**School Development Plan 2018 – 2019, 2019-2020.**

This document is based on the Welsh Government regulations 155/2014

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| **Timeline** | **Date** | **Staff Members and GB** |
| Planning | September 2018,2019 | Headteacher, Governing Body , ERW Challenge Advisor, SMT Whole staff.  ERW Support Visit 1 (Categorisation and Leadership)Self-evaluation monitoring activities.. |
| Review | February 2019,2020 | Half Termly SMT/Governing Body/Staff Teams Monitoring Reports on Activity.  ERW Support Visit 2 (Lesson Observations, Work Scrutiny, Learning Walks ,Listening to Learners, Curriculum Planning, Standardisation & Moderation.) |
| Evaluation | June/July 2019,2020 | Half Termly SMT/Governing Body/Staff Teams Monitoring Reports on Activity.  ERW Support Visit 3 (Lesson Observations, Work Scrutiny,learning Walks, listening to learners, Curriculum Planning, Standardisation & Monitoring.) |

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**Contextual Information**

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| **Current National Category** | 1  (no longer applicable) | A |

Our School Development Plan takes very careful account of local and national priorities. The key documents referenced identifying national priorities include:

**Abertawe 2025 (Swansea Strategic Plan)**

**Developing Schools As Learning Organisations Nov 2017**

**Digital Competence Framework** ( September 2016 )

* Raising Standards of ICT and Digital Competence across all curriculum areas.
* To improve skills of all stakeholders including staff, parents and governors.
* To enable enhanced collaboration, communication, storage and sharing of good practice.
* To embed effective high quality E-Safety systems and procedures for all learners.

**Education in Wales:Our national mission** ( 2017-2021)

* To raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence.
* Transformational reform and renewed vision of success for all learners.
* Inclusive schools committed to excellence, equity and well-being.

**Successful futures** (Professor Graham Donaldson – Feb 2015)

The vision for learners in Wales is that all our children and young people will be:

* Ambitious, capable learners, ready to learn throughout their lives.
* Enterprising, creative contributors, ready to play a full part in life and work.
* Ethical, informed citizens of Wales and the world.
* Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

**Developing Schools As Learning Organisations in Wales** (OECD)

A national programme to empower schools across Wales in developing as learning organisations.

**The Revised Professional Standards for Teaching & Leadership** ( September 2017)

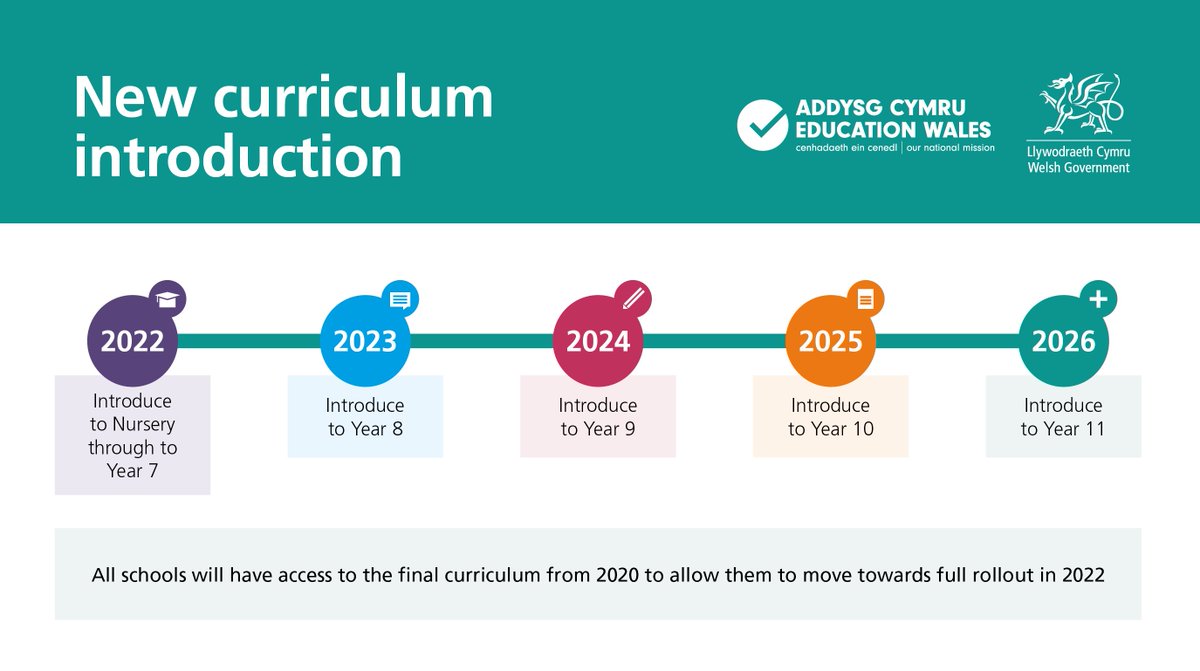
Professional standards describe the skills, knowledge and behaviours that characterise excellent practice and support professional growth. The five professional standards for teaching and leadership concentrate on the five essential elements of every teacher’s work.

**SUCCESSFUL FUTURES**

Independent Review of Curriculum and Assessment Arrangements in Wales

Professor Graham Donaldson (February 2015)

The New Curriculum in Wales will be planned to achieve 4 Broad Purposes: That children and young people develop as:

* Ambitious capable learners
* Enterprising creative contributors
* Ethical informed citizens
* Healthy confident individuals

The Curriculum is organized into 6 areas of learning and experience:

* Expressive Arts
* Health and well-being
* Humanities
* Languages
* Literacy and communication
* Mathematics and numeracy
* Science and technology

There are 3 cross curriculum responsibilities:

* Literacy
* Numeracy
* Digital Competence
* In addition as part of Language Literacy and Communication Welsh across the curriculum will be developed through the Siarter Iaith and promoting bilingual lessons across all phases.

Full implementation of the New Curriculum in Wales is planned for September 2022. Curriculum planning documents indicate our preparation for the new curriculum as outlined above but remain organized under existing statutory National Curriculum Requirements for Wales (September 2014).

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| **2019-2020 Key priorities** |

**improved outcomes for all learners**

**Team: Headteacher, NB, Lead Governors (Mark Bamford, Gemma Pearson)**

Demonstrate impact of high expectations that are integral to planning learning opportunities that meet the needs of all our learners without exception. Ambitious individual target setting to be informed by collaborative analysis by all staff of a range of pupil progress data. Half termly reviews of individual pupil progress to inform allocated intervention, support and challenge and deployment of resources to secure sustained improved outcomes for all learners.

**raising standards through effective teacher feebdack and peer assessment**

**Team: NB, ED (FPh Co-ordinator), Lead Governors (Chris Seacombe, Katie Jeffrey)**

Ensure co-constructed success criteria is highly visible and agreed strategies are consistently applied to enable all learners to become familiar with and internalize WALT and WILFs. All teachers T.A. to refer to success criteria throughout the learning process. Teachers to consistently model AFL strategies (Pink for Perfect and Green for Growth) using well –established interim plenaries Working walls in every class to include key components for enabling pupils to independently improve their own work. Teachers and TA’s to model effective feed forward statements using good and bad examples.

**RRS Article 12: Children have the right to say what they think should happen and to have their opinions taken into account**

**IMPROVE ATTENDANCE**

**Team: NB, AC (Attendance Officer) and Lead Governor (Dave Cole)**

To improve percentage of pupil attendance in line with the Welsh Government National Target of 95%. .Attendance for 2018-2019 Quartile 3 tbc based on 2017/2018 thresholds 93.9% secured second quartile . To increase % of pupils achieving above 95%. To regain top quartile benchmark performance and reduce persistent absenteeism.

**RRS Article 28: Your right to learn and go to school**

**planning for successful futures**

**Team: CL, NB, ED (FPh Co-ordinator), Lead Governors (Stefan Patrick, Andrew Stevens, Kieran McGlann)**

To co-construct a purpose focused curriculum that enables learners to become ambitious, capable and ready to learn throughout their lives. Curriculum planning to be structured around high quality experiential learning opportunities and planned experiences relating to the United Nations Sustainable Development Goals. Overarching enquiry based learning will promote deep thinking and questioning based on prior knowledge enabling learners to become ethically informed citizens

**RRS Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing.**

**IMPROVE USE OF WELSH ACROSS THE CURRICULUM**

**Team: CL, AJ and Lead Governor (Peter Jones)**

For all stakeholders to work towards achieving The Siarter Iaith Arian Award. Review SOW to include progression of sentence patterns. All teachers to plan opportunities for increased bilingualism within lessons. Develop Welsh reading across the school. All teachers to set up an E twinning project to promote welsh culture with European countries. To undertake ERW Action Research post Cymraeg mewn Blwyddyn Teaching Welsh across AoLEs Gwyddoniaeth a thecnoleg Science and technology

**RRS Article 30: You have the right to practice your own culture, and language**

**SELF EVALUATION PROCESSES AND IMPROVEMENT PLANNING**

**Team: HT, SMT (CL, NB, TT, AE,) and Lead Governor (Alison Seabourne)**

To implement an annual cycle of ongoing self evaluation activity to gain an accurate picture of the quality of teaching ,learning and pupil progress. To use effective self-evaluation to set measurable personalized targets for improvement for all learner progress.

