BURLAIS Primary School Post Inspection Plan (PIAP) and School Improvement Plan (SIP) 2017 - 18

Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress

Estyn Recommendation 1: Raise standards in WRITING

- Provide further staff development in Autumn Term to ensure that all staff are clear about skills that need to be developed within their phase groups
- Review the present planning for writing genres and match to topics to ensure that there is a detailed coverage of each text type in the context of the topic
- Re-introduce class teaching for Literacy (no sets)
- Ensure that each text type has a good question/scenario for the children to write about
- Ensure that the text form give enough opportunity to hit the skills in order to up level writing
- Provide each pupil with a "Progress Book" to demonstrate evidence of standardised work for that pupil. Book to be carried forward each year to demonstrate progression through the school
- Ensure that each year group produces a weekly breakdown for literacy text types/Rich Tasks/SPAGH
- Ensure that there is clear evidence to support writing development on classroom display boards
- Review membership of Literacy Learning Team to ensure that each phase is represented
- To continue to plan half termly ROWN (Reading, Oracy, Writing and Numeracy) rich tasks identifying specific opportunities for the application of numeracy and literacy (LNF) across the curriculum at the appropriate level.

Monitoring and Review by Governing Body:

- Data analysis
- Subject leader reports to Curriculum Sub Committee
- Stakeholder review "My Voice" electronic questionnaires/PASS audit
- Termly review of Estyn Recommendation Log

Internal Monitoring:

- Collaborative peer observations
- Monitoring of Planning by Deputy Headteacher
- Work scrutiny by SLT/Literacy Learning Team
- Parent writing workshop
- On entry assessment, Nursery and Reception and pupil tracking.
- Half termly review of class data/profiles by Deputy Headteacher
- Half termly review of target intervention groups by ALN Manager
- Listening to learners
- Classroom and Corridor Displays/Learning Walks

- Introduce "The Big Write" and plan focused writing task for 2-week period each term in order to apply writing skills (class based). This to include a "Cold Write" followed at the end by a "Hot Write"
- Introduce a MAT writing group for the "Big Write" to be led by Deputy Headteacher. Target moving pupils from 5c to 5aq
- To effectively track pupil data and target intervention at supporting groups of learners
- To increase percentage of pupils achieving above expected level at the end of each Key Phase.
- Ambitious Class targets for expected and above expected level performance agreed.
- Demonstrate impact of target interventions through measurable outcomes, i.e. all pupils making at least two levels of progress from FP to KS2 and/or within year group reading assessments/pupil tracking.
- Impact of INCERTS and next steps for learning on self-assessment
- Clear success criteria for pupils to improve own learning and understand how to meet targets for improvement (feedforward comments)

Success criteria in terms of standards or quality:	UNCRC- Article 29 'The right to be the best you can be'	National/Local Priorities:
- Most pupils areable to apply their sentence level/grammar skills into their Text Level work - Clear planning guidelines ensures that each year group has the opportunity to develop writing skills in each of the text purposes in a relevant, purposeful way - A variety of genres are used to deliver the text purposes - Active engagement of all stakeholders in fostering a love of writing and raising standards of writing for all pupils - Consistent implementation of literacy based interventions across the school.		Raising standards of literacy Reducing the impact of poverty.

