** Overview of The School’s Priorities September 2019-2022**

**CONTEXTUAL INFORMATION**

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| **National Category** | **2016-2017** | **2017-2018** | **2018-2019** |
| Amber | Red | Yellow |

**SELF-EVALUATION OF PROGRESS SINCE LAST INSPECTION**

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| **ESTYN RECOMMENDATION** | **VERY GOOD PROGRESS** | **STRONG PROGRESS** | **SATISFACTORY PROGRESS** | **LIMITED PROGRESS** |
| **R1. Develop pupils’ ability to apply their numeracy skills across the curriculum.** |  |  |  |  |
| **R2a. Raise standards of ICT in Key Stage 2.**  **R2b. Improve pupils’ Welsh language skills across the school.** |  |  |  |  |
| **R3. Improve pupils’ attendance** |  |  |  |  |
| **R4. Provide Strategic Management that is robust and effective.** |  |  |  |  |
| **R5. Ensure that performance management arrangements meet statutory requirements and link to school priorities** |  |  |  |  |
| **R6. Improve self-evaluation processes and planning for improvement.** |  |  |  |  |

**School Priorities as identified through Self Evaluation processes (these are not in order of importance)**

**Whole School**

Review whole school planning taking into account the new curriculum (see actions plans for the new AoLEs).

Develop indoor and outdoor provision in Foundation Phase so that we provide an exciting and inviting appropriate curriculum that challenges and inspires the children and links effectively to the LNF (see FP action plan).

Develop an outdoor Sacred Space.

Review AfL and use a wider range of strategies.

Further develop communication with parents.

Further develop provision for MAT pupils.

Develop closer links with the Church and begin confirmation classes in Y6 (and taster sessions in Y2).

Continue to develop senior and middle leaders e.g. Foundation Phase Leader, SLT members and Areas of Learning Leads.

Review Performance Management procedures to take account of the new Professional Standards.

Use the ETLF to improve the quality of teaching and learning.

**LLC and Maths/Numeracy (see LLC and Maths and Numeracy Action Plans)**

Improve attainment of boys at the higher levels in maths.

Improve performance in the national tests (standardised scores in reading, procedural and reasoning).

Develop pupils’ ability to use punctuation and spelling correctly.

Develop extended writing across the curriculum and opportunities to edit and revise written work.

Further develop Welsh skills in UKS2.

Develop the role of the Helpwr Heddiw and the use of incidental Welsh on planning.

Narrow the gap between performance in reading and writing at the end of KS2 and FP.

Continue to develop reasoning skills.

Develop maths intervention in KS2.

Use the maths trackers effectively to plan maths/numeracy lessons.

**Health and Well-being (see Health and Well-being Action Plan)**

Improve provision for wellbeing.

**Science and Technology (see Science and Technology Action Plan)**

Introduce an ICT baseline and skills ladder to measure progress.

Update ICT provision (chrome books) and use seesaw throughout the school.

Use STEM activities to raise standards.

The identified areas for improvement have been prioritised in the following way.

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| S  T  A  N  D  A  R  D  S | Year 1 2019 - 2020 | Year 2 2020 - 2021 | Year 3 2021 - 2022 |
| Narrow the gap between performance in reading and writing at the end of KS2 and FP.  Improve performance in the national tests (standardised scores in reading, procedural and reasoning) | | Review and revise |
| Continue to develop pupils’ numeracy and reasoning skills. School to school working with WCPS.  Develop pupils’ science, maths and technology skills through the STEM initiative. | | Continue |
| Develop pupils’ ability to spelling age appropriate words.  Continue to develop reading skills through guided reading groups.  Develop pupils’ ability to use extended writing across the curriculum. | | Continue |
| Further develop pupils’ ICT skills – pupils’ knowledge of Modelling/Google Apps and Drive. | Continue | Continue. |
| Further improve pupils’ Welsh language skills particularly in upper KS2 – Silver Charter Award  Continue to promote bilingualism across the school. Ensure oracy remains a priority and pupils regularly have the opportunity speak Welsh in lessons to a high standard.  Introduce a MFL throughout the school. | | Continue |