**Penyrheol Primary School Priorities for 2018–2019 / 2019-2020**

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| **Very Good Progress** | **Strong Progress** | **Satisfactory Progress** | **Limited Progress** |

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| **Key Priority 1 : Improved Outcomes For All Learners**  KQ1: Outcomes 1.1 Standards   * To rigorously track individual pupils using all available data, set ambitious targets and provide intervention appropriate to identified groups of learners. * To ensure learning outcomes and success criteria clearly identifies opportunities for children to acquire and apply knowledge and skills at the above expected level. * To increase percentage of pupils achieving positive progress from base line to end of FPh and end of FPh to end of KS2 * End of Key Stage Targets 2019 - 2020   + Y2 O5 LLC – 76%, O6 LLC 46%   + Y2 O5 MDT – 79%, O6 MDT 46%   + Y6 L4 English – 87%, L5 English 23%   + Y6 L4 Maths – 87%, L5 Maths 27% * Ambitious Individual cohort targets set for all learners. Expected and above expected level performance agreed. (Collaborative moderation HT,LA, Assessment Lead, Classteacher) * Demonstrate impact of target interventions through measureable outcomes, i.e. all pupils making at least two levels of progress from   F Ph to KS2 and/or progress within intervention assessment, National Test Scores   * Regular half-termly evaluation of the impact of pupil tracking, target intervention and next steps for learning on standards of pupil attainment and achievement. * Consistent use of agreed A.F.L. - self and peer assessment and co-construction of success criteria to enable pupils to improve own learning and understand how to meet targets for improvement. | **Monitoring and Review by Governing Body:**   * Annual Monitoring cycle including analysis of whole school data, lesson observation, work scrutiny, pupil interviews, learning walks. * Subject leader reports to Lead Governor/Curriculum Sub Committee/Full Governing Body * National categorization / termly ERW Core Visit - Pupil interviews, work scrutiny. * Stakeholder review “My Voice” half-termly electronic questionnaires. | | |
| **Internal Monitoring:**   * Half termly review of pupil performance data including class profiles and target intervention groups. * Standardisation and moderation of TA and levelling pupil work-whole school & cluster processes and procedures. * Collaborative lesson observations, work scrutiny, pupil interviews, learning walk, target setting.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | MDE/Maths |  | LLC/English |  | |  | O 5+ / L 4+ | O 6+ / L 5+ | O 5+ / L 4+ | O 6+ / L 5+ | | Year 1 | 65% (17/26) | 23% (6/26) | 62% (16/26) | 27% (7/26) | | Year 2 | 79% (24/30) | 46% (14/30) | 76% (23/30) | 46% (14/30) | | Year 3 |  |  |  |  | | Year 4 | 78%(30/38) | 21% (8/38) | 78% (30/38) | 18% (7/38) | | Year 5 | 85% (36/42) | 35% (15/42) | 82% (35/42) | 35% (15/42) | | Year 6 | 87% (26/30) | 27% (8/30) | 87% (26/30) | 23% (7/30) | | | |
| **Success criteria in terms of standards and quality:**   * Maintain % of pupils achieve CSI L4+ (87.5% 2018, 89% 2019, 87%2020) * Maintain % of pupils achieving ambitious personalised targets L5, Eng (37.5% 2018, 24% 2019, 23%) MA (31.2% 2018, 27% 2019, 27%) Sci (31.2% 2018, 27% 2019, 27%2019). * Ensure all pupils make positive progress from base line to end of FPh * FFT confirms positive VA Pupil progress KS2   0 | | **UNCRC- Articles 3,12,13,20,23,28,29** | **National/Local Priorities:**  Raising standards of literacy and numeracy.  Reducing the impact of poverty.  Estyn Recommendations Oct 2015.  ERW- National Categorisation  Donaldson- Successful Futures. Feb 2015  Digital Competency Framework. Sept 2016  Ed in Wales:Our National Mission 2017-2021 |

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| **SDP 2018 / 2019 (Year 1 of 3)** | | | | | | | | | | | | |
| **Key Priority 1 – Improved Outcomes for all Learners**  To further enhance and embed systems to facilitate effective ongoing analysis by all staff and stakeholders of a range of available pupil performance data. Half termly reviews of individual pupil tracking including national tests will inform target intervention, and deployment of resources with a specific focus on improved outcomes for pupils who are more able. A key factor within raising standards is the setting of ambitious targets for individual pupils. Class profiles identifying support and challenge for all learners are essential as part of pupil tracking, monitoring and planning for next steps. | | | | | | | | | | | | |
| **Actions** | | | **Who?** | | **Milestone Term 1** | **Milestone Term 2** | **Milestone Term 3** | | **Professional Development Needs** | | **Source of Finance and Cost** | |
| 1. | Collaborative review of pupil progress and setting of individual ambitious targets for English, Maths and Science. | LA Information Officer  Headteacher  Asses Lead  Class Teacher | | Ambitious individual targets set. | | Half termly review of pupil tracking and progress.  Update intervention and support programmes. | Half termly review of pupil tracking and progress. | Collaborative review using VAP and VAP+ data to inform ambitious target setting. | | 2 x supply days (£300.00) | |  |
| 2 | Enhance use of multi levelled Walts and Wilfs and skills focused learning objectives. | All Staff  N-Y6 | | Collaborative review with Dep Ht and assessment Lead, | | Fortnightly SMT monitoring.  Collaborative Whole Staff Review | SMT monitoring Report to Governors-Strengths/Areas to develop | Whole staff training and reducing Teacher Workload  Review of curriculum planning. | | Assessment Lead & D HT.  2 X Supply Cover £300 | |  |
| 3 | Identify planned opportunities within curriculum planning to secure improved outcomes for pupils who are more able. | All staff (Rec-Y6) | | Planning for above expected level within weekly curriculum planning. | | Staff Presentation to Buddy Govs planning for above expected level in Maths/Numeracy. | DHT monitoringof planning for above expected level in Maths/Numeracy. | Review of medium term curriculum p0lanning i.e. purposeful schemes of work linked to short term plans. | | Curriculum Leader monitoring - 3 days  @ £150 per day Supply cover £450. | |  |
| 4 | Half-termly review of Individual Pupil data and tracking to inform target intervention for identified groups of learners. | All staff (Rec-Y6) | | SMT monitoring of cohort data,support & intervention ,provision for ALN/eFSM pupils. | | SMT work scrutiny and lesson observation | SMT end of year report - pupil progress and areas for development SDP 2019-2020. | Test Analyser training for all staff.  Autumn 2018 | | SMT Monitoring  6 days per term @ £150 per day Supply cover.= £900 | |  |
| 5. | Enhanced AFL & differentiation through the introduction of Rubrics Milestones in Eng/Lit and Pathways in Ma/Num. | All staff | | SMT monitoring curriculum planning and work scrutiny. | | SMT work scrutiny and lesson observation | SMT/Subject Leader areas for development 2019-2020 | Cluster PLC-Improving effectiveness of provision for Peer and Self-Assessment. | | ADDS session x 4  SMT Monitoring  @ £150 per day Supply cover £450. | |  |
| **How can the wider community of the school enrich the priority?** | | | | | | | | | | | | |
| * Self evaluation informing school improvement at all levels. * ERW Challenge Adviser and allocation of support for staff training following ACV. * **Headteacher**: to fully embed processes and procedures to secure active involvement of all stakeholders in effective whole school evaluation. * **SMT**: to analyse whole school pupil performance data with a specific focus on evidencing pupil progress including pupil tracking. * **Teacher**: to use INCERTS and class profile data to track and monitor pupil progress and identify areas to inform planning for improvement. To achieve increased percentage of pupils working above expected levels. * **Associate Staff**:to become familiar with the performance data and individual pupil tracking of identified pupils in line with curriculum planning. * **Pupil Target**:to understand own performance and to know how to achieve personal targets and improve their work. * **Governors:** to monitor standards of teaching and pupil performance through analysis of data, collaborative peer/pupil/Governor lesson observations, book scrutiny and learning walk. To engage in stakeholder review and evaluation via My Voice Electronic questionnaires. | | | | | | | | | | | | |
| **Monitoring , Evaluation & Review June 2019**   * Collaborative target setting process including use of VAP+ data effective in securing individual ambitious targets for all learners. SMT monitoring confirms allocation of intervention and catch up programs achieves measurable progress for all children. * Half termly review of individual pupil progress data enables effective allocation of additional support, challenge and resources. Nearly all staff demonstrate improved consistency in the use of data to effectively track pupil progress and identify intervention groups. * Work scrutiny confirms the introduction of revised AFL and curriculum planning strategies including differentiated WALTS and WILFS for identified ability groups has secured increased opportunities for nearly all learners to achieve ambitious targets including the pupils who are more able. * Lesson observations confirm that in the majority of lessons next steps for learning are made explicit within the WALTS, WILFS and success criteria, identifying clear progression of skills within each task. * There is clear evidence in most curriculum planning and pupil books that the Pathways in numeracy and Rubric Milestones in English and Literacy secures increased knowledge and understanding by all staff and pupils. | | | | | | | | | | | | |
| **SDP 2019 / 2020 (Year 2 of 3)** | | | | | | | | | | | | |
| **Key Priority 1 – Improved Outcomes for all Learners**  Demonstrate impact of high expectations that are integral to planning learning opportunities that meet the needs of all our learners without exception. Ambitious individual target setting to be informed by collaborative analysis by all staff of a range of pupil progress data. Half termly reviews of individual pupil progress to inform allocated intervention, support and challenge and deployment of resources to secure sustained improved outcomes for all learners. | | | | | | | | | | | | |
| **Actions** | | | **Who?** | | **Milestone Term 1** | **Milestone Term 2** | **Milestone Term 3** | | **Professional Development Needs** | | **Source of Finance and Cost** | |
|  | Collaborative target setting | LA information Officer  Headteacher  Assessment Lead  Class Teacher | | Set ambitious personalised targets for each pupil using all available data  Set intervention groups / programmes based on TA and data | | Half Termly review of pupils’ personalised targets  Update intervention groups and programmes | Evaluate pupil performance (TA and National Test Data) against targets | Collaborative review using all available data | | 2 x supply days  (£300) | |  |
|  | Evidencing pupil progress  INCERTS | All Staff  (Rec – Y6) | | SMT meet with Emyr Brown to explore new features within INCERTS and compare with similar products (value for money) | | Use INSERTs to set personalised targets for each pupil | Use INSERTs to set specific groups of learners  MAT  FSM  ALN  Track and monitor provision and progress of specific groups using next steps | ADDs to develop knowledeg and skills for all staff | | Emyr X2 £600 | |  |