	Actions	Who? (named)	When? (actual dates)	Intended outcomes/milestones	Type of monitoring &reporting mechanism	Who? (named) When? (actual dates)	Costs
1.1	Include writing as part of Performance Management targets for all staff	All staff	Performance Management Cycle 2017 - 18	Consistent approach to the teaching of writing	Lesson/session observations, work and planning scrutiny, data analysis, listening to learners	SMT October 2017 PM reviews: w/c 16th October Review progress: w/c 15th January 2018 Review progress: w/c 23rd April	Supply release (3 days) to conduct Performance Management interviews and monitoring of progress £600
1.2 1.3	Review the present planning for writing genres and match to topics to ensure that there is a detailed coverage of each text type in the context of the topic Ensure that Rich Tasks are planned for allow pupils to apply their Literacy skills appropriately	BL/CR/MR	Summer Term – ongoing	Clear planning guidelines ensures that each year group has the opportunity to develop writing skills in each of the text purposes in a relevant, purposeful way. These will show progression across the year groups A variety of genres are used to deliver the text purposes Rich Tasks ensure that skills are applied in other contexts across the curriculum	Lesson/session observations, work scrutiny/feedback to governors	Review/Planning: BL/CR: June 20th/July 13th BL/MR: July 13th Monitoring Planning/Work Scrutiny MB/MR/BL/KMW Autumn:w/c 20th November Spring w/c 12th March Summer w/c 11th June Feedback to Governing Body Autumn Term/Spring Term Meetings:SLT Literacy Learning Team report: 20th July 2018 Numeracy Learning Team report: 20th July 2018	£0.00 (Internal cover) £380 cover for BL

1.4	Ensure that there are planned weekly opportunities to teach spelling, punctuation, grammar and handwriting (termly mapping)	BL/CT	Autumn Term 2017 ongoing	Appropriate planning for teaching SPAGH	Monitoring of planning, work scrutiny	SMT/ Literacy Learning Team Work Scrutiny w/c November 20th	£160 cover for BL Phase group meetings
1.5	Staff Development to ensure that staff are fully aware of skills that need to be taught/resources. Incorporate approaches from training when developing extended writing, e.g. ensuring that oracy and writing are linked effectively together	BL Stephanie Vaughan	11/12th September 2017	Consistent approach to the teaching of writing	Lesson/session observations, work scrutiny	SMT/ Literacy Subject Leader/ Curriculum Sub Committee	£160 supply cover for BL Stephanie Vaughan Consultancy £600
1.6	Introduce "Big Write" sessions to enable pupils to apply writing skills in a meaningful way including Hot/Cold Write (to include a MAT writing group) Introduce "Progress Books" for all pupils to demonstrated progress in writing throughout the school	BL/MB	w/c 7th November 2017 Ongoing from September	Improved application of writing skills Clear progression as demonstrated by standardized pieces of writing	Lesson/session observations/work scrutiny/work displays Work Scrutiny	SMT/ Literacy Learning Team/ Curriculum Sub Committee	£0
1.7	Effectively identify pupils requiring additional literacy support and intervention and track progress half termly of those pupils in receipt of additional support	LJ/MB	Ongoing from September	Improved literacy skills of identified pupils	Session observations/data tracking	LJ/MB to monitor groups termly	£0 Rapid Writing scheme

1.8	Continue to strengthen partnerships with parents through Parental Workshops during which parents receive training in how to identify and support their children's' writing skills	All staff	Spring Term 2018	Greater parental understanding of their child's development of how to develop writing skills	Stakeholder questionnaire, listening to learners	All staff	ADDS session time

• How can the wider community of the school enrich the priority?

- **H/DHT/SMT to ensure the revision of whole school curriculum overview and mapping to ensure continuity and progression in the development of writing**
- **H/DHT/SMT to monitor quality of planning and work in books**
- **H/DH/SMT** to analyse whole school pupil performance data in writing, identifying key areas for action within strategic planning and target setting
- **Teachers:** consistent planning of rich tasks and providing opportunities for extended writing/consistent planning for text types
- **Teacher**s/Assessment Manager 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/intervention group 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 and book scrutiny. To engage in stakeholder review and evaluation via My Voice Electronic questionnaires.

