** Overview of The School’s Priorities September 2020-2023**

**CONTEXTUAL INFORMATION**

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| **National Category** | **2017-2018** | **2018-2019** | **2019-20** |
| Red | Yellow | No categorisation due to Covid-19 |

**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.

Staff training on the ALN reform bill and new procedures.

Blended learning in light of Covid-19.

**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 and introduce planning boards in KS2.

Actions not completed in 2019/20 due to Covid-19.

* Learning walk with Criw Cymraeg to evaluate the use of bilingualism throughout the school (Welsh Second Language).
* Reverend Elizabeth Kerl to begin using some Welsh in school services.
* Role French out as a MFL to the rest of the school.
* Introduce an ICT baseline.
* PASS survey follow up.
* Involve the Worship Workers and Criw Cymraeg in self-evaluation activities.
* School Council, Worship Workers, Criw Cymraeg and the Well-Being Warriors need to present the impact they have had to the rest of the school.
* Further develop outdoor learning and an outdoor scared space.
* Audit Expressive Arts.
* Review the impact of the new AfL strategies.
* Parent workshops on the new curriculum.
* Team leaders’ meetings with the relevant Governor.
* Measure the impact of professional enquiries.
* TA and peer observations.

New Actions added this year.

* Blended learning/Distance learning plan.
* Outdoor learning for the whole school.
* Training in ALN reform and the ALN bill.
* GEMs training for EAL pupils.

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

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| STANDARDS | Year 1 2020 - 2021 | Year 2 2021 - 2022 | Year 3 2022 - 2023 |
| 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 LNS.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 and online reading for homelearning.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 AwardContinue 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 2020 - 2021 | Year 2 2021 - 2022 | Year 3 2022 - 2023 |
| WELLBEING | Further develop attendance procedures.Target: 96.1%  | ContinueTarget: 96.2% | ContinueTarget: 96.3% |
| 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 MindsetFurther develop provision for pastoral support eg Alex Kelly, Comit and ESLA strategiesUse 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 2020 - 2021 | Year 2 2021 - 2022 | Year 3 2022 - 2023 |
| PROVISION | 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.GEMS training for EAL pupils. | MAT challenge in continuous and enhanced.MAT maths club.Roll out to teacher of KS2. | ContinueContinue |
| 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.Embed the Health and Well-being and Science and Technology scheme.Develop provision for Expressive Arts and Humanities. | Revise curriculum in line with the new Areas of Learning.  | Deliver the new 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 whole school outdoor provision. Resources for FP and KS2.Provide authentic learning opportunities both in the classroom and outdoors for all pupils. | Review and develop. | Review and develop. |
| Further develop pupil voice - Teaching and Learning focus/New curriculum.Further train and develop the role of pupils so that they become actively involved in the self-evaluation of the school.  | Continue | Further develop |
| Continue to develop and update the new website. Invite parents to workshops e.g. new curriculum for Wales. | Further develop |

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|  | Year 1 2020 - 2021 | Year 2 2021 - 2022 | Year 3 2022 - 2023 |
| LEADERSHIP | Complete the new headteacher training programme. Develop SLT role especially the role of the ALNCo. Continue the professional development of the Deputy Headteacher (PL lead). Provide opportunities for middle leaders to attend SLT meetings. | ETLF training in strategic direction and self-evaluation for the deputy headteacher. | Review |
| Develop the role of the Areas of Learning leads with a focus on all the areas:Maths and Numeracy, LLC, Health and Wellbeing and Science and Technology, Humanities and Expressive Arts. | Develop the role of the Areas of Learning leads. | 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.Deputy headteacher to line manage the TAs, with the support of the HT. Professional Development of the TAs e.g. HLTA training programme.  | 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 2020 – 2021**

| **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)**Writing:* Set aspirational targets for oracy, reading and writing and track progress on a termly basis.
* Select appropriate actions to identify underachievement.
* All staff will provide a variety of activities and opportunities to enable children to explore and develop their writing skills appropriately.
* Effectively track progress in phonics and reading (HFW) in FP.
* Y1 to Y6 intervention where needed for phonics, writing and spelling.
* Identify MAT pupils and provide writing challenges and independent learning.
* Investigation/independent style written work for MAT pupils.
* Targets will be reflected in PM objectives.