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| **Key Priority 2 : Raising Standards Through Effective Teacher Feedback And Peer Assessment**   * To explore and evaluate through action research good practice relating to effective feedback to pupils in line with guidance on reducing workload. * To implement a range of identified strategies to secure effective teacher feedback including peer and self-assessment. * To monitor and evaluate the impact of timely meaningful and manageable feedback on pupil progress. * To raise pupil awareness of success criteria and develop skills to actively involve children in developing and reviewing agreed criteria. * To develop a range of strategies to replace written marking and enhance the impact of timely meaningful feedback. | **Monitoring and Review by Governing Body:**   * Annual Monitoring cycle including analysis of whole school data, lesson observation, work scrutiny, pupil interviews, learning walks. * Presentation to Governors – Spring Term 2019 | |
| **Internal Monitoring:**   * Half termly review of pupil performance data including class profiles and target intervention groups. * Standardisation and moderation of TA and levelling pupil work-whole school & cluster processes and procedures. * Collaborative lesson observations, work scrutiny, pupil interviews, learning walk, target setting. * Action research baseline and interim assessments. * Self and peer assessment RAG rated baseline. | |
| **Success criteria in terms of standards or quality:**   * Increased staff and pupil knowledge and understand of effective self and peer assessment. * Increase staff and pupil skills in developing success criteria together. * Timely meaningful, manageable and motivating feedback to all pupils. * Reduced written feedback. * Increased pupil responsibility for improving their own work. * Increased evidence of the worthwhile impact of teacher and self-assessment on pupil progress. | | **National/Local Priorities:**  Education in Wales:Our National Mission  New Curriculum 2023  Schools as Learning Organisations  Raising standards of literacy and numeracy& reducing the impact of poverty.  Estyn Recommendations Oct 2015 (Re-visit Jan 2017)  ERW Categorisation  UNCRC- Articles 3,12,13,20,23,28,29  UN Sustainable Development Goals (2030) |

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| **SDP 2018 / 2019 (Year 1 of 3)** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Priority 2 – Raising Standards through Effective Teacher Feedback and Teacher Assessment**  To explore and evaluate through action research good practice relating to feedback to pupils in line with guidance on reducing workload. To implement a range of identified strategies to secure effective teacher feedback including peer and self-assessment. To monitor and evaluate the impact of timely meaningful and manageable feedback on pupil progress. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Actions** | | | | | | **Who?** | | **Milestone Term 1** | | **Milestone Term 2** | | | **Milestone Term 3** | | | | **Professional Development Needs** | | | **Source of Finance and Cost** | | | | |
| 1. | University of Wales, Trinity Saint David - Action Research project. | | | | AJW / NB  All staff | | | | Raise awareness of Action Research project and secure baseline data. | | | Access training and implement action plan. | | Review progress and update action plan for 2019-2020. | | | | UWTSD Action Research seminars x 3 | | | 3 x supply days (£450.00) |  | | | |
| 2. | To review the impact of the current assessment and marking policy. | | | | Assessment Lead  Class Teachers | | | | Questionnaire to all stakeholders (pupils, parents, staff) | | | Work scrutiny. | | Further questionnaire to stakeholders relating to peer and self assessment. | | | | School based inset | | | N/A |  | | | |
| 3. | To develop enhanced pupil and staff awareness of success criteria. | | | | All staff and pupils | | | | Class teacher and TA model effective success criteria. | | | Collaborative development of WALTS and WILFS with pupils. | | Embede use of success critiera within self and peer assessment. | | | | Gareth Coombes - 2 hour ADDS training. | | | £275.00 |  | | | |
| 4. | To provide high quality feedback of success critera. | | | | All staff and TAs | | | | Staff to model the use of success criteria within teacher and pupil self assessment. | | | Further embed the use of pit stops with an explicit focus on peer and self assessment. | | Pupils able to effectively use success criteria to monitor progress and improve learning. | | | | Gareth Coombes – effective feedback and feed forward for learning. | | | £275.00 |  | | | |
| 5. | Feed forward for learning. | | | | All staff and pupils | | | | Pupil voice within review of prior learning feeding forward into future planning. | | | Effective pupil self and peer assessment and use of success criteria and application to task. | | Increased independence and pupil generated feed forward assessment.  Reducing teacher workload. | | | | Gareth Coombes - effective feedback and feed forward for learning. | | | £275.00 |  | | | |
| **How can the wider community of the school enrich the priority?** | | | | | | | | | | | | | | | | | | | | | | | | |
| * **Headteacher**: to oversee whole school Action Research to promote more effective teacher feedback and pupil use of success criteria within peer and self-assessment. * **SMT**: maintain an overview of progress towards achieving effective teacher feedback and pupil use of success criteria within peer and self- assessment. * **Teacher**: implement a range of strategies as part of Action Research focusing on developing success criteria with pupils and improving effective ongoing feedback and self-assessment. * **Associate Staff**:to engage in developing success criteria as part of staff feedback and pupil self-assessment. * **Pupil Target**: pupils become more independent learners, using success criteria within self and peer assessment. * **Governors:** to monitor Action Research project through lesson observation, learning walks, work scrutiny and listening to learners. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Monitoring , Evaluation & Review June 2019**   * Monitoring of the UWTSD action research project confirms high quality verbal feedback and new strategies for peer and self-assessment are effective in supporting learners to improve their own learning. * Collaborative work scrutiny and work-along lesson observations (SMT & Gareth Coombes)confirms effective strategies including pink for perfect/green for growth & purple pen of progress well developed across Years 2,4 and 6. * New AFL strategies are becoming more embedded as part of self-assessment enabling children and staff to identify strengths and focus for improvement within daily routines for learning. * SMT/GC monitoring confirms a very high focus on co-constructed success criteria, visible and referred to in all classes. * Whole staff sharing of good practice and ideas for modelling the use of success criteria are effective in facilitating consistency across foundation phase and KS2. * SMT monitoring confirms increased pupil independence in generating success criteria and its application to learning tasks. * Gareth Coombes confirms Superb progress from January 2019 to April 2019.Examples identified of excellent practice in the process of developing co-constructed success criteria and self-assessment to share with other schools. | | | | | | | | | | | | | | | | | | | | | | | | |
| **SDP 2019-2020 (Year 2 of 3)** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Priority 2 – Raising Standards through Effective Teacher Feedback and Teacher Assessment**  Ensure co-constructed success criteria is highly visible and agreed strategies are consistently applied to enable all learners to become familiar with and internalize WALT and WILFs. All teachers, T.A. to refer to success criteria throughout the learning process. Teachers to consistently model AFL strategies (Pink for Perfect and Green for Growth) using well –established interim plenaries Working walls in every class to include key components for enabling pupils to independently improve their own work. Teachers and TA’s to model effective feed forward statements using good and bad examples. | | | | | | | | | | | | | | | | | | | | | | | |
| **Actions** | | | | **Who?** | | | | **Milestone Term 1** | | | **Milestone Term 2** | | | | **Milestone Term 3** | | **Professional Development Needs** | | | **Source of Finance and Cost** | | | |
|  | | Co-construction of success criteria. | All staff | | | | Sustain excellent practice in pupil generated WALTS and WILFS | | | | Ensuring co-constructed success criteria is highly visible | | | | Ensure success criteria is referred to throughout lessons | ADDS X 2 | | | No additional Cost | | | |  |
|  | | To provide high quality feedback of success . | NB/All staff | | | | High quality teacher led and pupil created scaffolds. | | | | To use pit stops with explicit focus on self and peer assessment. | | | | Children independently apply pink for perfect to identify best examples of success criteria. | ADDS X 2 | | | No additional cost | | | |  |
|  | | Review marking policy to include SPAG (Spelling Punctuation Grammar and Handwriting) in feedback | All staff | | | | Identify SPAG in marking code. | | | | Children to independently access working wall tools to improve own work. | | | | Embedding differentiated pit stops with fixed and flexible success criteria. | ADDs x 2 | | | No additional cost | | | |  |
|  | | Feed forward for learning. | All staff and Pupils | | | | Teachers and TA’s to model effective feed forward using good and bad examples. | | | | Pupils to self-assess their own work and identify green for growth. | | | | Pupils to peer assess work identifying green for growth from the success criteria. | ADDS X 2 | | | No additional Cost | | | |  |