ERW

Impact statements from reports and final evaluation of outcomes: Strengths / Areas for Development / Ways Forward		
Autumn	**Spring**	**Summer**
Clear planning guidelines ensures that each year group has the opportunity to develop writing skills in each of the text purposes in a relevant, purposeful way. These will show progression across the year groups		

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Estyn Recommendation 2: Improve pupils' ability to apply their literacy, numeracy and ICT skills across the curriculum	Monitoring and Review by Governing Body:
• To continue to plan half termly ROWN (Reading, Oracy, Writing and Numeracy) rich tasks identifying specific opportunities for the application of numeracy (LNF) across the curriculum at the appropriate level. • To review curriculum mapping to ensure that there are clear links between the teaching of LNF/ICT skills and application of skills (DCF) • To provide evidence of LNF/DCF across the year groups (stickers/files) • To access high quality training for staff • Impact of INCERTS and next steps for learning on self-assessment and clear success criteria for pupils to improve own learning and understand how to meet targets for improvement.	• Data analysis, lesson observation, work scrutiny • Learning Team reports to GB Curriculum Sub Committee **– Literacy/Numeracy/IT** • Stakeholder review "My Voice" electronic questionnaires. • Termly review of Estyn Recommendations **Internal Monitoring:** • Collaborative peer observations/Trust Trios • Parent numeracy workshops. • On entry assessment, Nursery and Reception and pupil tracking. • Half termly review of class data/profiles. • Half termly review of target intervention groups. • Numeracy Subject Leader book scrutiny and lesson observations. • DCF lead scrutiny of pupils' work files • Portfolios and LNF stickers

Success criteria in terms of standards or quality:	UNCRC- Article 29 **'The Right to be the best you can be'**	National/Local Priorities:
• ROWN (Reading, Oracy, Writing, Numeracy) rich tasks planned per term and linked carefully to topics • Active engagement of all stakeholders in raising standards of numeracy for all pupils through the implementation of LNF across the curriculum. • Consistent implementation of class based interventions across the school to support the development of LNF skills • Improved results in the Literacy/National Numeracy Tests • Increased knowledge and understanding of DCF and application of IT skills		Raising standards of numeracy. DCF/New Curriculum orders Reducing the impact of poverty.

	Actions	Who? (named)	When? (actual dates)	Intended outcomes/milestones	Type of monitoring & reporting mechanism	Who? (named) When? (actual dates)	Costs
2.1	Include LNF across the curriculum as part of Performance Management targets for all staff	All staff	Performance Management Cycle 2017 – 18	Consistent approach to LNF planning Improved standards in IT skills	Lesson/session observations, work and planning scrutiny, data analysis, listening to learners	All staff/LNF Lead teacher/ MR DCF Lead teacher/MW PM target setting: w/c October 16th	Supply release (1 day) to conduct Performance Management interviews £600
2.2	Review rich task planning to ensure literacy, numeracy and IT coverage, continuity and progression resulting in improvement of application of skills at FP and KS2	Bl/MR/Mw/K MW/RT All class teachers	September 17	Appropriate planning for LNF/DCF across the curriculum	Monitoring of planning, work scrutiny and portfolios of evidence	SMT/Lead teacher for LNF/Lead Teacher for DCF	Planned Management time for LNF lead/DCF time
2.3	Routinely observe teaching and learning using agreed template. Scrutinise pupils' work using agreed template.	SLT	Termly	Consistent approach to the teaching of LNF/DCF across the curriculum Improved standards	Lesson/session observations, work and planning scrutiny	SLT / Lead teacher for LNF/Lead Teacher for DCF	Planned Management time for LNF Lead/DCF
2.4	Continue with robust targeting of specific groups of learners and effective use of data. (MAT, SEN, LAC FSM etc.)	All CTs	Ongoing	Improvement in standards - Learning will match with planning and tracking data.	Data analysis/ lesson observations/work scrutiny	SLT/Maths Learning Team/ALN Manager/DHT	Management time for Maths Learning Team/ALN
2.5	Internal Support and School to School support to observe and share good practice	All CTs	Autumn 2017 – ongoing	Consistent approach to the teaching of numeracy	Lesson/session observations Work scrutiny	Maths Subject Leader/Maths Learning team/Curriculum Sub Committee	Management Time Supply cover x 1 day to release teachers to view good practice £150
2.6	Literacy/Numeracy Subject Leader to model good practice.	MR/KMW All CTs	Autumn Term 2017 - ongoing	Consistent approach to the	Lesson/session observations	Numeracy Subject Leader/ Maths Learning Team	

