY	VERY GOOD PROGRESS	STRONG PROGRESS	SATISFACTORY PROGRESS	LIMITED PROGRESS
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<p>To continue to develop and co-construct the school's curriculum for Wales (focus on authentic learning, feedback, pupil voice).</p> <p>(see EIG/Cause for Concern meeting evidence for Monmouthshire CC as more evidence)</p>		<p>√ AOLE teams created including governors.</p> <p>Planning update with 4 purposes at heart.</p> <p>Staff create strong links with other schools (cluster, S2S,</p> <p>Pupil voice groups enhanced and developed (Rogiet Rangers)</p> <p>Independent and authentic learning was a research area for PM for 31% of staff.</p>		
<p>Continue to prepare for ALN bill with a focus on wellbeing</p>		<p>√ Staff member identified as ALNCo</p> <p>ACES 2 training for all staff.</p> <p>IDP's have replaced IEPs</p> <p>Regular staff meetings, cluster meetings, governor meetings to discuss key changes etc</p> <p>ALN pupils supported well.</p> <p>Provision Maps purchased and all staff trained to use the software (inc Safeguarding element).</p>		

<p>Develop effective middle- leadership to provide quality provision within school <i>Provide the panel with an update of the proposed restructure and an analysis of training needs (actions from last meeting).</i></p>		<p>√ All staff involved in PM process with their own research area.</p> <p>All staff trained to use ETLF as a means to evaluate areas of school life.</p> <p>ETLF used in lesson observations, AOLE reviews and as a basis for self evaluation.</p>		
<p>Ensure consistent approach to assessment and evidence gathering for Self-Evaluation information and data.</p>		<p>√ Clear annual MER produced</p> <p>Estyn language used in evaluations.</p> <p>SDP priorities reviewed and discussed regularly (staff meetings, SMT meetings, governor meetings)</p> <p>67% of AOLE teams conducted MER activities.</p> <p>Planning reviewed, updated and used for blended learning.</p> <p>Purposes clearly evidenced in pupils book especially 'Learning Journals'.</p> <p>S2S links very strong (INSET Day at Jubilee Pk a strength).</p>		

		Parents informed of new curriculum through newsletters during celebration events.		
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TARGETS FOR ACADEMIC YEAR 2020-2021

FOUNDATION PHASE:

	Boys	Girls	Total
Cohort	18	12	30
Measure	O5+ Target	O6+ Target	
Language, literacy and Communication	27/30 (90%)	12/30 (40%)	
Mathematical Development	23/30 (76%)	11/30 (37%)	

Personal and Social Development	28/ 30 (93%)	18/30 (60%)
Foundation Phase Indicator	23/30 (76%)	11/30 (37%)

KEY STAGE 2:

	Boys	Girls	Total
Cohort	13	17	30
Measure	Level 4+		Level 5+
English/Welsh First Language	28/30 (93%)		13/30 (43%)
Mathematics	28/30 (93%)		13/30 (43%)
Science	30/30 (100%)		13/30 (43%)
Core Subject Indicator	28/30 (93%)		12/30 (40%)
Welsh Second Language	28/30 (93%)		12/30 (40%)

Attendance		Boy	Girl	Total
	Reception	95.1	94.5	94.8
	Year 1	95.3	91.5	93.7
	Year 2	95.4	95.8	95.6

	Year 3	93.9	96.5	95
	Year 4	93.1	91.3	92.5
	Year 5	94.2	94.6	94.4
	Year 6	95.4	91.5	94.4
	Overall	94.6	93.6	

Key Priorities - High Level Summary 2020/2021

Year 1: 2020/2021	Priority
1	To support the social and emotional wellbeing of school stakeholders.
2	To raise standards in pupils numeracy and reasoning attainment with a focus on the four rule of number.
3	To raise standards in reading.
4	To Develop Curriculum Planning and Development for the present (Distance Learning) and Future Curriculum For Wales.
5	To strengthen and develop leadership practices and capacity at all levels in order to lead to high quality

	provision and outcomes for all learners.
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Year 2: 2021/2022.	
1	Involve school in local and wider community to develop pupil experiences, skills and learning opportunities.
2	To raise standards in numeracy with a focus on Handling data.
3	To raise standards in writing
4	To Develop Curriculum Planning and Development for the present (Distance Learning) and Future Curriculum For Wales.
5	Focus on Professional Standards for Teachers and Teaching Assistants to review needs and focus on areas to develop as a staff.

Year 3: 2022/2023	
1	To promote pupil wellbeing through the focus on healthy choices inside school and outside school.
2	To raise standards in pupil's numeracy with a particular focus on Shape, Space and Measure.
3	To raise standards in the reading of Welsh.
4	Embed the Curriculum For Wales
5	Work with cluster and other schools to develop the AOLE's roles

The school improvement priorities for the current school year

2020-2021

PRIORITY 1: To support the social and emotional wellbeing of school stakeholders.

Improvement focus from self-evaluation:

SER 1.4.....

Links:

National priorities:

The actions in this priority will contribute to raising standards in:

- Covid: Back To School after pandemic.
- In reducing the impact of poverty on educational attainment.

National Mission:

The actions in this priority will contribute to:

- Strong and inclusive schools committed to excellence, equity and wellbeing.

- Inspirational leaders working collaboratively to raise standards
- Regional/Local priorities:**
- Improve outcomes for eFSM learners.
 - Improve the outcomes of all vulnerable learners, particularly those on FSM (LA/Estyn Priority)
 - Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions, (LA/Estyn Priority)
 - Improvement Strand 2: Equity and Wellbeing.

Priority Lead: C. Rosato
Governor Link: AN Other

Staff involved in priority: all staff

Objective Inspection Area	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Progress against actions		
						Autumn	Spring	Summer
Data Collection IA1	Collect Regional Wellbeing Audit information to evaluate impact of current provision and identify next steps.	All current intervention and provision is on progress made of learners accessing provision and value for money. Key areas are identified to target using PDG grant. Two Staff members allocated to wellbeing provision and intervention.	PDG Use ALP money to purchase PASS survey £456	Autumn Term Autumn 2020	HT Wellbeing Lead	PASS survey purchased. ALP grant money used for number recovery in Y3 and reading in Y3/Y5	Staff member has started ELSA training course.	SLO Survey completed with all staff.
Data Collection IA1	Evaluate and record wellbeing concerns of specific pupils	Nearly all weekly staff meeting updates on specific children causing concern. Compile information on Provision Maps Conduct PASS questionnaires with pupils from Y1 to Y6	HT and staff	1 st half of Autumn Term		Wellbeing section at the beginning of each staff meeting. PASS survey completed by Y1 to Y6 during November	Updates in all staff meetings (see minutes).	Updates in all staff meetings (see minutes). Provision map reviews completed. Safeguarding information added too.
Training/ Intervention: IA5	TA's to identify children. Parents of identified children to agree for their child to access Lego Therapy For Lego therapy sessions to take place	Release time for TA's to take Lego Therapy sessions. For a designated floor space/room to be provided.	Autumn 2020 Lego resources £500 school budget	Autumn 2 2020- Summer 2 2021		THRIVE and ELSA sessions for identified pupils has started. See Provision Maps for groups and evaluations.	KB has started ELSA programme of training (complete in July).	ELSA session interrupted due to not mixing of bubbles. THRIVE groups continued for Y1