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|  | Year 1 2019 - 2020 | Year 2 2020 - 2021 | Year 3 2021 - 2022 |
| W  E  L  L  B  E  I  N  G | Further develop attendance procedures.  Target: 96% (Actual 2018 - 95.9%) | Continue  Target: 96.1% | Continue  Target: 96.2% |
| Promote a healthy lifestyle and achieve the Phase 6 Award (see the Health and Wellbeing action plan) | Continue |  |
| Improve pupils’ behaviour and social skills through circle time, SEAL, Growth Mindset  Further develop provision for pastoral support eg Alex Kelly, Comit and ESLA strategies  Use the PASS survey effectively to improve pupils’ attitudes to school and self. | Embed Growth Mindset as a way to build resilience.  Embed ELSA strategies to improve wellbeing. | Review and continue |
| Further develop Pupil Voice as part of the new curriculum.  Promote the Rights of the Child. | |  |

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|  | Year 1 2019 - 2020 | Year 2 2020 - 2021 | Year 3 2021 - 2022 |
| P  R  O  V  I  S  I  O  N | Review whole school provision for spelling and writing.  Review phonic and guided reading teaching.  Develop AfL strategies | Continue | Review planning. |
| Review provision to raise standards of boys at the higher levels in maths. | |  |
| Further develop effective provision for MAT pupils so that they reach their full potential.  Link with secondary school to challenge MAT maths pupils. | MAT challenge in continuous and enhanced.  MAT maths club. | Continue |
| Improve ICT provision. Use of Green screen and Modelling apps. Introduction of Google Apps and Google Drive. | Improve ICT provision. | Continue |
| Revise curriculum in line with the new Areas of Learning.  Introduce new Health and Well-being and Science and Technology scheme.  Audit provision for Expressive Arts and Humanities. | Revise curriculum in line with the new Areas of Learning. Focus on developing an Expressive Arts and Humanities scheme of work. | Revise curriculum in line with the Areas of Learning. |
| Develop assessment procedures to track pupils – GL Assessment, Marking policy, Assessment Manager and Testing. | Develop assessment procedures in light of new curriculum. | Develop assessment procedures in light of new curriculum. |
| Develop effective use of outdoor provision in FP.  Resources for FP.  Provide authentic learning opportunities. | Develop outdoor resources in Y3 and Y4.  Provide authentic learning opportunities. | Review and develop. |
| Further develop pupil voice - Teaching and Learning focus/New curriculum | Continue | Further develop |
| Continue to develop and update the new website. Invite parents to workshops e.g. ICT | | Further develop |

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|  | Year 1 2019 - 2020 | Year 2 2020 - 2021 | Year 3 2021 - 2022 |
| L  E  A  D  E  R  S  H  I  P | New headteacher training programme. Develop SLT role especially the role of the deputy headteacher.  Provide opportunities for middle leaders to attend SLT meetings.  SLT training in strategic direction and self-evaluation (new deputy headteacher). | Review | Review |
| Develop the role of the Areas of Learning leads with a focus on:  Maths and Numeracy, LLC, Health and Wellbeing and Science and Technology. | Develop the role of the Areas of Learning leads with a focus on:  Humanities and Expressive Arts. | Further develop. |
| Governors to be more proactive when analysing data and identifying key points for the strategic plan.  Assign Governors for each of the six Areas of Learning so that they are in a team.  Review self-evaluation of GB and action plan. Revise and set new actions. | | Revise and set new actions. |
| Use the ETLF to improve the quality of teaching and learning for teachers and TAs. | | Use of ETLF to improve leadership. |
| Audit the school as a learning organisation and develop an action plan.  Further develop school-to-school working.  Introduce peer observations as a method of sharing excellent practice within the school. | | Continue |
| Develop senior leaders to be team leaders for Performance Management. Use of new professional standards.  DHT performance manage TAs. | | Review targets and revise. |
|  | Continue to develop communication with parents | |  |