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				teaching of numeracy	Work scrutiny	Curriculum Sub Committee	
2.7	Continue to Implement the Numicon Intervention group to support development of pupils' numeracy skills and enable them to apply these skills to Rich Tasks	Rec – Y6 Numicon Intervention Teacher	Academic year 2017/18	Improved standards in Numeracy and improved pupil confidence in Numeracy	Lesson/session observations, work and planning scrutiny, data analysis, listening to learners	Ignite and Inspire Intervention Lead Teacher – Denise Jones/MR Termly impact sheets.	Numicon Intervention (PDG funded) £19,000

How can the wider community of the school enrich the priority?

- **Headteacher/ Deputy Headteacher/LNF coordinator/DCF Lead Teacher**: to monitor quality of planning and work in books.
- To ensure revision of whole school curriculum overview and mapping to ensure continuity and progression in the development of LNF/DCF across the curriculum
- **Teacher**: Consistent planning of LNF/DCF within planning identifying explicit opportunities of when and how LNF/IT skills are used and applied across the curriculum
- **Associate Staff**: to become familiar with rich tasks and LNF/DCF within curriculum planning.
- **Pupil Target**: pupils demonstrate ability to apply LNF/IT skills at the appropriate level across the curriculum.
- **Governors:** to monitor standards of teaching and pupil performance through collaborative lesson observations and attending SMT to undertake book scruti

Impact statements from reports and final evaluation of outcomes: Strengths / Areas for Development / Ways Forward

Autumn	Spring	Summer

Estyn Recommendation 3: Improve pupils' Attendance	Monitoring and Review by Governing Body:
• To continue to work in conjunction with the LA and EWO to maintain improved attendance (See Attendance Action Plan) • To continue to fund Attendance Officer to monitor attendance and punctuality and address concerns • To appoint a Family Support Officer to support and work with vulnerable families/pupils with efsm and assist the Attendance officer • Continue to promote attendance and punctuality through incentivising attendance awards with pupils	Weekly updates to Attendance Governor JP Termly updates to Governing Body as part of HT report to Governors Termly reports to LA Attendance Officer Monitoring of Attendance Data
	Internal Monitoring: • Headteacher /ASHT/Attendance Officer to monitor progress of development of pupils with poor attendance • ASHT to monitor attitudes to attendance via PASS audit • PDG funding monitoring

Success criteria in terms of standards or quality:	UNCRC- Articles…… **The right to an education 29 - 'The Right to be the best you can be'**	National/Local Priorities:
• Improved outcome for pupils with poor attendance and punctuality • Improved outcomes for efsm pupils • School moves to Quartile 1 for attendance (Current performance is Quartile 2: 94%)		Improving Attendance Reducing the impact of poverty.

	Actions	Who? (named)	When? (actual dates)	Intended outcomes/milestones	Type of monitoring & reporting mechanism	Who? (named) When? (actual dates)	Costs
1.	**SEE ATTENDANCE ACTION PLAN (ATTACHED)**						
2.							
3.							
4.							

How can the wider community of the school enrich the priority?

- **Headteacher/ DHT/ SMT / Teacher / Associate Staff/Attendance Officer** ensure a whole school approach to improving attendance and punctuality
- **Pupils** aware of importance of punctuality and need to improve individual attendance targets
- **Attendance Governor** receiving weekly updates. **Full Governing Body** receiving termly updates via H/T report
- **Parents** receiving regular updates via text messages/web site/emails/newsletter

Impact statements from reports and final evaluation of outcomes: Strengths / Areas for Development / Ways Forward		
Autumn	**Spring**	**Summer**