Spelling:* 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.
* Introduce a spelling tracker to monitor progress in Reception and Year 1.
* Deliver effective intervention for spelling.

Reading:* 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.
* Effectively track progress in phonics and reading (HFW) in FP.
* Deliver effective intervention for reading.

Welsh Second Language:* 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.

Modern Foreign Lnaguage:* 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. | KSAll teachers and TAs.KSAll teachers and TAs.KSAll teachers and TAs.RBAll teachers and TAs.RB | EIG grantPDG grant£2000 for GL assessment package.EIG grantPDG grantRRRS/AL grant.£2000 GL assessment package.EIG grantPDG grantRRRS/AL grant.£2000 GL assessment package.No cost.Cluster grant | Ongoing.Sept.2020Ongoing. | 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. Monitor progress using the FP phonics/reading trackers.Regular informal reviews with TAs and teachers to assess progress. Inform parents and support them with homelearning.Book scrutiny and follow up.SLT analysis of data termly.Report to GB P&I.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. Monitor progress using the spelling tracker.Regular informal reviews with TAs and teachers to assess progress.Book scrutiny and follow up.SLT analysis of data termly.Report to GB P&S.Monitor progress termly using SIMS data, Welsh trackers and listening to learners. Regular informal reviews with TAs and teachers to assess progress.Book scrutiny and follow up.SLT analysis of data termly.Report to GB P&I.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.
* All staff to differentiate maths activities appropriately.
* Y1 to Y6 maths intervention where needed.
* Identify MAT pupils and provide maths challenges.
* Subject leader will to analyse 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.
* Area of learning lead to visit LNS 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 and other LNSs.
 | 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. | LHAll teachers/TA | EIG grantPDG grantRRRS/AL grant. |  | Monitor progress termly using SIMS data and GL Assessment package and reports termly Y2 to Y6. Ascertain progress using the maths tracker. Identify where intervention is needed and monitor learners with ALN. Book scrutiny and follow up.SLT analysis of data termly.Report to GB P&I. |  |  |  |
| **Science and Technology: (Refer to Action Plan)*** Use STEM activities on a regular basis to raise standards.
* Invite STEM ambassadors to visit school and deliver workshops.
* Develop links with a LNS for STEM.
* Introduce fair test planning boards in KS2.
* 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. | MYLS | Staff Meetings | Sept 2020 | Monitor progress termly using SIMS data in KS2.Report to GB P and I committee.Book scrutiny and follow up.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.Target is 96.1% | HCSO’K | Half termly meetings | Ongoing | Monthly analysis of attendance data by PM.Report to GB termly. |  |  |  |
| **Health and Wellbeing: (Refer to Action Plan)*** Use Alex Kelly and COMIT intervention to target identified KS2 pupils. Measure impact.
* Intervention timetable in place for pastoral support.
 | Fewer incidents of poor behaviour from targeted pupils. Reduction in the number of red cards issued. Less than 5 red cards per week. | SGLC | TA timetable | To be up and running by October 2020. | PM to monitor red cards termly and report to staff and Governors. |  |  |  |
| **Health and Wellbeing:*** New PASS survey training by GL assessment for KB and PM linked to Covid-19. All pupils complete the PASS survey.
* 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.
* Intervention timetable in place for pastoral support.
* Measure progress by revisiting the PASS survey.
 | 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 October 2020Repeat in June 2021. | KB to monitor results of the PASS survey and report to GB.Listen to learners. |  |  |  |
| **Health and Wellbeing:*** Develop a Health and Wellbeing scheme of work that incorporates a range of strategies e.g. 5 ways to wellbeing, mindfulness, SEAL, circle time etc.
* Use ELSA resources to support pupils.
* KB to model mindfulness sessions (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 2020. | KB to listen to learners.Planning scrutiny for provision of wellbeing. |  |  |  |
| * Continue to develop pupil voice ensuring that School Council, Criw Cymraeg, Worship Workers, Wellbeing Warriors 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 through Rights Ambassadors.
* Train pupils in becoming involved in the self-evaluation process using ideas from the ETLF.