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| **Key Priority 3 : Improve Attendance**   * To improve percentage of pupil attendance in line with the Welsh Government National Target of 95%. To increase % of pupils achieving above 95%. Attendance 2017/2018 is 93.9% (LA 94.8%) – Quartile 3 (based on 16/17 FSM benchmark thresholds). To increase % of pupils achieving above 95%. To regain top quartile benchmark performance and reduce persistent absenteeism. * Implement ERW Attendance Policy & Procedures. * Enhance well established incentivisation programme. Implement termly reward for all pupils with 95% and above attendance * Secure effective weekly monitoring of electronic registers for missing marks and accurate attendance codes (by class teachers every Friday). * Monitor and analyse weekly attendance. identifying bands of pupils above identified percentage attendance & issue appropriate letters. * Fully implement systems for first day absence, telephone and text checks. * Maintain effective joint working with EWO service to challenge and support persistent absenteeism. * Termly SIMS attendance reports issued to parents outlining their child’s attendance and comparisons with national data and statistics. Also reminders of procedures for absence and lateness. * Raise awareness of fixed penalty notice criteria and enforcement procedures with identified families. * Effective engagement of identified families and multi-agency support. * Issue fixed penalty notices where criteria is met and all other support and challenge exhausted. | **Monitoring and Review by Governing Body:**   * **Governors:** to monitor standards of attendance and evaluate the impact and effectiveness of school systems to challenge poor attendance. * Report by lead Governor for Attendance to Full Governing Body. * Promote engagement of all stakeholders in the process of improving whole school and individual pupil attendance. * Termly review of Lead Governor Scrutiny Log | |
| **Internal Monitoring:**   * Weekly percentage attendance of individual classes plus reward for cohort with highest attendance (achievement assembly). * Fortnightly /Termly monitoring of families causing concern with EWO. * Weekly analysis of attendance figures. * Graduated programme of support, challenge and accountability for families. * Active enforcement of Fixed Penalty Notice procedures. * Implement cycle of one-to-one interviews with EWO and Headteacher. * Close liaison with Team Around the Family and early intervention project to provide appropriate challenge and support to identified families. | |
| **Success criteria in terms of standards or quality:**   * Increased average percentage pupil attendance to above 95%. * Reduced persistent absenteeism. * Effective implementation of agreed strategies by all staff including teaching, associate and admin. * Effective systems established to secure accountability of families causing concern. | | **UNCRC- Articles 3,12,13,20,23,28,29**  **National/Local Priorities:**  Raising standards of literacy and numeracy.  Reducing the impact of poverty. |

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| **SDP 2018 / 2019 (Year 1 of 3)** | | | | | | | | |
| **Key Priority 3 – Improve Attendance**  To improve percentage of pupil attendance in line with Welsh Government National Target of 95%. Attendance 2017 / 2018 93.9% (LA 94.8%) – Quartile 3 (based on FSM benchmark thresholds). To increase percentage of pupils achieving above 95%. To regain top quartile benchmark performance and reduce persistent absenteeism. | | | | | | | | |
| **Actions** | | **Who?** | **Milestone Term 1** | **Milestone Term 2** | **Milestone Term 3** | **Professional Development Needs** | **Source of Finance and Cost** |  |
| 1. | Maintain & further strengthen effective systems for monitoring and tracking pupil attendance. | Attendance Officer / AJW / EWO | Weekly attendance tracking. | Weekly attendance tracking. | Weekly attendance tracking. | Retain consistent EWO service and regular meetings. | SLA |  |
| 2. | Provide appropriate support and challenge to identified families.(See individual pupil tracking files.) | HT / ALNCO / Attendance Officer / EWO | Weekly attendance tracking. | Weekly attendance tracking. | Weekly attendance tracking. | Referrals to outside agencies including Team Around the Family and early intervention. | N/A |  |
| 3. | Implement whole school incentivisation of positive pupil attendance. Weekly/termly reward system | HT / EWO Attendance Officer | Weekly attendance tracking. | Weekly attendance tracking. | Weekly attendance tracking. | Liaison with EWO and local venues (Gower View park, Melyn Mynych skate board ramp and BMX pump track. | Class of the week reward. Termly treat for pupils 95% + attendance. Annual 100% attendance |  |
| 4. | Implement fixed penalty notices as appropriate. | HT / EWO Attendance Officer | Weekly attendance tracking. | Weekly attendance tracking. | Weekly attendance tracking. | Liaison with senior EWO.  Attendance Officer record keeping. | N/A |  |

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| **How can the wider community of the school enrich the priority?** | | | | | | | | | | | | | | | | |
| * **Headteacher**: Ensure consistent implementation of agreed procedures for improving percentage pupil attendance. * **SMT**: to take a lead role in implementing systems to promote improvements in attendance and to monitor and review ongoing poor attendance within each phase. * **Teacher**: to accurately maintain daily electronic class registers, ensuring no missing marks weekly. To monitor attendance causing concern and refer on to SMT and EWO. * **Associate Staff**:to support systems for managing first day absence and actively encourage improved attendance and punctuality. * **Pupil Target**: to be ready for school and attend every day, aiming for above 95% attendance each week. * **Governors:** Lead Governor to monitor standards of attendance and evaluate the impact and effectiveness of school systems to challenge poor attendance including termly report to full Governors. | | | | | | | | | | | | | | | | |
| **Monitoring, Evaluation & Review June 2019**   * Headteacher/EWO monitoring effective in providing rigorous challenge to unacceptable persistent absenteeism including referral to social services/TAF and issuing of fixed penalty notices. * Parental feedback confirms incentivisation of attendance above 95% highly effective in raising the profile of the importance of good attendance. * Increased support and challenge to identified families securing improved attendance. * Overall Annual Attendance 93.1% * Overall Annual Attendance ending May 30th 2019 93.6%  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Autumn (1) 2018 | Autumn (2) 2018 | Spring (1) 2019 | Spring (2) 2019 | Summer (1) 2019 | Summer (2) 2019 | | Overall Attendance | 95% | 92.4% | 94.9% | 95.2% | 94% | 90.5% | | Illness (I) | 2.67% | 5.12% | 3.28% | 2.59% | 2.65% | 3.01% | | Late after register closes (U) | 0.03% | 0.07% | 0.06% | 0.01% | 0 | 0.01% | | Medical (M) | 0.21% | 0.38% | 0.26% | 0.2% | 0.24% | 0.51% | | Holidays (FGH) | 1.6% | 0.78% | 0.32% | 0.75% | 1.83% | 3.32% |  |  |  |  | | --- | --- | --- | |  | Number of pupils | Percentage of school population | | 100% | 13 | 5.24% | | Over 95% attendance | 126 | 50.81% | | Over 90% attendance | 213 | 85.89% | | Over 85% attendance | 233 | 93.95% | | Over 80% attendance | 242 | 97.58% | | Below 80% attendance | 14 | 5.65% | | | | | | | | | | | | | | | | | |
| **SDP 2019 / 2020 (Year 2 of 3)** | | | | | | | | | | | | | | | | |
| **Key Priority 3 – Improve Attendance**  To improve percentage of pupil attendance in line with the Welsh Government National Target of 95%. .Attendance for 2018-2019 Quartile 3 tbc based on 2017/2018 thresholds 93.9% secured second quartile. To increase % of pupils achieving above 95%. To regain top quartile benchmark performance and reduce persistent absenteeism. | | | | | | | | | | | | | | | |
| **Actions** | | | **Who?** | | **Milestone Term 1** | **Milestone Term 2** | | **Milestone Term 3** | | | **Professional Development Needs** | | | **Source of Finance and Cost** | |
|  | Continued partnership with multiagency (social services and TAF). | Headteacher  ALNCO | | Effective Communication & Monitoring | | Effective Communication & Monitoring | | Effective Communication & Monitoring | | Knowledge of restructured policies & practice | | | No Cost | |  |
|  | Strengthening incentivisation program | Headteacher  EWO  Attendance Officer  SMT | | Class with best attendance reward presented in assembly  Termly reward for pupils with above 95% attendance | | Monitor pupil attendance weekly. Contact parents with pupils below 95% attendance  Contact made with parents of pupils who have not arrived in school . | | Monitor reasons for absence eg, holidays, illness  (school attendance officer) | | Identify and make links with local community facilities to provide high quality rewards eg. West Street Gymnastics Centre, Pump Track, Penyrheol Swimming Pool | | | No Cost | |  |
|  | Effective management of fixed penalty notice process. | Headteacher  EWO  School attendance Officer | | Fortnightly review meeting with EWO and school attendance officer to identify pupils with attendance below 95%. Written communication to parents with pupils whose attendance falls below 90%  Monitoring of pupils with attendance between 90 – 95% | | Identification of reasons for absence with at risk of falling below 95% pupils.  Formal meeting between Headteacher EWO and parent of pupil with unauthorised attendance below 90%to offer support | | Referral to EWS for pupils with persistent absence.  Possible issue of fixed penalty notice | | School Attendance Officer to update knowledge of latest procedures | | |  | |  |
| **Key Priority 4 : Planning For Successful Futures (Ambitious Capable Learners)**   * Implement a phased programme to plan for and develop the four core purposes of the new curriculum. * To develop ambitious capable learners ready to learn throughout their lives. * To plan for future initiatives to develop enterprising creative contributors ready to play a full part in life and work and ethical informed citizens as well as healthy confident individuals ready to lead fulfilling lives as valued members of society. * To promote a growth mindset culture across Foundation Phase and KS2. * To establish and embed systems where pupils are independent, able to self regulate and access a range of strategies to enable them to progress their own and others learning in line with the four broad purposes of the new curriculum. * To review curriculum planning documents and staff teams to reflect six areas of learning within the new curriculum including Expressive Arts, Health and Wellbeing, Humanities, Language, Literacy and Communication, Maths and Numeracy and Science and Technology | | | | | | | **Monitoring and Review by Governing Body:**   * Termly scrutiny review and evaluation of long, medium and short term curriculum planning. * Termly report by Lead Governor. | | | | | | | | | |
| **Internal Monitoring:**   * Termly collaborative review of curriculum planning documentation. * Termly report by curriculum planning teams on each area of the national curriculum. * SMT review and monitoring of curriculum documentation in line with emerging detailed guidance for the new curriculum e.g. What Matters statements. * Deputy Headteacher termly monitoring reports on curriculum planning for the new curriculum and areas for development. * Assessment for Rights Respecting School Award. | | | | | | | | | |
| **Success criteria in terms of standards or quality:**   * Review of curriculum planning by AOL leaders to develop long, medium and short term planning maps to ensure full coverage of both national curriculum statutory requirements and successful futures expectations. * Develop provision for learning in the outdoors. * Identify opportunities in planning to enable pupils to practice consolidate and apply the cross curricular responsibilities of literacy, numeracy and digital competence. | | | | | | | | | **UNCRC- Articles 3,12,13,20,23,28,29**  Rights Respecting School Award (Level 1 and 2) | | | **National/Local Priorities:**  Raising standards of literacy and numeracy.  Reducing the impact of poverty.  Donaldson- Successful Futures. Feb 2015  Digital Competency Framework. Sept 2016  Prevent Strategy  Education in Wales:Our National Mission. | | | | |