Estyn Recommendation 4: Improve the quality of teaching and teachers' use of assessment to meet the needs of all pupils	Monitoring and Review by Governing Body:
- Review current curriculum planning and ensure that there is clear progression in the development and application of Literacy. Numeracy and ICT(LNF/DCF) skills across each topic - Review scheme of work for writing ensure that writing genres are matched to topics and that there is a detailed coverage of each text type within the context of the topic - Make effective use of "Teaching Continua Tool" to reflect the aspects of teaching that need to be further developed - Establish "Trust Trios" in order to identify and share good practice within the school - To access high quality training for staff based on the above - joint INSET with Pentrehafod Cluster (November 6th) with teaching focus - To continue to raise standards of pupil attainment and progress - To continue to improve the percentage of pupils achieving above expected levels. - Effective monitoring and analysis of pupil performance data to identify target intervention groups - Effective uses of INCERTS to track pupil progress Half Termly by DH - Clearly identify strategies for differentiation and share good practice - Ensure that pupils can clearly identify their next steps for learning on self-assessment and ensure that there are clear success criteria for pupils to improve own learning and understand how to meet targets for improvement (feed forward comments) - Review policy documents in relation to Planning, ARR, Differentiation and monitor application of policies - Review whole school continuum for AfL strategies	- Data analysis - Learning Team reports to Curriculum Sub Committee - Stakeholder review "My Voice" electronic questionnaires/PASS audit - Termly review of Estyn Recommendation Log **Internal Monitoring:** - Collaborative peer observations/Trust Trios - Monitoring of Planning by Deputy Headteacher - Work scrutiny by SLT/Literacy Learning Team - Work Scrutiny by LNF lead teacher/DCF lead teacher - On entry assessment, Nursery and Reception and pupil tracking. - Half termly review of class data/profiles by Deputy Headteacher - Half termly review of target intervention groups by ALN Manager - Listening to learners - Classroom and Corridor Displays/Learning Walks

Success criteria in terms of standards or quality:	UNCRC- Articles……	National/Local Priorities:
• Clear planning guidelines ensures that each year group has the opportunity to develop writing skills in each of the text purposes in a relevant, purposeful way • A variety of genres are used to deliver the text purposes • Identified MAT group for writing • Clear planning guidelines ensures that each group has the opportunity to develop LNF/DCF within each topic • Shared understanding of effective differentiation agreed • Shared understanding of effective AFL strategies which are consistently applied – visit other schools to view good practice • Clearly understanding of high quality teaching and learning using WILLWIG/WILLWIEs from Teaching Continua framework • Regular monitoring of pupil progress within intervention groups and sets (KS2)	**The right to an education** **29 -** **'The Right to be the best you can be'**	Literacy/Numeracy/ICT Reducing the impact of poverty.

	Actions	Who? (named)	When? (actual dates)	Intended outcomes/milestones	Type of monitoring & reporting mechanism	Who? (named) When? (actual dates)	Costs
4.1	Include an aspect of teaching and learning as part of Performance Management targets for all staff (CPD target)	All staff	Performance Management Cycle 2017 - 18	Further understanding of what constitutes high quality teaching and learning	Lesson/session observations, work and planning scrutiny, data analysis, listening to learners	SMT October 2017 PM reviews: w/c 16th October Review progress: w/c 15th January 2018 Review progress: w/c 23rd April	Supply release (3 days) to conduct Performance Management interviews and monitoring of progress £600
4.2 4.3 4.4	Review the present planning for writing genres and match to topics to ensure that there is a detailed coverage of each text type in the context of the topic Ensure that Rich Tasks are planned for allow pupils to apply their Literacy/Numeracy and ICT skills appropriately Review planning policy and ensure that there is progression and consistency across the school	BL/CR CR/BL/MR/MW MB	Summer Term – ongoing	Clear planning guidelines ensures that each year group has the opportunity to develop writing skills in each of the text purposes in a relevant, purposeful way A variety of genres are used to deliver the text purposes Rich Tasks ensure that skills are applied in other contexts across the curriculum	Lesson/session observations, work scrutiny/feedback to governors	Review/Planning: BL/CR: June 20th/July 13th BL/MR: July 13th Monitoring Planning/Work Scrutiny MB/MR/BL/KMW Autumn:w/c 20th November Spring w/c 12th March Summer w/c 11th June Feedback to Governing Body Autumn Term/Spring Term Meetings:SLT Literacy Learning Team report: 20th July 2018 Numeracy Learning Team report: 20th July 2018 IT Learning Team Report 20th July 2018	£0.00 (Internal cover) £380 cover for BL/MW/MR