**Detailed Plan for 2019 – 2020**

| **Specific actions to be taken to ensure raised standards**  **(See also action plans written by Areas of Learning Leads)**  **Raise standards in LLC, Maths & Numeracy and Science and Technology, including ICT.** | **Success Criteria/ Intended Outcomes** | **Staff**  **responsible** | **Costs / resource**  **Implications** | **Time-scale**  **(Ongoing – unless stated otherwise)** | **Methods of monitoring action and evaluating outcomes** | **RAG Rated Progress**  **A. Sp, Su.** | | |
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| **LLC: (Refer to Action Plan)**   * Set aspirational targets which achieve this and track progress on a termly basis. * Select appropriate action to identify underachievement. * All staff will provide a variety of activities and opportunities to enable children to explore and develop their writing skills appropriately. * Y1 to Y6 intervention where needed for phonics, writing and spelling. * Identify MAT pupils and provide writing challenges. * Newspaper club to start in Y3 and Y4 to further develop writing skills. * Investigation/independent style written work for MAT pupils. * Targets will be reflected in PM objectives. * All staff will use Spelling Shed to implement teaching of spelling patterns throughout the school. * All children will register on Spelling Shed to help develop their use of appropriate spelling patterns. * Use GL assessment to monitor progress in spelling and identify learners who need intervention for spelling. * Deliver effective intervention for spelling. * Use the new scheme effectively to raise standards in reading. * Audit GGR sessions through observations. * LLC lead to share excellent practice in GGR (peer observation). * Use GL assessment to monitor progress in reading and identify learners who need intervention for reading. * Deliver effective intervention for reading. * Welsh to be used prominently in all Eucharist Services. Head boy/Head girl to open and close worship. * All staff to include Welsh phrases on planning across the curriculum. * Dragon diary to be used/completed by all classes. * All classes to develop use of Helpwr Heddiw. * Continue to promote bilingualism across the school. * Ensure oracy remains a priority and pupils regularly have the opportunity speak Welsh in lessons to a high standard. * Introduce a MFL throughout the school. * Yr 5 to trial given resources. * French club to be set up. | Narrow the gap between performance in reading and writing at the end of KS2 and FP.  **2018/19 performance in KS2:**  L4 reading = 92%  L4 writing = 92%  L5 reading = 64%  L5 writing = 52%  (-12%)  **2018/19 performance in FP:**  O5 reading = 85%  O5 writing = 78%  O6 reading = 52%  O6 writing = 40%  (-12%)  Gap to be narrowed to less than 10% in line with LA and Wales.  Develop pupils’ ability to use extended writing across the curriculum.  Develop pupils’ ability to spell age appropriate words. A majority (over 60%) of pupils make at least 12 months progress in their GL assessment spelling ages.  Improve performance in the national tests. Two out of five year groups performed below the LA, SE Wales and Wales average percentage for 116+ (standardised scores in reading).  All year groups to achieve above the LA, SE and Wales average for 116+ (aligns with teacher assessment of reading).  Continue to develop reading skills through guided reading groups.  A majority (over 60%) of pupils make at least 12 months progress in their GL assessment reading ages.  Further improve pupils’ Welsh language skills particularly in upper KS2 – Silver Charter Award. Increase L4+ to above 93%.  Standards of oracy are at least good. Most pupils use Welsh confidently in lessons and about the school.  Many children will use basic French phrases accurately. | KS  All teachers and TAs.  KS  All teachers and TAs.  KS  All teachers and TAs.  RB  All teachers and TAs.  RB | £2000 for GL assessment package.  £2000 GL assessment package.  No cost.  Cluster grant | Ongoing.  Sept.  2019  Ongoing. | Monitor progress termly using SIMS data and GL Assessment package and reports termly Y2 to Y6. Salford reading test to ascertain progress termly for Y1 and for learners with ALN.  Regular informal reviews with TAs and teachers to assess progress.  Book scrutiny termly.  SLT analysis of data termly.  Report to GB P&S.  Monitor progress termly using SIMS data and GL Assessment package and reports termly Y2 to Y6. Salford reading test to ascertain progress termly for Y1 and for learners with ALN.  Regular informal reviews with TAs and teachers to assess progress.  Book scrutiny termly.  SLT analysis of data termly.  Report to GB P&S.  Monitor progress termly using SIMS data  Listening to learners.  Regular informal reviews with TAs and teachers to assess progress.  Book scrutiny termly.  SLT analysis of data termly.  Report to GB P&S.  Listening to learners.  Listening to learners. |  |  |  |
| **Maths and Numeracy: (Refer to Action Plan)**   * Set aspirational targets which achieve this and track progress on a termly basis. * Select appropriate action to identify underachievement. * All staff will provide a variety of rich activities and opportunities to enable children to explore and develop maths skills. * Y1 to Y6 maths intervention where needed. * Identify MAT pupils and provide maths challenges. * Subject leader will to analyse 2019 data to identify where support/challenge/ intervention is needed. * Subject leader will liaise with class teachers and support staff to discuss class target and pupil needs. * Targets will be reflected in PM objectives. * Subject leader to evaluate impact on 2020 test data. * Area of learning lead to visit WCPS to observe the teaching of reasoning. * Area of learning lead to share excellent practice (peer observation). * Continue to develop pupils’ numeracy and reasoning skills. School to school working with WCPS. | Improve attainment of boys at the higher levels in maths. (FP O6 boys 38% girls 53%) Reduce the difference to less than 10%.  Improve performance in the national tests (standardised scores in procedural and reasoning). Currently four out of the five year groups performed below the LA, SE Wales and Wales average percentage for 116+ (standardised scores in reasoning). Most year groups to achieve above the LA, SE and Wales average for +116. | RL  All teachers/  TA | Cover supervisor | Dec 19 | Book scrutiny.  SLT analysis of data termly.  Report to GB P&S |  |  |  |
| **Science and Technology: (Refer to Action Plan)**   * Use STEM activities on a regular basis to raise standards. * Introduce an ICT baseline and skills ladder to measure progress. * Training on Google apps and Google Drive * Training on other new initiatives/technologies. | Science target – 96% L4 65% L5 EKS.  Increase pupils’ skills and understanding of progression through self- evaluation.  Increase in pupils’ ICT skills. Evidence of progression in skills and good standards in modelling. Evidence of pupils using Google Apps and Google Drive at the correct level. | MY  LS | 2 Staff Meetings | Sept 19 | Book scrutiny.  SLT analysis of standards in ICT bi-annually.  Evidence to be obtained and monitored in portfolio. |  |  |  |
| **AUTUMN TERM EVALUATION:**  Limited/Satisfactory/Strong/Very good progress | | | | | | | | |
| **SPRING TERM EVALUATION:**  Limited/Satisfactory/Strong/Very good progress | | | | | | | | |
| **SUMMER TERM EVALUATION:**  Limited/Satisfactory/Strong/Very good progress | | | | | | | | |