		Wellbeing Intervention for specific pupils	<p>Train another member of staff in ELSA</p> <p>To provide ELSA sessions in KS2 for 5 afternoons</p> <p>To provide THRIVE/ELSA sessions in FPh for 6 hours a week.</p> <p>To identify impact of Lego therapy on identified children through pupil feedback and communication</p>	Release time for JS and KB				<p>Old music room is a designated well-being room (also used for RWInc).</p> <p>ELSA sessions have taken place virtually for some children.</p>	<p>and Y2.</p> <p>Lego Therapy not completed due to touching of equipment by different groups. Although two staff training in Lego Therapy</p>
IA 3 IA5	<p>Develop the use of the locality and local amenities and visitors to inspire, inform, impact positively on teaching and learning.</p> <p>Establish a curriculum in September that is conducive to promoting well-being and raising self-esteem.</p>	<p>Staff to identify opportunities for visits, visitors linked to projects to come to school.</p> <p>Staff to use local artists, performance / theatre groups, dance / drama groups to inspire teaching and learning.</p> <p>Use the Here We Are - Notes for Living on Planet Earth for first month in the Autumn Term.</p> <p>Plan and construct a 'real life skills' area for UKS2</p>	<p>PPA, staff meetings, INSET</p> <p>Books £</p> <p>Resources £300</p>	<p>2020-21 (dependent on social distancing rules etc)</p> <p>1st half of Autumn Term</p>	Work scrutiny, planning scrutiny,	<p>Not done due to COVID restriction and RA.</p> <p>Topic for term was planned and successful.</p>	<p>Not done due to COVID restriction and RA.</p> <p>Topic for term was planned and successful.</p> <p>Taught same Book stimulus throughout school; Beaneath the Ground'.</p>	<p>Not done due to COVID restriction and RA.</p> <p>Topic for term was planned and successful.</p>	
Curriculum Development: IA 3 Develop pupil voice	<p>Develop pupils to have the opportunity to have a say in what they want to learn, how they want to learn and how they want to record their learning.</p> <p>Develop pupils ownership of their own learning and reflect on themselves as enterprising, creative contributors and healthy, confident individuals.</p>	<p>Develop Pupil Voice: Ensure groups have a relevant member of staff to work with.</p> <p>At the start of projects pupils to be asked about what they already know and what they want to learn.</p> <p>Staff to create opportunities for pupils to have a say and to apply skills in a context of their choice.</p>	PPA, staff meetings,	2020-21	Work scrutiny, planning scrutiny, Pupil voice evaluations/feedback at meetings.	<p>Pupil voice used well in class topic work and areas of learning.</p> <p>Not developed throughout school due to bubbles.</p>	Not developed during lockdown.	<p>Some pupil voice groups were active during the Summer Term.</p> <p>Surveyed pupils about school systems</p> <p>Pupil voice displayed in library area</p>	
Curriculum Development:	Provide a greater awareness of a Growth Mind-set.	Teaching staff to plan GM classroom activities:	Staff PPA to plan / resource classroom	Autumn - Summer 2020-	Listening to learners – Growth	Some staff have put growth mindset and resilience as an	Virtual Celebration assemblies on Fridays	Virtual Celebration assemblies on Fridays	

IA 3	To continue to embed a Growth Mind-set throughout school.	<ul style="list-style-type: none"> - Dojo videos - Picture books Famous / familiar people- assemblies. Plan using 4 purposes Staff to research subject as part of PM Develop and devise 4 purpose characters.	activities.	21		Mind-set,	area of research for PM. Advent Calendar clips of children were positive	commend resilience and determination. Started to use Jigsaw wellbeing package in FPh. Eistedfodd clips were great showcasing pupil skills, talents and work.	commend resilience and determination. Continued to use and embed Jigsaw wellbeing package in whole school. Sports Day clips were great showcasing pupil skills, talents and work.
Curriculum : Growth Mindset comments in written and verbal feedback IA 3 IA2	Staff implement use Growth Mind-set phrases/questions when providing learners with feedback.	AP to monitor language used when marking/feeding back /questioning learners.	AP management time to monitor feedback comments / stampers.	Autumn – Summer 2020-21		Feedback Scrutiny Listening to Learners	Phrases with 'yet' in have been used.	Researched, trialled and used Mote to feedback orally.	Personal research in this area by some staff.
Curriculum Development: IA 3	Utilise and establish 4 purposes and AOLE (Health and Wellbeing)	Incorporate 4 purposes in Weekly plans. AOLE team review and disseminate activities/ ideas for health and wellbeing activities to all staff. AOLE team to conduct a learning walk, listen to learners etc.	Planning Lesson observations.	Autumn 2020			4 purposes key stone to planning. No AOLE Teams due to COVID	4 purposes key stone to planning. No AOLE Teams due to COVID	4 purposes key stone to planning. AOLE teams met to review area.
Curriculum Development: IA 3 The Citizenship	Developing the DCF within the PSE framework within school. Organise collection of evidence in the form of ICT Portfolios	Release time for CR/AP to monitor DCF PSE links. Order Ed Strategy equipment using WG funding. Monitor use of Google Drive and Dojo as a	Autumn – Summer 2020-21	SLT to monitor through discussion with SE, learner interviews,			Survey completed with Y3 and Y5 parents who were self-isolating for 14 days.	30 new Chrome books arrived. Used for hub children. All children now logged onto and using Google classroom.	Chrome books used purposefully by all pupils. Staff meeting with Gareth Morgan to go over It