4.5	Staff Development to ensure that staff are fully aware of skills that need to be taught/resources. Incorporate approaches from training when developing extended writing, e.g., ensuring that oracy and writing are linked effectively together	BL Stephanie Vaughan	11/12th September 2017	Consistent approach to the teaching of writing	Lesson/session observations, work scrutiny	SMT/ Literacy Subject Leader/ Curriculum Sub Committee	£160 supply cover for BL Stephanie Vaughan Consultancy £600?
4.6	Introduce "Big Write" sessions to enable pupils to apply writing skills in a meaningful way. (to include a MAT writing group)	BL/MB	w/c 7th November 2017	Improved application of writing skills	Lesson/session observations/work scrutiny/work displays	SMT/ Literacy Learning Team/ Curriculum Sub Committee	£0
4.7	Effectively identify pupils requiring additional literacy/numeracy support and intervention and track progress half termly of those pupils in receipt of additional support	LJ/MB	Ongoing from September	Improved literacy/numeracy skills of identified pupils	Session observations/data tracking	MB to monitor groups termly	Rapid Writing Numicon Intervention £19,000 (PDG) TA support included in Budget
4.8	Track identified pupils through INCERTS termly to monitor process	MB	Ongoing from September	Pupil progress rate improved	Data tracking	Half Termly meetings with class teacher and ARR manager to track individual pupil progress	
4.9	Revisit "Teaching Continua Tool" and provide time for teacher to reflect on the aspects of teaching that need to be further developed Establish "Trust Trios" in order to identify and share good practice within the school	AB/MB	Ongoing from September	Staff able to identify strengths and areas of development in their teaching Good practice in the school identified and shared	Peer observations and feedback sessions	SLT to track progress at whole school level Team leaders to track individual progress of team leaders	Non-contact time for team leader £800

4.10	Meet with Headteacher of St. Helen's to look at examples of good practice	SLT	13/09/17	Staff are confident and make consistent use of AFL strategies in order to move pupils forward in their learning	Lesson observations Work scrutiny Peer observations	MB to review policy and ensure staff are applying AFL strategies consistently	Half day supply cover for St. Helen's £90
4.11	Review AfL strategies and ensure that they are consistently used for pupils to identify their next steps in learning	SMT					
4.12	High quality staff development to further develop staff IT skills. Update resources through provision of additional trolley for lap tops.	AB/MW	4/9/17 and 5/9/17	Staff have necessary knowledge to teach IT skills and apply these through DCF in a cross curricular manner Increased access to PCs by pupils ensures that word processing skills are being taught regularly	Lesson Observations Work scrutiny	MW to monitoring pupils' IT files/topic books termly Autumn Term: 25/10/17 Focus on word progressing skills and presentation tools Spring Term; Spreadsheets Summer Term: Graphics	£300 supply cover for MW
4.13	Developed a shared understanding to differentiation /AFL and share good practice across the school	AB/MB	ADDs		Lesson Observations/work scrutiny	w/c October 9th 2018 Work Scrutiny: w/c November 20th	£360 supply cover

• How can the wider community of the school enrich the priority?

- **H/DHT/SMT to ensure the revision of whole school curriculum overview and mapping to ensure continuity and progression in the development of writing /LNF skills/IT and DCF**
- **HT/DHT: to review policy documents and monitor consistent application of ARR/Planning/Differentiation**
- **H/DHT/SMT to monitor quality of planning and differentiation of work in books**
- **H/DH/SMT** to analyse whole school pupil performance data in writing, identifying key areas for action within strategic planning and target setting
- **Teachers:** consistent planning of rich tasks and providing opportunities for extended writing/consistent planning for text types

- **Teachers:** consistent use of AFL strategies to enable pupils to identify the next steps in their learning
- **Teacher**s/Assessment Manager 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.
- **Associate Staff**: to become familiar with DCF
- **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 and book scrutiny. To engage in stakeholder review and evaluation via My Voice Electronic questionnaires