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| **SDP 2018 / 2019 (Year 1 of 3)** | | | | | | | | | | | |
| **Key Priority 4 – Planning for Successful Futures (Ambitious Capable Learners)**  To promote a growth mindset culture across Foundation Phase and KS2. To establish and embed systems where pupils are independent, able to self-regulate and access a range of strategies to enable them to progress their own and others learning in line with the four broad purposes of the new curriculum. | | | | | | | | | | | |
| **Actions** | | | **Who?** | **Milestone Term 1** | | | **Milestone Term 2** | **Milestone Term 3** | **Professional Development Needs** | **Source of Finance and Cost** | |
| 1. | Review and update long, medium and short term curriculum planning documents in line with revised Curriculum for Wales 2015/DCF 2016. | All staff | Updated long and medium term planning for all subject areas identifying AOL teams. | | AOL teams to map curriculum planning to meet needs of national curriculum and successful futures. | | Updated schemes of work with What Matters statements. | School to school support.  Sharing good practice.  Coverage map for curriculum leaders. | No additional cost.  Subject Leader /AOL leader Release time 4 x supply cover  £600.00 |  |
| 2. | Implement programme of staff training on Growth Mindset as part of developing capable and ambitious learners. | All staff | | Staff training to raise awareness of Growth Mindset and share good practice. Baseline assessment and RAG rating. | Lead lessons to introduce Growth Mindset behaviours and promote the use of Growth Mindset Language for Learning. | | Develop and embed Growth Mindset strategies and consistent implementation across FPh and KS2. | Staff training  Baseline assessment  Learning Wall displays and growth mindset characters.  Interim assessment of pupil attitudes to learning. | ERW leader of learning – no additional cost.  Motivational stickers (£150.00) |  |
| 3. | Whole school strategies to promote and embed Growth Mindset behaviours. | Class teachers | | Interactive GMS displays on refreshed learning walls established and accessed daily by all classes. RAG rated self assessment baseline. | Promote and develop Growth Mindset behaviours and language for learning. | | RAG rating interim assessment of progress in developing confidence, attitudes to learning and independence. | Staff training– Growth Mindset Behaviours and Language.  School to school support – sharing good practice. | ADDS x 3  ERW leader of learning – no additional cost. |  |
| 4. | Rolling programme to develop and embed individual identified Growth Mindset behaviours (perseverance, resilience, motivation, collaboration, celebration) | Class teachers | | Staff and pupils to priorities appropriate Growth Mindset behaviours and strategies. | Implement programme of development to introduce and embed additional Growth Mindset behaviours. | | Embed and strengthen Growth Mindset behaviours and language for learners within all classes. | Staff and pupil action planning. | Phase curriculum planning sessions – no additional cost |  |

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| **How can the wider community of the school enrich the priority?** | | | | | | | | | | | | | |
| * **Headteacher**: ensure strategic planning identifies development of key areas of the 4 broad purposes within the new curriculum whilst ensuring full compliance with statutory requirements of the National Curriculum for Wales. * **SMT**: to take a lead role in implementing a rolling programme to introduce and promote behaviours and language for Growth Mindset in all areas of learning. * **Teacher**: to review curriculum planning in preparation for the new curriculum and to identify and priorities specific Growth Mindset behaviours to be developed within each year group * **Associate Staff**:to support systems for preparing for the new curriculum and developing Growth Mindset behaviours and language. * **Pupil Target**: to develop the language of Growth Mindset and promote a willingness to challenge themselves and recognize that mistakes are part of learning. * **Governors:** to activity engage in preparing for the new curriculum through observation, review and monitoring. | | | | | | | | | | | | | |
| **Monitoring, Evaluation & Review June 2019**   * Whole staff access to ERW leader of learning training highly effective in disseminating the requirements of the new curriculum. * Inset/Adds 2019-2020 finalised program of training for curriculum co-construction and design to include the four broad purposes with consideration of the “What Matters” statements from the six AOLE’s. Four enablers and 12 pedagogical principles to be used to inform review of planning under the overarching themes of the United Nations Sustainable Development Goals. * Learning walks and staff monitoring confirm good progress in developing Growth Mindset behaviours across Foundation Phase. Agreed to focus on identifying links between growth mindset and the what matters statements for each AOLE and four broad purposes. | | | | | | | | | | | | | |
| **SDP 2019 / 2020 ( Year 2 of 3)** | | | | | | | | | | | | | |
| **Key Priority 4 : Planning For Successful Futures (Ambitious Capable Learners)**  To co-construct a purpose focused curriculum that enables learners to become ambitious, capable and ready to learn throughout their lives. Curriculum planning to be structured around high quality experiential learning opportunities and planned experiences relating to the United Nations Sustainable Development Goals. Overarching enquiry based learning will promote deep thinking and questioning based on prior knowledge enabling learners to become ethically informed citizens | | | | | | | | | | | | |
| **Actions** | | | **Who?** | | **Milestone Term 1** | **Milestone Term 2** | **Milestone Term 3** | | **Professional Development Needs** | | **Source of Finance and Cost** | |
|  | Further staff training on mapping curriculum planning overviews to include the four broad purposes and growth mindset . | Cath Delve | | Indepence survey  Action plan for developing Independent learning  Develop understanding of What is independence?  Display;Learning together  Brain buddy boss  Expert  Fast finishing  Fruit/snack time | | Focus on classroom areas of Learning  Develop Missions/challenges in KS2 | Children and staff will value resources, know where they belong and look after them | Cath Delve INSET day 18.10.19 | | Cath Delve INSET day  £ 800.00 | |  |
|  | Develop Class specific examples and evidence of I Can statements for each of the 4 Broad purposes. | All staff | | Each half term  Setting up Learning Together display evidencing coverage of 4 purposes.  E.g. hildren speech bubble, Pic collage  Children’s work | | Update half termly  Monitorr impact through Learning Walks/pupil interviews  Identify areas for future development. | Update half termly  Monitor through learning Walks  Identify areas for future | Staff meeting | | ERW Leader of Learning Training Units.  ( No additional Cost) | |  |
|  | Whole school celebration of expressive arts. | All staff | | Y5 and Y6 working with artist Jenny Chisolm  All staff to work on themes from the Lion King through music, dance, drama and LLC | | Classes identify areas of expressive arts and develop through 4 broad purposes. | Performance of Lion King  Evaluate performances  Expressive Arts planning created. | Jenny Chisolm  David Godwin  Kath Wheel | | PDG funding for enrichment. | |  |
|  | British Council staff training on design and co-construction of the new curriculum. | All staff | | INSET 1 How can our learners become ethical informed citzens of Wales  INSET 2  Planning for Successful futures  Identify big inquiry questions for 4 units of teaching | | Review Big Inquiry question planning for Units 2,3,4 | Review Big Inquiry questions | 4x Paul Tyack | | £ 1,400.00  ( Match funded by NUT) | |  |
|  | Identify ‘big inquiry’ question and plan to include SDG’s | All staff | | Identify Big inquiry questions and teacher questions, SDGs pupil questions  Teacher Toolkit traininh on thinking strategies | | P4C training using thinking strategies | Monitor use of Teacher Toolkit | School to school support | |  | |  |

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| **Key Priority 5 : Improve Use Of Welsh Across The Curriculum**   * To maintain good practice implemented as part of achieving Siarter iaith efydd * To promote enthusiasm for the Welsh culture and language across the school for children, staff and parents. * Review and strengthen Welsh scheme of work for each year group. * Provide appropriate reading materials within each year group. * Implement programme of home school Welsh. * Further enhance Welsh labels and resources within classroom provision and zoned areas. * Implement programme of lead lessons linked to University of Wales sabbatical focusing on raising standards and provision for Welsh. * Attain Siarter iaith arian award. | **Monitoring and Review by Governing Body:**   * Lead Governor Scrutiny Log. * Termly review of SDP Key Priorities * Subject leader review and evaluation reports. | | |
| **Internal Monitoring:**   * Termly cycle of lesson observation, book scrutiny, pupil interviews, learning walks and data analysis. * SMT review of monitoring timetable to ensure scrutiny of work/books/data is robust and effective in improving standards and outcomes. * Curriculum/Subject Leader monitoring and evaluation reports including evidence of impact and measurable targets for improvement. * Half-termly review of Pupil Tracking and intervention groupings. * Half termly review of class data profiles and intervention programmes. * Termly Lead Governor Reports to full Governing Body. | | |
| **Success criteria in terms of standards or quality:**   * Enhanced active stakeholder involvement in promoting the engagement of pupils, parents and staff in the use of Welsh as part of everyday communication * Effective distributed leadership to promote and monitor pupil and staff use of everyday Welsh and Welsh across the curriculum for Oracy, Reading and Writing. * Fully Bilingual senior leader following language sabbatical with University of Wales. * Improvement percentage of bilingual lessons across the curriculum in KS2/FP. * Implementation of bilingual reciprocal reading programme (KS2)/Tric a Chlic (FPh). * Siarter iaith arian award. | | **UNCRC- Articles 3,12,13,20,23,28,29** | **National/Local Priorities:**  Raising standards of literacy and numeracy.  Reducing the impact of poverty.  Donaldson- Successful Futures. Feb 2015  Digital Competency Framework. Sept 2016  Education in Wales: Our National Mission. |