 | Pupil voice has a positive impact on pupil well-being.Learners become more confident in expressing their views. | RL/RB | 2 days supply cost. | Ongoing | Listening to learners. Feedback from the different groups.Learner involvement in the self-evaluation process. |  |  |  |
| **AUTUMN TERM EVALUATION:** Limited/Satisfactory/Strong/Very good progress |
| **SPRING TERM EVALUATION:** Limited/Satisfactory/Strong/Very good progress |
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| **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.** |
| **Links with the Church:*** Continue to develop a closer partnership between the school and the church.
* Classes to undertake church visits more regularly.
* Confirmation classes to continue in Year 6 and taster session in Year 2.
* School to hold Eucharist Services once every half term.
* Develop interactive Sacred Spaces inside the classrooms.
* 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 2020 | RB and Worship Workers to monitor. |  |  |  |
| **New Curriculum*** Improve provision for outdoor learning in FP and KS2.
* 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 and KS2. Outdoor provision ensures that all pupils have authentic learning opportunities.Provide authentic learning opportunities in the new areas of learning.  | Allstaff | Planning | Begins Sept. 2020 | Planning scrutiny.Book scrutiny.Learning walk.Listening to learners. |  |  |  |
| **Improve Provision for Outdoor Learning*** Develop and use the Forest Schools area.
* Pupils take responsibility for areas of the schools grounds e.g. pond, orchard, wild meadow, planters etc.
* Community links with the Local Nature Reserve. At least one class per term to support projects.
* Use the grounds for authentic learning opportunities.
* Involve pupils in designing an Outdoor Sacred Space.
 | Outdoor provision ensures that all pupils have authentic learning opportunities. | All staff and Friends of Henllys LNR. | Funded by the PTA. | Ongoing | Listening to learners.Learning walk by pupils e.g. school council. |  |  |  |
| **Assessment of Learning:*** Use GL Assessment package to measure progress and well-being.
* Termly tests in spelling, reading and maths.
* Trackers in place for phonics, reading and spelling in FP.
 | 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 | £20001 staff meeting | Sept 2020 Termly testing | SLT to analyse data and progress termly and report to staff and GB. |  |  |  |
| **Assessment for Learning:*** Monitor AfL strategies being used throughout the school and evaluate if AfL is meaningful, effective and progressive.
 | AfL strategies improve pupils’ attainment. | RL |  | September 2020 | RL to monitor. Book scrutiny/listening to learners.RL to report to GB in Spring Term |  |  |  |
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| **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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| **Senior Leadership Team:*** Develop the school as a learning organisation and promote professional enquiries.
* DHT to attend all cluster PL meetings.
* ALNCo to attend all ALN reform meetings.
* 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.
* Staff training by GEMs to support EAL pupils.
* Professional development of TAs e.g. HLTA training.
 | 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 improveAchieve Silver Award | PM/RL | PL grant | Sept 2020  | PM to report to GB termly on progress as a learning organisation.Lesson observations of teachers by PM and TAs by RL.Peer observations (Spring Term) |  |  |  |
| **Areas of Learning Team Leaders:*** Attend any relevant training including network meetings.
* 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 | PL grantEiG grant for training.Staff meeting slots.Cover supervisor to be used. | Sept 2020 | 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.
* Governor training in ALN reform and the new curriculum.
 | Most Governors able to challenge and support effectively – evidence in minutes. | GB members |  | 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 another ‘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.
* Start an ‘after school’ onsite child care service.
* Develop links with the older community through an intergenerational project.
 | Many parents’ questionnaire returns show an uplift in communication question and knowledge about progress of pupils.Increased intake of pupils for Sept. 2021.Pupils help support the local community. | PMTeaching staff |  | Autumn Term and ongoing  | PM to report to GB on the results of the questionnaires. |  |  |  |
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