Impact statements from reports and final evaluation of outcomes: Strengths / Areas for Development / Ways Forward		
Autumn	Spring	Summer

Estyn Recommendation 5: Focus senior leadership roles and performance management procedures on improving teaching and learning	**Monitoring and Review by Governing Body:**
- Review job descriptions of SLT and re-define the roles undertaken by SLT to ensure that there is a clear focus on improving aspects of teaching and learning - Review the work of the wider SMT to ensure that there is a clear timetable for tracking pupils progress and monitoring standards of teaching and learning - Ensure that all SLT/SMT are accountable for their actions via Management Logs - PM training for SMT to be arranged - Ensure that performance management targets for all staff are clearly linked to priority areas of development and monitored termly by PM team leaders. - Ensure all PM actions are consistent and clearly logged *Impact Assessment Sheets introduced to track impact of actions undertaken*	- Challenge Advisor Core Visit - Learning Team reports to Curriculum Sub Committee - Stakeholder review "My Voice" electronic questionnaires/PASS audit Headteacher Reports to full Governing Body - Termly review of Estyn Recommendation Logs **Internal Monitoring:** - Monitoring of SLT/SMT action logs by Headteacher - Monitoring of progress towards PM targets by SMT/HT - Monitoring of Planning by Deputy Headteacher - Work scrutiny by SLT/Literacy Learning Team - Work Scrutiny by LNF lead teacher/DCF lead teacher - Class room observations - On entry assessment, Nursery and Reception and pupil tracking. - Half termly review of class data/profiles by Deputy Headteacher - Half termly review of target intervention groups by ALN Manager - Listening to learners - Classroom and Corridor Displays/Learning Walks - Impact Assessment Sheets

Success criteria in terms of standards or quality:	**UNCRC- Articles……**	**National/Local Priorities:**
- SLT/SMT have clear roles and responsibilities and action are logged ensuring accountability - PM targets clearly linked to areas for development identified by Estyn – Writing/LNF/Teaching and Learning - Clear timetable for work scrutiny and lesson observations ensures that points for action are followed up promptly - Impact Assessment sheets used regularly to measure progress of intervention strategies	**The right to an education 29 - 'The Right to be the best you can be'**	Literacy/Numeracy/ICT Reducing the impact of poverty.

	Actions	Who? (named)	When? (actual dates)	Intended outcomes/milestones	Type of monitoring & reporting mechanism	Who? (named) When? (actual dates)	Costs
5.1	Review PM process and ensure that targets are clearly linked to Estyn recommendations.	All staff	Performance Management Cycle 2017 - 18	Further understanding of what constitutes high quality teaching and learning	Lesson/session observations, work and planning scrutiny, data analysis, listening to learners	SMT October 2017 PM reviews: w/c 16th October Review progress: w/c 15th January 2018 Review progress: w/c 23rd April	Supply release (3 days) to conduct Performance Management interviews and monitoring of progress £600
5.2 5.3	Review roles and responsibilities of SLT and identify clear timetable for monitoring and review Review work pattern of SMT and identify clear timetable for monitoring and review	SLT	July 2017	Clearly defined roles and responsibilities within updated Job descriptions	Weekly Timetables and Action Log for DH/AHT Progress towards action Plans reviewed weekly Minutes of SLT meetings Minutes of SMT meetings	AB weekly	£0
5.4	Staff Development to ensure that staff are fully aware of skills that need to be taught/resources. Incorporate approaches from training when developing extended writing, e.g., ensuring that oracy and writing are linked effectively together	BL Stephanie Vaughan	11/12th September 2017	Consistent approach to the teaching of writing	Lesson/session observations, work scrutiny	SMT/ Literacy Subject Leader/ Curriculum Sub Committee	£160 supply cover for BL Stephanie Vaughan Consultancy £600?