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| **SDP 2018 / 2019 (Year 1 of 3)** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Priority 5 – To improve the use of Welsh across the curriculum**  To promote the use of Welsh across other curriculum areas and to increase the number of staff and pupils using Welsh throughout the school day, both in class and during play and lunch times. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Actions** | | | **Who?** | | | **Milestone Term 1** | | | **Milestone Term 2** | | | **Milestone Term 3** | | | **Professional Development Needs** | | | **Source of Finance and Cost** | | | | |  | |
| 1. | Maintain Siarter iaith efydd and arian action plan. | | Class Teachers | | | Welsh coordinator staff training. | | | Welsh coordinator monitoring and action plan update. | | | Welsh coordinator priorities for action. | | | See Targedaud Cymraeg 2018/19 | | | N/A | | | | |  | |
| 2. | Senior leader attending year long University of Wales language sabbatical. | | CL | | | University of Wales formal assessments. | | | CL lead lessons, curriculum planning, resources and provision (1 day per week) | | | CL lead lessons, curriculum planning, resources and provision (1 day per week). Day 2 teaching in Welsh medium school. | | | See sabbatical course details. Weekly staff updates January 2019 – June 2019 | | | WG funding. No additional cost to school | | | | |  | |
| 3 | Review Welsh scheme of work. | | CL / AJ | | | Evaluate existing scheme of work. | | | Updated SOW identifying preparation of new curriculum. | | | Subject leader evaluation report. | | | Staff training (CL). Non contact time for class teachers. | | | 2 x supply day (£300.00) | | | | |  | |
| 4 | Implement reciprocal reading. | | CL / AJ | | | Sabbatical Term 1 | | | Staff training and provision. | | | Monitor and evaluate standards. | | | CL | | | 1 x supply day (KS2 staff) | | | | |  | |
| 5 | Tric a chlic | | AJ / LH | | | Staff training | | | Provision and practice. | | | Monitor and evaluate | | | Staff training (AJ / LH) | | | 1 x supply day (FPh) | | | | |  | |
| 6 | Establish bilingual lessons across the curriculum | | CL / Class teachers | | | Fully embed sentence patterns. | | | Application of sentence patterns across curriculum areas. | | | Strengthen use of Welsh sentence patterns at the appropriate level across identified areas of the curriculum. | | | CL staff training (term 2 and 3). | | | N/A | | | | |  | |
| **How can the wider community of the school enrich the priority?** | | | | | | | | | | | | | | | | | | | | | | | | |
| * **Headteacher**: to fully embed processes and procedures to improve the use of Welsh across all curriculum areas. * **Deputy Headteacher:** to attend University of Wales year long Welsh language sabbatical and implement programme of staff training, lead lessons and use of bilingual language patterns across the curriculum. * **Teacher**: access available training and implement agreed language patterns across the curriculum. * **Associate Staff**:to become familiar with the incidental welsh and language patterns at the appropriate level * **Pupil Target**:to actively use incidental throughout school day and to apply appropriate language patterns across the curriculum**.** * **Governors:** to model the use of incidental Welsh and to monitor and evaluate the impact of Welsh sabbatical. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Monitoring, Evaluation & Review of Progress June 2019**   * Strong progress in developing capacity in bilingual teaching (deputy head completed year long sabbatical, TLR post holder enrolled September 2019, TA enrolled on 2 term sabbatical). * Monitoring by Governors confirms well embedded Criw Cymraeg roles and responsibilities. * Learning walk confirms strong evidence of increased bilingualism and signage around the school. * Weekly monitoring reports in progress in developing bilingualism across the school. | | | | | | | | | | | | | | | | | | | | | | | | |
| **SDP 2019 / 2020 (Year 2 of 3)** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Priority 5 : Improve Use Of Welsh Across The Curriculum**  For all stakeholders to work towards achieving The Siarter Iaith Arian Award. Review SOW to include progression of sentence patterns. All teachers to plan opportunities for increased bilingualism within lessons. Develop Welsh reading across the school. All teachers to set up an E twinning project to promote welsh culture with European countries. To undertake ERW Action Research post Cymraeg mewn Blwyddyn Teaching Welsh across AoLEs Gwyddoniaeth a thecnoleg Science and technology | | | | | | | | | | | | | | | | | | | | | | | |
| **Actions** | | | | | **Who?** | | | **Milestone Term 1** | | **Milestone Term 2** | | | **Milestone Term 3** | | | | **Professional Development Needs** | | | | **Source of Finance and Cost** | | |
|  | | To improve Welsh ethos and standards throughout the school and raise the profile of Welsh by achieving Siarter Iaith arian  Welsh outside the classroom  Welsh displays around the school  2. Developing Reading across the school | | CL  Criw Cymraeg  All stakeholders  CL, AJ, AE  All staff | | | Improve/enhance Welsh signage around the school and display titles in Welsh  Classroom /games/ notice boards/letters home  Welsh updated on Website, Welsh tweets, Welsh apps, Enrichment activities e.g. Mistar Urdd/Bronwen Lewis  All classes in KS2 using Reading Mats to implement fortnightly Welsh Guided Reading  FP to continue to use Tric a Chlic Set 1 and teacher and TA to attend ERW training for Se 2 and 3 | | | Enrichment activities  Yoga  Eisteddfod  Share good practice with other schools  E twinning project  AE developing Reading in Welsh 1 x week Spring 2  Introduce Tric a chlic Set 2 and 3 in Y2 and | | | Siarter Arian Assessment June 2020  AE developing Welsh reading    Monitor/evaluate progress of Tric a chlic Y1-Y3 | | | ERW Tric a chlic  CL Ae training teachers and TAS  AE staff training KS2 | | | | Bronwen Lewis £150  Yoga £150  1xday ERW funded    Non fiction Welsh reading set Peniarth  Wyt ti’n gwybod Pecyn 1 a 2 £80  Cyfres Cnoi Cil £50 | |  | |
|  | | Review curriculum planning for Welsh ijn line with Successful Futures | | CL  All staff | | | Develop use of Continuum of language patterns with scheme of work.  Plan opportunities for Welsh across the AoLEs | | | Embedding new SoW including What Matters for LLC  Review curriculum map to include new elements of LLC Targed 2 Siarter | | | Monitor and evaluate use of Welsh planning | | | Swansea ERW scheme- no cost  CL staff training | | | | d | |  | |
|  | | Establish bilingual lessons across the school. | | CL  All staff | | | Set up project Welsh across Sci and Technology AoLE  CL teaching bi-lingual lessons | | | Evaluation and dissemination of ERW project CL bi-lingual lessons Y2-6 | | | Language patterns developed for teachers for AoLES | | | ERW 2.5 day  Action research project  Welsh across Sci and Tech AoLE | | | | 2.5 days funded | |  | |
| **Estyn Recommendation 6 : To Improve Self Evaluation to Gain an Accurate Picture of the school performance and set measurable targets for improvement.**   * To improve monitoring and evaluation to impact on standards of all learners. * To ensure all learners make expected progress or better appropriate to their ability. * To ensure all learners make at least 2 or more levels of progress within each key phase. * To fully embed systems for self-evaluation including cycle of peer, pupil and governor collaborative lesson observations, learning walks, book scrutiny, pupil interviews and half termly review of data. * Improve the quality and detail of monitoring and evaluation reports to inform future strategic planning for improvement. * All monitoring and evaluation reports to include evaluative language, measurable targets for improvement and clear focus on impact of activity. * Demonstrate impact of target interventions through measurable outcomes. | | | | | | | | | | | **Monitoring and Review by Governing Body:**   * Termly report by Lead Governor. * Termly review of Lead Governor Scrutiny Log * Termly monitoring of review and evaluation reports. | | | | | | | | | | | | | |
| **Internal Monitoring:**   * Termly cycle of lesson observation, book scrutiny, learning walks, pupil interviews and data analysis. * SMT review of monitoring timetable to ensure scrutiny of work/books/data is robust and effective in improving standards and outcomes. * Termly monitoring and evaluation reports including evidence of impact and measurable targets for improvement. * Active involvement of staff, pupils, governors and parents in the use of performance data and target setting to identify strength and areas for improvement. * Half termly review of class data profiles and intervention programme. * Refined SER in format of ERW template and implementation as working document. * Termly cycle of My Voice Electronic Questionnaires. | | | | | | | | | | | | | |
| **Success criteria in terms of standards or quality:**   * Enhanced active stakeholder involvement in effective systems for whole school self-evaluation and strategic planning e.g. My Voice Electronic Questionnaires. * Effective distributed leadership to monitor pupil performance on a termly basis identifying targeted pupils to ensure all learners make good or better progress as measured against targets for improvement. * Strengthen systems for effective pupil tracking including identification of on-going support and challenge. | | | | | | | | | | | | | | **UNCRC- Articles 3,12,13,20,23,28,29** | | | | | **National/Local Priorities:**  Raising standards of literacy and numeracy.  Reducing the impact of poverty.  Preparing for the new curriculum. | | | | | |