	strand of the DCF is integrated into the PSWBCD and PSE curriculum.		work platform for blended learning. Create exemplar ICT portfolios for each class.		books-looks. Order Chromebooks and i-pads.		Chrome books and i-pads ordered (not in until March).		scheme/coverage (May). Examples of great IT work (see Y5).
	Curriculum Development: IA 3	Provide Forest School Training for a member of the FP Team. Outdoor training for teaching staff (ideas and use of our own environment)	Staff to be trained on outdoors (ideas to use and using our own environment). A member of team is trained to be a Forest School Leader Greater use of outdoor (minimum expectation, at least one outdoor session per class per week). Twitter examples	Autumn 2018 Funding for training/ Craig Armitage Training £400	SE to carry out Listening to Learners		Outdoor training with Craig Armitage in Sept for teaching staff.	No outdoors used when in lockdown for majority of children although critical worker and vulnerable children accessed outdoors regularly especially on Wellbeing Wednesday.	Outdoors used regularly by all classes. No Forest school training
	Pupil Voice IA2, 4	To ensure all pupil Voice groups (Rogiet Rangers, School Council, Eco-Club, Criw Cymraeg, etc) maintain involvement in school improvement PV groups contribute to SDP and improvement projects which are shared with other stakeholders, e.g. parents, staff, governors.	All pupil groups to write action plans for SDP (overseen by staff leader) Action plans to CR/LG to go in SDP. Groups to carry out action research.	Action plan format Staff timetabled to run pp groups	Ongoing – see timetables	JM to monitor success of pp groups.	Only School Council selected	Pupil voice groups set up for each class/cohort not across the school.	Pupil voice displayed in library area. Groups set up and running, see minutes.
	Healthy schools IA2	School will be awarded the Healthy Schools National Quality Award.	SE to work with EAS Healthy Schools leader to agree areas of focus SE to organise collection of evidence. SE to access support and training in achieving NQA.	Release time SE to meet with EAS. £1000 cover school budget	Spring 2019	SLT to monitor through discussion with SE and evidence collected.	Received Green Flag	Jigsaw Wellbeing being adopted by school with support of MCC as a project.	Jigsaw being used efficiently throughout the school.
	Objective	Action/Professional Learning	Success Criteria	Resources including	Timescale	Monitoring	Autumn	Spring	Summer

	Inspection Area			use of grant funding		arrangements <i>Who, what, where, when</i>			
<p>Review with staff (staff meeting 23/6/21)</p> <p>The PHSE Jigsaw Resource is positive, staff believe it is easy to follow and children respond to it well. The resource promotes mindfulness, teaches empathy and teamwork. The whole ethos is in line with Curriculum For Wales. Comit interventions in reception and year 4 have been positive, promoting a knowledge and understanding of each other, interacting together through games and care for their peers. Y6 transition lessons have been strong, children have been respectful and considerate of others. Virtual assemblies and Mr Clewer's outdoor adventures have been positive. Pupil voice, where children ask to do things at lunch time, e.g. performing arts, gardening, outdoor areas and using basketball court adjacent to the school. Staff training has been prominent in this area, Lego therapy, outdoor learning for all teachers, ELSA and THRIVE updates, Jigsaw Network meetings, Wellbeing In Primary Schools, Health and wellbeing AOLE: A Holistic Approach. 6 week NEU course,</p> <p>Next Steps: Continue update training and training of more staff in use of ELSA and THRIVE Focus on Healthy School's Initiative (Food and Fitness) Continue focus on transition both to secondary school and from class to class. Generate former links to secondary school especially for transition for Y6 and Y5 Ideally have a dedicated person for wellbeing within the school to do role full time.</p>									

PRIORITY 2: To raise standards in pupils numeracy and reasoning attainment with a focus on the four rule of number.

Improvement focus from self-evaluation:

SER 1.4.....

Links to:

National priorities:

The actions in this priority will contribute to raising standards in:

- Numeracy or
- In reducing the impact of poverty on educational attainment

National Mission: (Delete as appropriate)

The actions in this priority will contribute to:

- 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 system

Regional/Local priorities:

- FSM performance at KS2
- Secure appropriate progress for learners across the full range of cognitive abilities of pupils

Priority Lead: C. Carter
Governor Link: J. Potter

Staff involved in priority: all staff

	Objective Inspection Area	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Progress against actions		
							Autumn	Spring	Summer
1	IA 1 IA 3	Review current numeracy/maths teaching	Survey teachers Analyse past test papers Ask/Question all stakeholders about maths/numeracy provision.	Google Surveys	Autumn Term	CC Staff	CC completed audit of current resources and strategies used for 4 rule of number.	Review of current numeracy provision, interventions CMW with CA (see report).	All children from Y2 to Y6 sat numeracy and reasoning national tests.
	IA 5	Purchase and implement a new mathematics	Nearly all teachers using new training methods.	Purchase new training from	Using new cpa methods and	Staff feedback at staff meetings,	Training purchased	Resources purchased across the	Resources purchased across the

		training (Concrete, Pictorial, Abstract/Bar Modelling from White Rose Maths).	Most TA's using abstract, pictorial and concrete methods when working with groups/individuals. All Staff trained in new scheme. Staff meetings to disseminate methods and modelling of practice.	WRM £200 Train staff one new scheme. £400	bar modelling.	Lesson observation Listen to learners Book looks	and staff viewed this on 20 th Nov (INSET). Staff meeting discussions	school to aid teaching of concrete, abstract and pictorial methods. Nearly all staff using APC methods when teaching number.	school to aid teaching of concrete, abstract and pictorial methods. Nearly all staff using APC methods when teaching number.
IA3	Ensure there is a consistent approach to teaching numeracy from EY-KS2	Implement agreed written methods to ensure consistency of teaching in numeracy. All teachers to be trained for maths cpa and bar modelling approach. All teaching staff to agree to pillars of learning in numeracy. E.g. 1 place value 2 number facts and mental calculations 3 models and imagery 4 written calculations Crib cards to demonstrate 4 rules of number strategies for Y3 to Y6	ALP funding Release time Staff training Phased implementation and feedback time built into SDM	Autumn Term 2020 – Summer 2021	One target per term. Feedback in staff meetings and joint book looks to discuss, evaluate and plan the next steps in the use of new teaching strategies	Ongoing, discussed in staff meeting 25 th Nov	Not completed this term due to lock down and staff not together.	Still a need for consistency of language used when explaining strategies	
IA 3	Provide numeracy opportunities across the curriculum	Maths opportunities to be considered at start of topic planning and topic changed if no maths fits into it. Maths opportunities to be evident and consistent in topic books. Share good examples from last year's Learning Journals to build upon this year. Bring a good example of numeracy across the curriculum to a staff meeting to share good practice. (Need a terms notice to give	Release time	Autumn 2020 to Spring 2021	Autumn 2020 to Summer 2021 MD, AOLE team to monitor topic books and teacher planning.	Maths has been taught across the curriculum and particularly through outdoor work. Needs to be quantified.	Maths has been taught across the curriculum and particularly through outdoor work. (see pupil's learning journal).	Maths has been taught across the curriculum and particularly through outdoor work. (see pupil's learning journal).	