| **Specific actions to be taken to ensure raised standards**  **(See also action plans written by Areas of Learning Leads)** | **Success Criteria/ Intended Outcomes** | **Staff**  **responsible** | **Costs / resource**  **Implications** | | **Time-scale**  **(Ongoing – unless stated otherwise)** | **Methods of monitoring action and evaluating outcomes** | **RAG Rated Progress**  **A. Sp. Su.** | | |
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| **Attendance:**   * Continue to use the LA letters to contact parents regarding attendance. * Half termly meetings between EWO and Clerk. * Target pupils identified. * Letters sent and have meetings with parents. | Attendance improves. Target reached. Reduction in holidays.  Current attendance is 95.9%.  Target is 96.1% | HC  SO’K | Half termly meetings | | Ongoing | Monthly analysis of attendance data by PM.  Report to GB termly. |  |  |  |
| **Health and Well-being:**   * Use Alex Kelly and COMIT intervention to target identified KS2 pupils. Measure impact. | Fewer incidents of poor behaviour from targeted pupils. Reduction in the number of red cards issued. Less than 5 red cards per week. | SG  LC | TA timetable | | To be up and running by October 2019. | PM to monitor red cards termly and report to staff and Governors. |  |  |  |
| **Health and Well-being:**   * Measure pupils’ wellbeing using the PASS survey. * Identify pupils who are not happy in school i.e. have red sections on the survey. * Provide support and intervention. * Measure progress. | Pupils’ wellbeing improves.  Number of ‘red’ sections on the PASS survey is reduced by at least 10% across the whole school. | KB | PASS survey and analysis of the PASS survey. | | PASS survey in Nov 19  Repeat in June 2020. | KB to monitor results of the PASS survey and report to GB. |  |  |  |
| **Health and Well-being:**   * Develop a Health and Wellbeing scheme of work that incorporates a range of strategies e.g. mindfulness, SEAL, circle time etc. * ELSA training for support staff. * KB to model a mindfulness session (TRIAD) | All staff deliver Health and Wellbeing lessons on a weekly basis.  Standards of well-being are at least good throughout the school. | All | Planning | | Begins Sept 2019. | KB to listen to learners. |  |  |  |
| * Continue to develop pupil voice ensuring that School Council, Criw Cymraeg, Worship Workers run effectively and make/monitor changes in the school. * Provide opportunities for pupils to have a say in what they want to learn. * Promote the Rights of the Child. | Pupil voice has a positive impact on pupil well-being. | RL/RB | !/2 day supply cost. | | Autumn 2019 |  |  |  |  |
| **AUTUMN TERM EVALUATION:**  Limited/Satisfactory/Strong/Very good progress | | | | | | | | | |
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| **Links with the Church:**   * Develop a closer partnership between the school and the church. * Classes to undertake church visits more regularly. * Confirmation classes to begin in Year 6 and taster session in Year 2. * School to hold Eucharist Services once every half term. * Develop Sacred Spaces inside the classrooms and develop an outdoor Sacred Space. | Year 6 pupils will be confirmed.  Whole school improvement in R.E. provision.  Whole school provision for RE is consistently good throughout the school. | PM/RB | | No cost. | Sept 2019 | RB and Worship Workers to monitor. |  |  |  |
| **New Curriculum**   * Improve provision for outdoor learning in FP. * Plan using the new curriculum i.e. the six areas of learning with a focus on provision for LLC, maths and numeracy, health and well-being and science and technology. * Audit provision for Expressive Arts and Humanities. | Provide authentic learning opportunities in outdoor provision in the FP. Outdoor provision in the FP ensures that all pupils have authentic learning opportunities.  Provide authentic learning opportunities in the new areas of learning. | All | | Planning | Begins Sept. 2019 | Planning scrutiny.  Book scrutiny.  Learning walk. |  |  |  |