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| **SDP 2018 / 2019 (Year 1 of 3)** | | | | | | | |
| **Key Priority 6 – Self Evaluation Processes and Improvement Planning**  To improve self-evaluation to gain an accurate picture of school and pupil performance and set measurable targets for improvement | | | | | | | |
| **Actions** | | **Who?** | **Milestone Term 1** | **Milestone Term 2** | **Milestone Term 3** | **Professional Development Needs** |  |
| 1. | Review format of SER and SDP in line with revised Estyn Common Inspection Framework (Sept 2017). | HT / SMT | Redraft revised SDP in line with new common inspection framework. | Interim review progress towards SDP. | Evaluate impact of strategic planning and implementation of SDP. | Deputy Headteacher training as Estyn peer assessor. |  |
| 2. | Identify accurate picture of current school performance and set measurable targets for improvement. | HT / SMT / Govs | Whole school data analysis and action plan for improvement. | Subject leader interim reports. | Summative evaluation of SDP. | 5 X Supply Days  £750.00 |  |
| 3. | To improve the quality of monitoring and evaluation reports with a specific focus of evaluative language, evidencing impact and setting measurable targets for improvement. | Subject Leaders / SMT | Initial subject leaders reports. | Interim subject leader evaluations evidencing impact. | Summative subject leader reports and action plan for improvement. | 5 X Supply Days  £ 750.00 |  |
| 4. | Fully embed effective systems of self evaluation securing active involvement of all stakeholders | All stakeholders | My Voice Electronic Questionnaire  Performance management lesson observation review of data, learning walks and book scrutiny. | My Voice Electronic Questionnaire  Termly collaborative peer, pupil and governor lesson observation review of data, learning walks and book scrutiny. | My Voice Electronic Questionnaire  Termly peer lesson observation review of data, learning walks and book scrutiny. | 6X Supply Days  £900.00 |  |

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| **How can the wider community of the school enrich the priority?** |
| * **Headteacher**: to fully embed processes and procedures to secure active involvement of all stakeholders in effective whole school evaluation. * **SMT**: to analyse whole school pupil performance data, identifying key areas for action within strategic planning and target setting securing improved pupil outcomes and upper quartile benchmark. * **Teacher**: to use INCERTS and class profile data to track and monitor pupil progress and identify areas to inform planning for improvement. To achieve increased percentage of pupils working above expected levels. * **Associate Staff**:to become familiar with the performance data of identified pupils in line with curriculum planning. * **Pupil Target**:to understand own performance and how to meet targets and improve. * **Governors:** to monitor standards of teaching and pupil performance through analysis of data, collaborative peer/pupil/Governor lesson observations, book scrutiny and learning walk. To engage in stakeholder review and evaluation via My Voice Electronic questionnaires. |

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| **Monitoring, Evaluation & Review June 2019**   * SPD established as a three year working document, removing unnecessary duplication in line with national teacher workload requirements. * All leaders contribute effectively to improving the work of the school included pupil voice groups, teachers, senior staff, governors and parents. * Governor reports demonstrate the majority of Governors have a clear understanding of how the school is performing and are effective as critical friends, supporting and challenging the school to improve. * Effective analysis of pupil performance and progress data by many stakeholders inform ambitious strategic whole school, individual and cohort targets for improvement. | | | | | | | | | | | | | | | |
| **SDP 2019 / 2020 (Year 2 of 3)** | | | | | | | | | | | | | | | |
| **Key Priority 6 – Self Evaluation Processes and Improvement Planning**  To implement an annual cycle of ongoing self-evaluation activity to gain an accurate picture of the quality of teaching ,learning and pupil progress. To use effective self-evaluation to set measurable personalized targets for improvement for all learner progress | | | | | | | | | | | | | | |
| **Actions** | | | **Who?** | | | **Milestone Term 1** | **Milestone Term 2** | **Milestone Term 3** | | **Professional Development Needs** | | | **Source of Finance and Cost** | |
|  | Review, strengthen and fully embed tracking systems for pupil progress | Assessment Lead  Class teachers | | | Collaborative review of Pupil Progress to set ambitious personalized targets for improvement | | Half-termly Review of Class Profiles including. Intervention groups and personalized targets. | Final review of Class profiles and pupil progress. | Collaborative Review procedures  Back to Basics( including induction and mentoring ) | | | 2 X Supply  £300 | |  |
|  | Further develop the capacity of Incerts to enable effective tracking of pupil progress, formative assessment & curriculum planning . | Whole staff | | | CPD sessions on potential use of INCERTS. | | Personalised ambitious targets set for individuals & groups of learners. | Review of planning for pupil progress using INCERTs | CPD for all staff | | | 3 X ADDS  £600.00 | |  |
|  | Implement annual cycle of self-evaluation activities to inform planning for whole school improvement. calendar | SMT | | | Review Monitoring, Evaluation & Review Plan | | Implement Annual Calender of Self- evaluation activities. | Review and evaluation of the impact of SE calender. | CPD for all staff | | | 2 X ADDS  ( No additional Cost) | |  |
|  | Further strengthen leadership roles at all levels to secure highly effective distributed leadership and impact on provision, pupil progress and standards. | SMT  Subject Leaders  Governors | | | Embed opportunities for SMT and Subject leader SE activity | | Embed opportunities for SMT and Subject leader SE activity | Action planning for further school improvement | Release Time for SMT & Subject Leaders. | | | 10 X Supply  £1,500.00 | |  |
|  | Embed the role of Governors in providing robust challenge and support to the work of the school | HT Governors | | | Establish Chairs of Sub – Groups & Lead Governor roles within SDP. | | Enable collaborative evaluation & monitoring of allocated areas. | Review of SDP/SE and planning for improvement. | Governor . training | | | No additional Cost | |  |
| **Grant Finance 2019-2020** | | | | | | | | | | | | | | | | |
| **Source of Funding** | | | | **Purpose** | | | | | | | **Sum** | | | | | |
| Regional Consortia School Improvement Grant(RCSIG including foundation phase grant) | | | | Ensure every pupil benefits from excellent teaching and learning with a clear focus on   * Improving standards of Literacy * Improving standards of Numeracy * Reducing the impact of poverty | | | | | | | £91,568.00 | | | | | |
| Pupil Deprivation Grant | | | | Breaking the link between disadvantage and educational attainment | | | | | | | £59,650.00 | | | | | |

**Regional Consortia School improvement Grant 2019-2020**

The Education Improvement Grant is designed to support the strategic objectives identified within National and Local priorities, including:

* Improving Literacy
* Improving Numeracy
* Breaking the link between disadvantage and educational attainment

The Foundation Phase Grant remains within the new EIG and is used to employ classroom assistants to work towards a ratio of 1:8 for 3 – 5 year olds and 1:15 for 5 – 7 year olds. The Grant will also cover Foundation Phase training and support for at least 10% of a qualified teachers time. A breakdown of our grant expenditure EIG is as follows:

|  |  |
| --- | --- |
| **Regional Consortia School Improvement Grant (RCSIG) Annual Spend Plan 2019-20** | |
| **Supporting ERW priorities improving Literacy, Numeracy and Digital Competency and breaking the link between disadvantage and educational attainment.** | | |
| **Total RCSIG (Regional Consortia School Improvement Grant) Allocation** | **£ 91,568.00** |
| **Activity supported includes whole staff training on behavior management, catch up programmes , Digital Competence and raising standards for all learners.** |  |
| **Support staffing to fulfill the Foundation Phase Philosophy.** |  |
| **Associate Staff Cost ( See Staffing)** | **£98,003.00** |
| **Balance** | **- £ 6,435.00** |

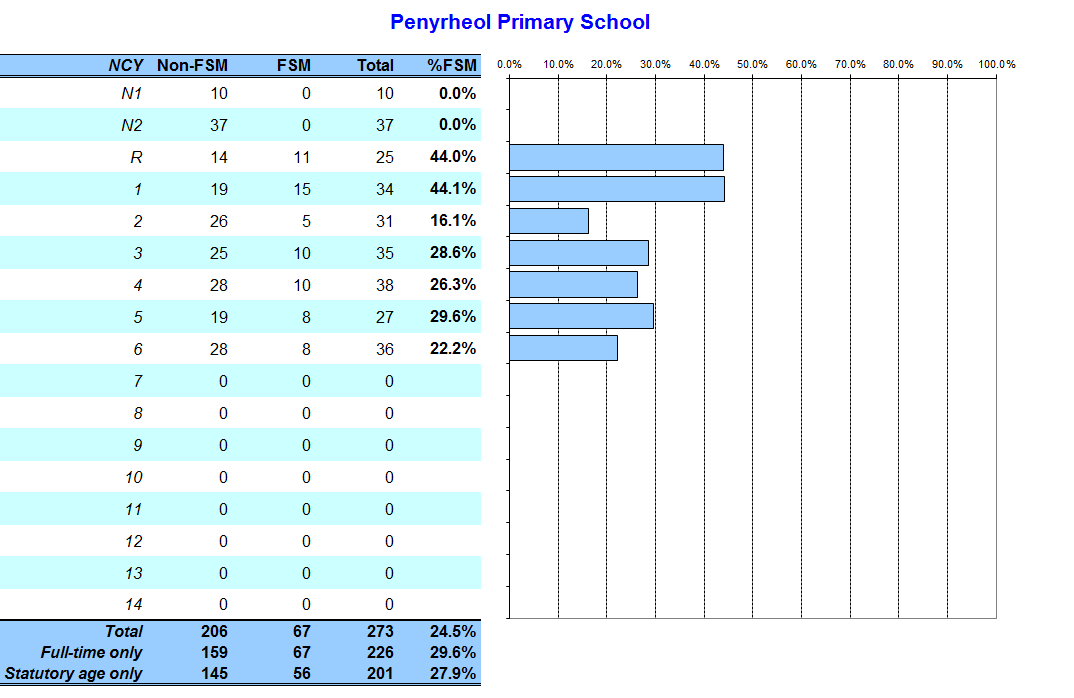
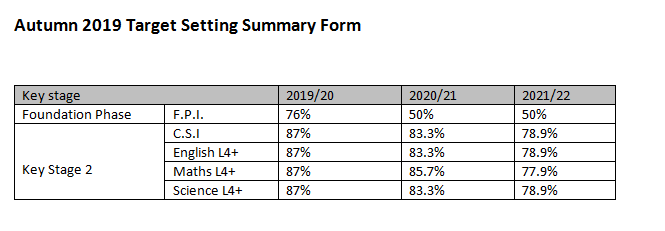
**Pupil Deprivation Grant 2019-2020**