			time to plan at start of topics). Book monitoring of numeracy and Topic work to highlight numeracy through the curriculum.						
	IA 3	Develop opportunities for numeracy in FPh and KS2 outdoor provision	Nearly all Children will be using their numeracy skills competently in the outdoor environment. Provide number opportunities throughout door work. Fortnightly plan for numeracy outdoors. Gauge success of new CPA approach with children through questionnaires, surveys and from looking at books (progress) in Summer Term. Majority of Pupils in KS2 have a voice and influence on influencing the learning (suggest activities to cover maths skills).	CC to plan outdoor environment with FP staff and KS2 staff. Purchase resources.	Release time £370	Year Learning walk half way through year to monitor progress and plan next steps.	Examples of numeracy throughout door work. Needs to be quantified.	Outdoor activities have been used to promote maths skills. Art and Craft activities have been used to promote number skills.	Outdoors has been a positive element in school with cross curricular skills development.
	IA 5	Develop parental engagement.	Parents are more confident with helping their child at home. Parents are able to access blended learning resources from school's platforms. Share strategies used with parents for each year group.	Newsletters throughout year to detail strategies.	Spring term	Parent feedback questionnaires	Due to RA and COVID not able to conduct face to face with parents	Majority of parents have been working with their chil/ren at home	Parent involment in school was limited. Did trial out virtual parents evenings.
6	IA1	Raise standards in numeracy by teaching basic number facts	60% of pupils achieving 100+ (standardised score) in national tests		Big maths	Year Monitor sample pupils attainment	TT Rock Stars used	TT Rockstars and CLIC tests being used as part of remote learning.	

		frequently throughout the week.	Implement big maths type questions daily and regular use of Times Table Rockstars Monitor pupil's attainment. Start tracking three pupils in Foundation Phase classes using Seesaw/photo clips.			from each year group yr 1 – yr 6 using Times Table Rockstars data where appropriate.		Need to gauge standards from doing activities through remote learning.	
	IA 1 IA 4	Provide intervention/Catch Up sessions for specific targeted pupils.	TA to provide targeted 'Number Recovery' sessions for groups throughout the school	Y4 in Autumn Term Y3 in Spring Term Y2 in Summer Term	Autumn 2020 to Summer 2021		Intervention (Number Recovery in Y4 with AD). See Provision Maps for outcomes.	Not done during lockdown. Staff did focus on specific children who were in Hub for 6-9 weeks.	Interventions across school were successful in building childrens' confidence and attainment.
7	IA 5	To purchase resources	All teachers have necessary resources to implement cpa approach. CC to audit current school resources and ensure equipment is readily available for use. Make a list of resources that need to be purchased.	Audit resources Purchase supplementary resources £800	CC Release time	Autumn term	Created a list not purchased.	Audit complete and resource purchased.	Audit complete and resource purchased. More storage needed for new equipment/resources.
	Objective Inspection Area	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements Who, what, where, when	Autumn	Spring	Summer
Staff Review (16/6/21, staff meeting):									

Nearly all staff enjoyed teaching maths using the videos links, visual slides, practical resources and modelling examples.
 Majority of staff believe the scheme helps with mathematical vocabulary improvement.
 Majority believe the mastery approach to mathematics teaching ensures slow and deeper learning by the pupils.
 Nearly all believe the home learning and demonstrations for parents (particularly during remote learning) has been of a good quality.
 The majority of pupils are positive about maths and their confidence has improved.
 Minority of children are using the methods in CLIC and national test (when working out).

Next Steps:

Consistent use of language and terminology across the school e.g 1's not units.
 Improve quick recall of pupils use of number bonds and multiplication tables.
 Build in real life mathematical concepts to the curriculum development e.g finances, budgets, banks etc
 Use of technology to supplement and enhance mathematical learning

PRIORITY 3: To raise standards in reading.

Improvement focus from self-evaluation:

SER 1.4.....

Links to:

National priorities:

The actions in this priority will contribute to raising standards in:

- Numeracy or
- In reducing the impact of poverty on educational attainment

National Mission:

The actions in this priority will contribute to:

- 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 system

Regional/Local priorities:

- FSM performance at KS2
- Secure appropriate progress for learners across the full range of cognitive abilities of pupils

Priority Lead: A. Parker
Governor Link: C. Cook

Staff involved in priority: all staff

Objective Inspection	Action/Professional Learning	Success Criteria	Resources including use of grant	Timescale	Monitoring arrangements	Progress against actions		
						Autumn	Spring	Summer

	Area			funding		Who, what, where, when			
	IA 1	Analyse and audit current reading practises/provision.	Audit teaching of phonics in FPh. Analyse SWST spelling data for Autumn 2020. Evaluate 'Spelling Shed' Analyse past National tests (2019) Baseline 24 reception intake children (phonics, spellings)	Release time £170	Autumn Term 1	AP Literacy lessons	Analysed RW/Inc, FPh trialling new scheme () Not tests from 2020 to analyse so using 2019. Phonics tested in Reception.	Phonics tested in R, Y1 and Y2. PM benchmarking conducted with Y1 and Y2.	National reading tests completed by all children from y2 to y6.
	IA 1 IA 4	Benchmark all children within the school for reading and reading ages. Use RADY tracking and targeting strategies	Purchase two PM benchmarking kit. Train four support staff to use benchmarking toolkit. Benchmark all children from Y1 to Y6. HT to attend RADY training Implement RADY strategies to tracking and targeting systems. 88% of targeted intervention pupils to make 2 stage gains in PM benchmark over a six month period.	Purchase PM benchmarking kits using ALP funding. £550 Training £400			PM benchmarking purchased and used for pupils Y1 to Y6 HT attended RADY updates and meeting within cluster. Children 1 from each class targeted and reading intervention up and running in Y4, Y5 and Y6.	PM benchmarking conducted with Y1 and Y2. RADY strategies have not been put into place due to Covid lockdown. Intervention Group in Y4 did make gains in reading. PM benchmark average gain for 8 pupils targeted was 2.2 BM level gain.	Benchmarking for summer term completed from Y1 to Y6 in July.
	IA 4 IA 5	Include and involve all stakeholders in development of reading.	TA training for the use of PM benchmarking (four TAs) Inform governors during three meetings through HT report during the year.		Summer	LLC team	5 TA's have been trained to use PM benchmarking toolkit. Governors have been updated and informed by Sarah Hawkins	A representative from AOLE team (Governors, TA and Teacher) feedback to CA. Update parents on reading expectations and reading	Feedback to governor at May meeting. No opportunity for governor to join AOLE teams.

			AOLE team to feedback to Governors Update and inform parents through newsletters, workshops and reports.		Term Autumn 2020 to Summer 2021		(on GB and also trained TA's).	Eggs taken in Spring Term.	
IA 2 IA 3 IA4	To select and purchase books to celebrate diversity and equality	50% of Y6 boys more enthusiastic to read compared with Purchase 'First News' through annual subscription. 90% of pupils in Y5 to selecting and talking about reading literature. Purchase 6 Graphic novels and comics for each KS2 class etc	First News £700 Comics £200	Autumn and Spring 2020-2021	PH and AP	First News subscription continued (12 newspapers a week).	Due to Covid restrictions books have not been purchased	Decoding books for Foundation Phase purchased (£1860)	
IA 4 IA 5	To establish reading groups for more able readers (partnership school)	Organise reading groups. Create links with other schools. Allocated planned reading focus (Phonics, read comprehension, high order reading skills)	Resources £100	Autumn 2020		Groups organised, RWINC groups in Y1 and Y2.	Y5 and Y6 participating in Burnet News Club. This has been successful for both reading and writing at a high skill level. .	No opportunity to mix with other schools	
IA 3	Improve the consistency of the teaching of reading throughout the school.	Reading sessions in weekly planning for all classes. Y4 TA to focus on groups within their class. Timetabled reading element in		Autumn 2020	Lesson observation AOLE learning walk May 2021	ongoing	Intervention group focused on in Y4. Nearly all teachers are modelling reading for pleasure in their classes with the pupils.	Reading taken a high profile during summer ter, individual, group and class reading sessions.	