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| **Assessment of Learning:**   * Use GL Assessment package to measure progress and well-being. * Termly tests in spelling, reading and maths. | All staff familiar with standards of pupils. Pupils targeted and supported as a result.  At least good progress made in subsequent tests by most pupils. | PM | £2000  1 staff meeting | Sept 2019  Termly testing | SLT to analyse data and progress termly and report to staff and GB |  |  |  |
| **Assessment for Learning:**   * Review and revise AfL strategies throughout the school so that AfL is meaningful, effective and progressive. | AfL strategies improve pupils’ attainment. | RL | Half an INSET day in January. | Jan 2020 | RL to monitor. Book scrutiny/listening to learners.  RL to report to GB in Summer Term |  |  |  |
| **AUTUMN TERM EVALUATION:**  Limited/Satisfactory/Strong/Very good progress | | | | | | | | |
| **SPRING TERM EVALUATION:**  Limited/Satisfactory/Strong/Very good progress | | | | | | | | |
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| **Senior Leadership Team:**   * Develop the school as a learning organisation and promote professional enquiries. * Initial audit to find out areas of strength and areas for development as an SLO. Plan from it. * Joint working with WCPS and other Lead Network Schools to further develop ICT/DCF, Welsh and numeracy. * Use the ETLF to raise the standard of teaching and learning (teachers and TAs). * Work with cluster to continue to develop the new curriculum, four purposes and pupil voice. * Introduce peer observations to share excellent practice. | School develops as a highly effective learning organisation  Raise the percentage of excellent lessons across the school to 25%.  Good progress made with curriculum development.  Pupils ICT skills improve  Achieve Silver Award | PM/RL | Supply cover for RL. | Sept 2019 to start | PM to report to GB termly on progress as a learning organisation.  Lesson observations of teachers by PM and TAs by RL.  Peer observations (Summer Term) |  |  |  |
| **Areas of Learning Team Leaders:**   * Attend any relevant training. * Write and implement action plans. * Effectively lead their team. * Develop the teaching and learning of the new curriculum. * Self-evaluate the teaching and learning in their particular AoLE. * Share excellent practice (peer observations). | Refer to the Action Plans written by each team leader. | All | Cover supervisor  Possible supply teacher costs.  EiG grant for training.  Staff meeting slots. | April 19 | Areas of learning leads invited to report to GB on progress. |  |  |  |
| **Governors:**   * Governors involved in analysing data packs and identifying ways forward. * Governor support for the new AoLEs teams. | Most Governors able to challenge and support effectively – evidence in minutes. | GB members | GB meetings | GB | Evidence of effective Governor challenge and support in GB minutes. |  |  |  |
| **Parent/Community Links:**   * Increase the use of Twitter to keep parents abreast with developments and news in the school. * Update the website on a regular basis. * Run parent information sessions about the new curriculum. * Host an ‘open day’ for prospective parents. * Develop closer links with Henllys Village Nursery and other local nurseries. * Start a mother and toddler group within the school. | Many parents’ questionnaire returns show an uplift in communication question and knowledge about progress of pupils.  Increased intake of pupils for Sept. 2020. | PM  Teaching staff |  | Autumn Term | PM to report to GB on the results of the questionnaires. |  |  |  |
| **AUTUMN TERM EVALUATION:**  Limited/Satisfactory/Strong/Very good progress | | | | | | | | |
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