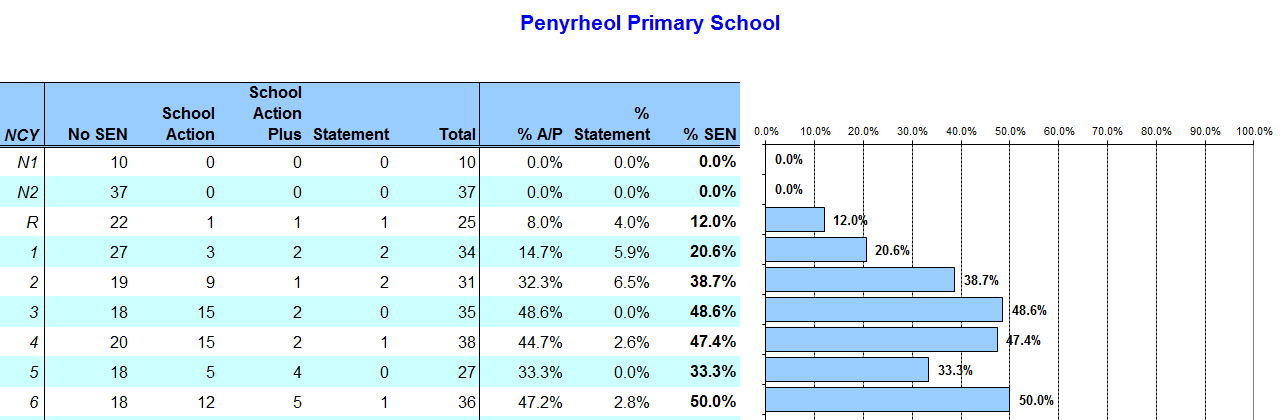
Please note: “Schools are required to publish online their PDG allocation, together with details of how they have utilised the grant, the grant spend and its impact, to ensure that they are accountable for their performance to parents/carers and the wider community and that they have addressed the specific focus of the funding.” (PDG Short Guidance for Practitioners, Guidance Document No.: 125/2013)

The purpose of this Grant is to secure positive outcomes for disadvantaged learners. The main aim of the grant including the Early Years Pupil Deprivation Grant (EYPDG) is to accelerate the rate of attainment of children of all abilities from low income households to help them reach their full potential. There are five main areas which the PDG should focus on including:

* Whole school approaches.
* Family and community engagement.
* Catch up and tutoring.
* Enrichment and aspirations.
* Well-being.

|  |  |
| --- | --- |
| **Pupil Deprivation Grant (PDG) Annual Spend Plan 2019-20** | |
| **Reducing the impact of poverty** |  |
| **Pupil Deprivation Grant** | **£54,050.00** |
| **Early Years PDG** | **£ 5,600.00** |
| **Total PDG Allocation (including EYPDG)** | **£ 59,650.00** |
| **Activity supported** | **Spend** |
| Intervention/Catch Up/Nurture FPh and KS2 To continue to develop a range of strategies, screening of pupils and specific programmes to secure increased standards and self-esteem of identified pupils. (inc dedicated staff and resources)- See staffing costs. |  |
| Speech and Language skills development programmes to ensure children with a Sp and Lang issues have appropriate intervention to reach their full potential- see staffing costs. |  |
| Improving Numeracy skills (FPh and KS2)achieving above the standardized score of 85 and particularly 115 for eFSM pupils. - see staffing costs |  |
| Improving Literacy skills (FPh and KS2)achieving above the standardized score of 85 and particularly 115 for eFSM pupils. - see staffing costs |  |
| Pastoral/attendance punctuality and parental engagement-improve attendance of target group (see staffing costs) |  |
| Total Cost | £ 54,804.00 |
| Enrichment Experiences/Performing Arts/Working with an Artist/Gymnastics/Music/Cycling To provide further enrichment experiences via a range of innovative activities |  |
| Total cost | £ 7,000.00 |
| **Total Cost** | **£ 61,804.00** |
| **balance** | **£ -2154.00** |





**Three-Year Priorities 2019 – 2022**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2020-2021** | | | | |
| **Area 1- Standards** | **Area 2 – Well-being and attitudes to learning** | **Area 3 – Teaching and Learning experiences** | **Area 4 – Care, support and guidance** | **Area 5 – Leadership and management.** |
| * Strengthen the four purposes of the new curriculum as part of the entitlement for all children and young people throughout their school education. * Reduce the impact of poverty. * Maintain positive performance of FSM/ALN pupils in comparison with non FSM/ALN pupils. * Increase percentage of pupils achieving above expected level. * Improve quartile FSM benchmark position for attendance. * Maximize the impact of collaborative networks of schools and practitioners. * Maximize impact of research based CPD on pupil progress. | * Develop healthy confident individuals (Active Travel project Year 3 of 3) * Strengthen use of electronic daily check-in system (Speakr) * Elections /allocation of roles to pupil voice groups * Develop Programme for Peer Mediation & Support. * E-Safety within DCF. * Healthy Schools Phase 5. * Green Flag * International Schools Accreditation. * UN Climate Change Accreditation. | * Review curriculum planning in line with new curriculum and assessment arrangements. * Fully embed cross curricular responsibilities of Numeracy, Literacy and Digital Competency Framework & Welsh. * Further enhance effective distributed leadership. * Strengthen culture of professional learning ( SLo & Revised Professional standards) * Develop opportunities for Science, Technology, English and Maths (STEM) * Establish French, Spanish and Italian clubs as part of British Council CPD to promote Global Citizenship & Modern Foreign Languages. * Internationalising Education projects. | * Embed My Concern. * Implementation of ALN bill (4 year transition) – * LA mandatory on-line training for all staff.(Every 2 years) * 3 Year LA Child Protection Training- Whole staff, & Governors * Roling programme of classroom provision as part of RICSG grant. * Electronic Safeguarding Questionnaires-pupils& staff. * Develop Cluster PLC for Education for Sustainable Development and Global Citizenship. * Multi-Faith Week * Provision mapping for ALN. * Review policy and practice for promoting positive mental health amongst staff and pupils. | * Review and update 3 year strategic documentation (Year 2 of 3) * Further promote personal profiles and tracking from Professional standards for teaching in Wales * Fully embed and enhance systems for effective whole school self- evaluation by all stakeholders. * Establish accurate picture of school performance including strengths and areas for development. * Fully embed Governor Support and Challenge to improve the work of the school. * Set measurable targets for improvement. * Monitoring Impact of new curriculum and assessment arrangements. |
| **2021-2022** | | | | |
| **Area 1- Standards** | **Area 2 – Well-being and attitudes to learning** | **Area 3 – Teaching and Learning experiences** | **Area 4 – Care, support and guidance** | **Area 5 – Leadership and management.** |
| * Embed the four purposes of the new curriculum as part of the entitlement for all children and young people throughout their school education. * Reduce the impact of poverty. * Maintain positive performance of FSM/ALN pupils in comparison with non FSM/ALN pupils. * Increase percentage of pupils achieving above expected level. * Improve quartile FSM benchmark position for attendance. * Maximize the impact of collaborative networks of schools and practitioners. | * Effective tracking of well-being fully embedded including identification of pupils requiring specific intervention and support. * Fully embed Programme for Peer Mediation & Support * E-Safety within DCF * Strengthen use of electronic daily check-in system (Speakr) | * Review curriculum planning in line with What Matters statements. * Fully embed culture of professional learning as an entitlement for all. * Further enhance effective distributed leadership to continue to improve provision and raise standards of teaching. * Schools using new curriculum (Nurs – Year 7) by September 2022. * Strengthen French, Spanish and Italian clubs as part of British Council CPD to promote Global Citizenship & Modern Foreign Languages. * European links including European week,KA2 & e-twinning & International linked projects. | * All staff independently accessing My Concern. * Refresh training for staff & Govs Preventing Radicalisation. * Multi-Faith Week * Year 2 implementation of ALN bill – statemented pupils. * Review provision for health care needs in line with statutory guidance. * Extend Active journeys * initiatives. | * Review and update 3 year strategic documentation (Year 3 of 3) * Further promote individual personal profiles and tracking from Professional standards for teaching in Wales * Fully embed and enhance systems for effective whole school self- evaluation by all stakeholders. * Establish accurate picture of school performance including strengths and areas for development. * Fully embed & strengthen Governor Support and Challenge   Monitoring Impact of new curriculum and assessment arrangements |
| **2022-2023** | | | | |
|  |  |  |  |  |
| **Area 1- Standards** | **Area 2 – Well-being and attitudes to learning** | **Area 3 – Teaching and Learning experiences** | **Area 4 – Care, support and guidance** | **Area 5 – Leadership and management.** |
| .  Full Implementation of the New Curriculum. | Full Implementation of the New Curriculum | Full Implementation of the New Curriculum | Full Implementation of the New Curriculum | Full Implementation of the New Curriculum |