			<p>FPh enhanced provision.</p> <p>100% of teachers' model reading, discuss reading habits, preferences.</p> <p>KS 2 Children compile reading profiles @Miss StanleyYr6</p> <p>100% of teachers Timetable 'Reading For Pleasure' sessions within school day.</p> <p>Y5 and Y6 staff to train and teach pupils to take notes on the texts read to improve comprehension skills.</p> <p>All classes to use prediction, questioning, clarifying, summarising and prior knowledge with reading tasks.</p> <p>In 100% of classes Class novel read everyday</p> <p>KS 2 to develop opportunities for children to share their reading experiences, (book reviews, video book review-Flipgrid)</p>			<p>Pupil voice</p> <p>Governor walk</p> <p>CA learning walks</p>		<p>Book reviews have been completed virtually in Y5 and Y6.</p>	
IA 5	Train TA in Supporting Literacy Development	2 TA's attend training. 100% of TA's trained to use strategies taught.	<p>PDG Course</p> <p>£360</p>	Spring 2021			<p>Personal Professional development for those focusing on reading has</p>	<p>Personal Professional development for those focusing on reading has</p>	

								been undertaken	been undertaken
IA 1 IA 4	Set up interventions throughout school	Identify pupils for intervention in Y1, Y2, Y3 and Y4 100% of KS 2 to utilise group guided reading sessions. Use volunteers to work with individual pupils	weekly	Autumn 2020		Reading interventions set up with RWInc in Foundation Phase and reading recovery groups in Y4,	Due to Covid restrictions, no volunteers have been in school. Focus for Y3 has been through Reading Eggs (all children in Y3 have log ins).	Reading Eggs used consistently in Foundation Phase for some children in Y3 and Y4.	
IA 5	Ensure literacy coordinator remains up-to-date with current practices.	Attend network meetings. LLC lead to attend 80% cluster meetings LLC lead to attend action research (whole class reading @MrBoothY6, book talk Jane Considine), VIPERS Develop 100% of teachers knowledge of children's literature	Termly meetings.	EAS network meetings £180		AJ constantly reading around literacy areas and attending Jane Considine training. Y5 also using Jane Considine strategies in writing.	AP has attended virtual training including: Whole staff training in use of Reading Eggs in February during staff meeting.	AP has attended virtual training including: Whole staff training in use of Reading Eggs in February during staff meeting.	
Objective Inspection Area	Action/ Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Autumn	Spring	Summer	

Staff Review: (staff meeting 9/6/21)

TA's enjoy conducting the PM benchmarking throughout the school. They are feeling more confident with the process. Initially thought the training was a little rushed although with more practise they are getting more confident.

Class novels are a good resource to develop the children's use of and understanding of language. The class novel has been used to extend vocabulary, promote empathy, promote enjoyment

of reading and model good reading.

Class books have covered books by the same author, relationships and multi-cultural themes and class topic/themes.

Reading Eggs has been a huge success, engaging and enthusing reluctant readers. Children's confidence has increased (noticeable with Y3 and Y4 intervention children). Need now to maintain impetus as in some cases enthusiasm due to longer period between gaining certificate has slowed.

CPD opportunities have been valuable (Hooked On Books, Decoding reading and books, Net-work meetings with Cathy McMahon). Training has broadened horizons and emphasised the need to promote, spend more quality time teaching reading.

Next steps:

- Purchase books to promote Welsh reading.
- Purchase decoding books to complement RWI in Foundation Phase.

Plan specific reading lessons each week in addition to class novel, phonics and carousel activities

PRIORITY 4: To Develop Curriculum Planning and Development for the present (Blended Learning) and Future Curriculum For Wales.

Improvement focus from self-evaluation:

SER 1.4.....

Links to:

National priorities:

The actions in this priority will contribute to raising standards in:

- Literacy
- Numeracy or
- In reducing the impact of poverty on educational attainment

National Mission:

The actions in this priority will contribute to:

- 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 system

Regional/Local priorities:

- Improve the outcomes of all vulnerable learners, particularly those on FSM (LA/Estyn Priority)
- Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions, (LA/Estyn Priority)

Secure appropriate progress for learners across the full range of cognitive abilities of pupils

Priority Lead: R. Clewer

Governor Link: C. Cook, J. Potter, J. Pelosi, M. Hunter, B. Harris

ANother

Staff involved in priority: All staff

	Objective Inspection Area	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Progress against actions		
							Autumn	Spring	Summer
	IA 3, IA 5	Training for staff on outdoor learning	Use and utilise our own school environment. Plan and have a bank of	£500 for training.	September 2020		Completed with Craig Armiger in September.	Plenty of outdoor learning used when children returned to school. Nearly	Outdoors were used consistently throughout the

			outdoor lessons for each age group. Conduct learning and lessons outside regularly (at least once a week).				Regular teaching and learning outside throughout school (at least one outdoor per week per class).	all classes utilising outdoors during course of week.	school.
	IA 5	Provide resources for learning outdoors.	Bank of waterproofs and wellies. Basic outdoor equipment (tarpaulin, potato peelers etc)	£300 for waterproofs £200 for wellies.	Autumn 2020	DHT during PPA sessions	ongoing	Not done due to Covid and lockdown.	Sponsored class events enabled resource to be purchased for outdoors.
	IA 1 IA 4	Evaluate and Review outdoor learning	Staff meeting feedback. HT to conduct learning walks. Pupil and parent feedback.	Release time £340	Sept 2020 to March 2021	HT in Autumn 2	Staff meeting reviewed.	ongoing	Evaluated in staff meeting
	IA 2 IA 4	Create self-assessment opportunities through learning.	Pupil and teacher identify success criteria. Pupils accurately identify strengths and areas to develop in their work. Pupils give examples of their strengths, areas to develop. Changes made by pupil improves learning. Pupils become independent in upper KS2 to review work against SC. Pupils reflect on strategies they used in learning and evaluate effectiveness.		Sept 2020 to June 2021	AOLEs learning walks throughout year.	LLC book look in December highlighted	Ongoing	Book look shows evidence of peer assessment, needs to be more consistent throughout school
	IA 2	Generate independent learners.	Pupils use teacher's modelling to produce good outcomes. Select own, imaginative,		Sept 2020 to June 2021	AOLEs learning walks throughout	Pm targets for some staff. CR's dissertation.	Covid and remote participated to a great deal of independent	Independent thinking and learning event in lessons, choices during

	IA 3		independent ways to show/demonstrate learning. Pupils more organised to start and complete own learning tasks. Planning for problems and solutions to solve them. Apply learning in one context to another context.			year.		learning in theory, (difficult to judge parent input) by engagement was above 80% across school in learning.	breaktimes and lunchtimes.
	IA 3	Blended Learning: Evaluate the distance learning that took place between March 2020 and July 2020.	Questionnaires for pupils. Questionnaires for parents Staff perceptions. Audit IT provision with stakeholders. Capture engagement rates pre need for blended learning, during blended learning and review afterwards.		Sept 2020	Staff to contact parents AP and RC to create questionnaire	Surveys and questionnaires completed from Summer Term 2020, Blended learning in Y5 and Y3 due to self isolation in November.		
	IA 5	Identify strategic lead Create a school strategy	Appoint a staff member to lead BL. Nominate a governor/sub-committee. Write a school strategy for DL. Focus on T&L Focus on well being Define roles and responsibility for teachers/staff. Review curriculum provision (range of approaches, practical, creative, digital etc)		Autumn 2020	AP and RC	Lead appointed (RC)	Nominated governor is working in school as a TA and teacher.	Blended learning not really used during summer term.
	IA 5	Develop a communication	Define a mechanism to provide feedback to stakeholders.		Autumn 2020	PH and SMT		New website design has been ordered.	New website design has been

		strategy	<p>Maintain and develop relationships e.g. assemblies.</p> <p>Ensure website is easy to navigate and find information.</p> <p>Develop digital communication virtually e.g Teams/Meet</p> <p>Share and create resources for AOLES and for different year groups with cluster schools.</p>					<p>Work with cluster on joint resource portal for remote learning activities.</p> <p>Assemblies now include Reading Eggs achievements.</p>	<p>ordered.</p> <p>Work with cluster on joint resource portal for remote learning activities.</p> <p>Assemblies now include Reading Eggs achievements, leavers assembly in July.</p>
	IA 5	Ensure appropriate support and provision is in place for learners with identified need for additional support.	<p>Create networks with parent/pupil with specific 1:1, support adult within the class.</p> <p>Provide activities and sessions that will aid pupil with specific needs.</p> <p>Monitor and judge engagement, collaboration and feedback to SMT.</p>		Autumn 2020 to Summer 2021	Minutes of SMT and staff meeting		<p>Virtual meetings have been held for a variety of pupils on ALN register. EH, DH, LRY.</p> <p>Engagement % have been taken for Spring Term.</p> <p>Virtual ELSA sessions have been provided for specific children.</p>	<p>Training day on research and feedback on ALN bill.</p>
	Objective Inspection Area	Action/ Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Autumn	Spring	Summer

Review at staff meeting: 7/7/21

All ongoing into next year. Continue to trial and amend planning with four purposes as corner stone.

PRIORITY 5: To strengthen and develop leadership practices and capacity at all levels in order to lead to high quality provision and outcomes for all learners

Improvement focus from self-evaluation:

SER 1.4.....

Links to:

National priorities:

The actions in this priority will contribute to raising standards in:

- Literacy
- Numeracy or
- In reducing the impact of poverty on educational attainment

National Mission: (Delete as appropriate)

The actions in this priority will contribute to:

- 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 system

Regional/Local priorities:

- FSM performance at KS2
- Strengthen leadership capacity in identified schools.
- Reduce variance in outcomes, teaching and leadership, using the Excellence in Teaching and Learning Framework as a tool for improvement.
- Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points (LA/Estyn Priority).

Priority Lead: P. Hamer

Governor Link: C. Cook and all Governors

Staff involved in priority: P. Hamer, R. Clewer, A. Parker,

Objective Inspection Area	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Progress against actions		
						Autumn	Spring	Summer
IA 5	Leaders, staff and other stakeholders re-visit school vision through: a) Analysis of SLO survey –	School vision is current, clear and understood by all stakeholders	Staff meetings	September 2020	Monitoring of progress through SLT, governing	Vision reviewed and adopted		Vision connected and aligned to four purposes and curriculum for

		<p>where are we?</p> <p>b) Sharing and amending school vision and aims with pupils, parents and governors</p> <p>c) Sharing of revised vision with all stakeholders to ensure the school's strategic direction is clear, current and shared by all stakeholders</p> <p>Embedding vision in all policies and procedures</p>	<p>Self-evaluation evidence demonstrates shared understanding of vision by whole school community</p> <p>All school policies and procedures reflect the school vision</p>	<p>SLO survey</p>	<p>Sept 2020- July 2021</p>	<p>body meetings</p> <p>PL lead/SLT oversee analysis of SLO survey</p> <p>Governing Body to ensure vision embedded in policies and procedures</p>			<p>Wales.</p>
2		<p>Ensure professional standards for leaders and teachers are embedded into whole school strategic approach/ policy for developing leadership</p>	<p>Policy/school approach to developing leadership is underpinned by the 5 main professional standards for teachers and leaders</p> <p>Standards used through PM</p>	<p>SLT meeting</p> <p>HT and DHT performance meetings with staff</p>	<p>Sept 2020</p>	<p>HT to lead approach/policy</p> <p>GB meeting to review/agree policy/strategic approach</p>	<p>Professional standards in all PM targets.</p>		
3		<p>Review school's leadership structure.</p>	<p>Leadership structure/SLT roles and responsibilities are reviewed, updated and aligned to changes</p>	<p>SLT/GB committee meetings</p>	<p>Autumn 2020</p>	<p>HT and governing body</p> <p>LA HR to provide advice</p>	<p>Ongoing</p>	<p>Working with unions, HR to formulate restructure of TLR point holders.</p>	<p>Restructure of SLT completed. Interview leader for CFW.</p>

			related to local, regional and national agendas			as appropriate HT to link with trade unions as appropriate			
IA 4 IA 5	Ensure that opportunities are built in to SLT, middle leader, line management meetings to regularly review the impact of agreed actions and strategies to improve learning, teaching and leadership and that such reviews result in appropriate actions	Strategies to improve learning and teaching are reviewed regularly by leaders Appropriate actions to improve learning and teaching are taken following regular review	SLT meetings	Sept 2020- July 2021	Through line management structure, HTs and line managers QA meetings through SLT meetings, minutes of meetings, actions resulting from meetings	Ongoing	Not meet this term	SLT met fortnightly during summer term to discuss reading in FPh, staffing, SDP, operational guidance.	
	Headteacher and SLT review school's SSER and SDP processes, including the school's MER processes, to ensure they are appropriate, robust and lead to meaningful actions to improve learning, teaching and leadership. Ensure that this is shared with staff at all levels.	SE, SDP processes and MER are effective and lead to improvement Actions arising from MER activities result in improvements in quality of learning, teaching, standards and leadership	SLT meeting	June 2020 – ongoing	Through line management structure, HTs and line managers QA meetings through SLT meetings, minutes of meetings, actions resulting from meetings	Ongoing	Ongoing	SDP reviewed with all staff during staff meetings.	

7		<p>Leaders at all levels continue to develop effective use of ETLF to enhance self-evaluation processes and engagement with the professional leadership standards.</p> <p>Electronic SSER journals will feed into SSER to give all staff ownership and accountability.</p>	SE processes are robust, lead to improvement and reflect the professional standards	PL grant	<p>Sept 2020- July 2021</p> <p>Termly staff meetings to update SE</p>	<p>QA system-line management meetings, SLT meetings</p> <p>QA by leaders of SE documentation</p>			
8		<p>Leaders ensure that actions resulting from self-evaluation/monitoring activity are followed-up swiftly and that impact of these actions is regularly evaluated</p>	<p>Actions from SE are followed up in a timely manner</p> <p>Impact of actions is reviewed regularly</p>	PL grant	Sept 2020- July 2021	Though line management meetings/SLT meetings	Review SDP	Literacy and numeracy team meetwith CA. PH and RC feedback to EAS to celebrate blended learning.	CA conducted a well being walk and review. See report.
		<p>Further develop and strengthen the school's leadership capacity through engagement with regional and national PL opportunities such as</p> <ul style="list-style-type: none"> • The Senior Leadership Regional programme • Aspiring HT development programme (NPQH) • Middle Leader development programme (MLDP) • HLTA programme • ELSA and THRIVE training 	Leaders at all levels benefit from PL opportunities and demonstrate enhanced and improved leadership competency and capacity	PL grant	Sept 2020- July 2021	<p>Senior leaders and PL lead monitor levels of engagement and impact of PL</p> <p>PL plan and impact reports</p> <p>Governor linked to PL to monitor engagement and impact</p>		Staff have been conducting their own CPD, not necessarily using EAS programmes.	Staff have been conducting their own CPD, not necessarily using EAS programmes.
		Engage with regional and national PL opportunities in order to deepen	Leaders, including governors are	PL grant	Sept 2020-	HT reports to GB	Ongoing	Governors had presentation on GB self-	PL attended EAS training and webinars.

		leaders' and governors' understanding of the changing assessment and accountability arrangements within the reform agenda	knowledgeable and up to date regarding latest developments in assessment and accountability arrangements		21	Review of SDP progress		evaluation presented by Ed Pryce and Darren Jones (EAS).	
14		Provide leadership opportunities for middle leaders and teachers through collaboration with cluster colleagues in order to lead priorities such as AoLE developments in own and each other's schools	Middle leaders and teachers through collaboration, increase their knowledge of curriculum reform and local, regional and national developments	PL grant	Sept 2020- July 2021	Monitoring through cluster meetings PL lead to monitor progress through PL evaluation process Line management meetings	Covid effected teams getting together.		Staff have attended relevant training, courses virtually. See learning logs.
16		Establish a succession plan for each leadership role to support sustained school improvement	Leadership capacity in the school is strong though robust implementation of succession plan	SLT meeting	Sept 2020-21	SLT meetings Line management meetings GB meetings	PM benchmark training. WRM training for all staff.	ELSA training for 1 staff member.	ELSA training completed by TA. Lego Therapy by two staff.
	IA 5	Revise policy and practice for staff performance management to ensure it is current, purposeful and has an impact on quality of teaching, standards and leadership.	PM policy and practice are in line with national, regional and local expectations. PM processes are	SLT meeting GB meeting	Sept 2020	HT, GB to engage with LA and EAS to ensure all legal aspects of PM policy	PM targets are linked to standards. Targets are	PM targets are linked to standards. Targets are	Ongoing with a focus on teaching and learning.

			purposeful, relevant and result in improvements to learning, teaching and leadership	GB/SLT meetings	Sept 2020- July 2021	and processes are in place GB sub-committee meetings to monitor HT progress against PM objectives- termly.	relevant to SDP.	relevant to SDP.	
IA 5	Work with CAs/PCAs/ external advisers to support QA processes in ensuring accuracy of judgements and to assist in supporting leadership capacity, eg through working with, coaching and mentoring leaders at all levels	QA by external parties ensures confirmation of accuracy of judgements Leadership capacity is strengthened	PL grant	Sept 2020- July 2021	Line management meetings SLT meetings Reports from CAs/PCAs		Literacy and numeracy teams have meet with CA to update progress on SDP.	EAS representative (Kath Mc) attended school to advise on reading.	
IA 5	Further strengthen the leadership role of the governing body through engagement with the regional GB self-evaluation toolkit, enhancing GB involvement in regional training and support programmes including termly update meetings with the EAS.	GB is confident in use of GB toolkit Link governor roles are aligned to national agenda/curriculum reform.	GB meetings	Sept 2020- July 2021	Minutes of GB meetings EAS governor support to assist in reviewing progress	Ongoing	Governors had presentation on GB self-evaluation presented by Ed Pryce and Darren Jones (EAS).	Full quota of governor this term. All vacancies filled. New parent governor. AGM completed and committees agreed.	
Objective	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Autumn	Spring	Summer	

Staff Review: Staff meeting 7/7/21

Online CPD has been effective and efficient for all staff to use and access, (recorded so can catch up at a later time/date).

Social media has been used by many staff to read up and catch up on new research.

TA's have been trained in Lego therapy, ELSA, challenging behaviour; enabling them to be better prepared to lead that particular area.

Jigsaw training and the implementation of Jigsaw through school has been a positive, staff and pupils like the PSE programme especially the calming strategies.

Next steps

Revisit SLO to help with individual targets for Performance Management

Time given to look through and use/trial different resources.

Governors to be involved in AOLE teams to a greater degree next year.

School improvement Priorities

Years 2 & 3

2021-2023

Inspection Area 1: Standards		
Standards and Progress Overall	Standards and Progress of Specific Groups	Standards and Progress of Skills
<p><u>2020-21:</u> Focus on improving reading skills throughout school (Phonics and higher levels in KS2)</p> <p>To raise standards in pupil's numeracy and reasoning attainment with a focus on the four rule of number</p> <p><u>2021-22:</u> Develop and improve quality of extended writing across the curriculum. To raise standards in pupil's numeracy and reasoning attainment with a focus on the handling data.</p> <p><u>2022-23:</u></p>	<p><u>2020-21:</u> Improve application of number skills (reasoning) for higher ability and MAT pupils.</p> <p>Track reading intervention to show impact and value added.</p> <p>Reading ages for all pupils to be gained through benchmarking.</p> <p><u>2021-22:</u> Improve application of extended writing skills for higher ability and MAT pupils.</p> <p>Track maths intervention to show impact and</p>	<p><u>2020-21:</u> Focus on number mathematical skills.</p> <p>To develop the use of Welsh throughout the school especially outside the classroom and importance of becoming bilingual.</p> <p><u>2021-22:</u> Develop extended writing opportunities.</p> <p>Continue to develop the use of Welsh throughout the school especially outside the classroom and importance of becoming bilingual.</p>

<p>Develop and improve quality of extended writing across the curriculum. To raise standards in pupil's numeracy and reasoning attainment with a focus on the Shape Space and Measure.</p>	<p>value added.</p> <p><u>2022-23:</u> Develop maths intervention for basic skills pupils.</p>	<p><u>2022-23:</u> Work closely with secondary school to develop a transitional curriculum for the skills in line with Curriculum for Wales.</p>
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Inspection Area 2: Wellbeing and attitudes to learning	
Wellbeing	Attitudes To Learning
<p><u>2020-21:</u> To support the social and emotional wellbeing of school stakeholders. Increase pupil voice feedback during assemblies.</p> <p><u>2021-22:</u> Pupil groups to promote healthy choices with eating habits in school Grow social and emotional intervention within class not just as an intervention.</p> <p><u>2022-23:</u> Develop cluster approach to restorative practises and ACE's.</p>	<p><u>2020-21:</u> Continue to build upon pupil resilience and Growth Mindset strategies. Assessment for Learning development to promote self-research and learning opportunities. Focus on children's rights during PSE lessons and assemblies</p> <p><u>2021-22:</u> Continue to promote attendance 95% and above. Ensure children's views and attitudes to learning are taken through questionnaires/surveys, these are analysed and actions put into place</p> <p><u>2022-23:</u> Involve community in pupil learning and skills development. Consolidate 'financial awareness learning into AOLES and learning opportunities.</p>

Inspection Area 3: Teaching and Learning		
Quality Of Teaching	The Breath, Balance and Appropriateness of the Curriculum	Provision of Skills
<p><u>2020-21:</u> Continue listening to learners, book looks and planning viewing by AOLE Improve using and applying skills in mathematics (reasoning). Review termly topics to ensure progression coverage and four purposes development.</p> <p><u>2021-22:</u> Develop areas of Curriculum For Wales</p> <p><u>2022-23:</u> Monitor and Evaluate Curriculum For Wales as it is implemented and rolled out officially curriculum.</p>	<p><u>2020-21:</u> Focus on the MAT children Develop the use of the outdoor area to support children’s learning. Continue to develop curriculum to increase resilience, growth mind set and skills for life.</p> <p><u>2022-23:</u> Work with other schools to embed new curriculum. Embed the teaching of Welsh Culture, artists, music, famous people, culture etc.</p> <p><u>2022-23:</u> Work with other schools, EAS and WG to embed new curriculum.</p>	<p><u>2020-21:</u> Complete Campus Cymreag. Embed skills needed for Curriculum For Wales. Fine tune digital competency skills for blended learning approaches.</p> <p><u>2021-22:</u> Make connections between Welsh and our culture and the advantage of learning Welsh. Develop extended writing throughout all AOLE’s.</p> <p><u>2022-23:</u> Review impact of extended writing provision and plan for future needs in writing.</p>

Inspection Area 4: Care, support and guidance		
Tracking, Monitoring and the Provision of Learning support	Personal Development	Safeguarding
<p><u>2020-21:</u> Track reading intervention to show impact and value added. Ensure funding is used effectively for intervention groups/individuals. Embed new provision mapping system to show progress and money spent on each child, group etc.</p> <p><u>2021-22:</u> Monitor and track FSM against non-FSM. Adopt a system to monitor targets achieved for 'Individual Pupil profiles'. Track pupils with ALN funding with greater robustly to evidence 'value for money' using provision map Edukey platform.</p> <p><u>2022-23:</u> Review 'provision mapping' software.</p>	<p><u>2020-21:</u> Continue to promote assessment for learning strategies within each class. Adopt continua for Kids that is aligned to the four Core Purposes.</p> <p><u>2021-22:</u> Develop the range and provision for extra-curricular clubs. Train and monitor SMT to conduct Performance Management and evaluations with staff.</p> <p><u>2022-23:</u> Continue to develop role of pupil voice throughout the school feeding into curriculum, day to day running, leadership roles and SDP.</p>	<p><u>2020-21:</u> Ensure safeguarding provision is statutory for all. (level 1 completed in first week of Autumn Term) All staff confident to use Provision Maps/safeguarding to report concerns.</p> <p><u>2021-22:</u> Train up new members of staff on safeguarding policy and procedures. Evaluate use of Provision Maps/Safeguarding.</p> <p><u>2022-23:</u> Train up new members of staff on updated safeguarding policy and procedures.</p>

Inspection Area 5: Leadership and management			
Quality and Effectiveness of Leaders and Managers	Self-Evaluation Processes and Improvement Planning	Professional Learning	Use Of Resources
<p><u>2020-21:</u> Embed the role of governors in school and for the self-evaluation process. Embed the New Standards for TA's. AOLEs Leaders to focus on and evaluate curriculum provision.</p>	<p><u>2020-21:</u> Use ETLF to monitor areas of learning for middle Leaders Evaluate the schools addressing of the Estyn recommendations. Monitor the impact of PM on teaching and learning.</p>	<p><u>2020-21:</u> Continue to develop links with cluster schools and schools outside cluster(S2s) to share cost and expertise. Continue to conduct professional research into a specific area</p>	<p><u>2020-21:</u> Effectively use EAS/EAL?ALP money for Professional development of staff. Seek private funding to develop the outdoor environment.</p> <p><u>2021-22:</u></p>

<p><u>2021:22:</u> Continue to develop links with other schools to further enhance leadership, T&L roles and TA roles</p> <p><u>2022-23:</u> Continue to develop links with other schools to further enhance leadership, T&L roles and TA roles</p>	<p><u>2021-22:</u> Develop links with cluster school's in self-evaluation process to further develop the role of AOLE's.</p> <p><u>2022-23:</u> Develop links with secondary school to create a transitional curriculum and share good practise in AOLEs</p>	<p>through PM targets.</p> <p><u>2021-22:</u> Continue to develop links with other schools to further enhance leadership, T&L roles and TA roles.</p> <p><u>2022-23:</u> Work closely with secondary school to develop professional learning opportunities.</p>	<p>Promote school in local and wider community to attract more pupils. Source funding with help of PTA.</p> <p><u>2022-23:</u> Monitor school budget with governor subcommittee, finance officer and LEA.</p>
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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 cycle	The school's cycle of activities for raising standards and improving learner outcomes. 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	What impact have we made and what have we learned? Evaluation involves: <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	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.
Action	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 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.
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	The <i>who, what, where, when</i> of judging progress towards actions and success criteria. <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 • 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.

	<ul style="list-style-type: none"> • 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