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5.5	High quality staff development to further develop staff IT skills (TA Performance Management Staff CPD)	AB/MW	4/9/17 and 5/9/17	Staff have necessary knowledge to teach IT skills and apply these through DCF in a cross curricular manner	Lesson Observations Work scrutiny	MW to monitoring pupils' IT files/topic books termly Autumn Term: Focus on word progressing skills and presentation tools ==Autumn Term; 25/10/17 Spring Term:15/02/18 Focus: Sumer Term: 02/05/18 Focus:==	£300 supply cover for MW
5.6 5.7	NPQH for DH/Estyn Training for AHT to further develop knowledge and understanding of role Estyn Update Training for HT PM training for SMT members DH network meetings for DH/AHT	AB/MB/CR	Ongoing from September	Further develop understanding of leadership and management roles	Governing Body/Challenge Advisor	Feedback to Governing Body Termly in H/T report on CPD	£360 supply cover for CR Supply costs for SMT member £800 £160 supply cover for CR
5.8	CPD for Middle Managers	AB	Ongoing from Sept	Further develop understanding of SMT role	Governing Body/CA	Feedback to H/T and GB termly	Supply costs for SMT member £500

• How can the wider community of the school enrich the priority?

- **H/DHT/SMT to ensure that PM targets are linked to priorities in the PIAP**
- **H/DH/SMT** to analyse whole school pupil performance data in writing, identifying key areas for action within strategic planning and target setting
- **Governors:** to monitor progress towards targets through feedback at GB meeting

ERW

Ein Rhanbarth ar Waith
Education through Regional Working

Impact statements from reports and final evaluation of outcomes: Strengths / Areas for Development / Ways Forward		
Autumn	Spring	Summer

Estyn Recommendation 6: Ensure that the processes for self-evaluation and improvement planning focus robustly on raising pupils' standards	Monitoring and Review by Governing Body:
- To review and amend where necessary the current processes of self-evaluation used by the school - To review and amend where necessary the current Self Evaluation Policy - To continue to analyse the schools' performance making use of all available data and provide feedback on progress to staff and governing body - To review the current monitoring timetable and ensure that actions for monitoring and review are followed up in a timely manner - Plan for termly standardisation and moderation exercises within the core subject areas to ensure consistency and progression - Review the format of the SIP - Further involve pupils in planning for improvement	- Challenge Advisor Core Visit - Learning Team reports to Curriculum Sub Committee - Stakeholder review "My Voice" electronic questionnaires/PASS audit Headteacher Reports to full Governing Body - Termly review of Estyn Recommendation Logs **Internal Monitoring:** - Monitoring of SLT/SMT action logs by Headteacher - Work scrutiny by SLT/Literacy Learning Team - Class room observations - On entry assessment, Nursery and Reception and pupil tracking. - Half termly review of class data/profiles by Deputy Headteacher - Half termly review of target intervention groups by ALN Manager - Listening to learners - Parental Questionnaire - Feedback from Parental Workshops - Classroom and Corridor Displays/Learning Walks - Impact Assessment Sheets

Success criteria in terms of standards or quality:	UNCRC- Articles…… The right to an education 29 - 'The Right to be the best you can be'	National/Local Priorities:
- All staff have a shared understanding of school self-evaluation processes and are clear about their role in the process - All SLT/SMT have clear roles and responsibilities and actions are logged ensuring accountability - There is a clear timetable for standardization and moderation of work, monitoring and evaluation which involves all stakeholders - GB has a clear understanding of priorities for development and is able to challenge the school on progress towards these - Clear timetable for work scrutiny and lesson observations ensures that points for action are followed up promptly - Impact Assessment sheets used regularly to measure progress of actions undertaken		Literacy/Numeracy/ICT Reducing the impact of poverty.

	Actions	Who? (named)	When? (actual dates)	Intended outcomes/milestones	Type of monitoring & reporting mechanism	Who? (named) When? (actual dates)	Costs
6.1	Collaborative review within SLT/SMT and staff to identify strengths and areas for development in current self-evaluation processes	AB/SMT	July 2017	Common understanding of current self-evaluation processes and areas requiring attention	INCERTS for pupil tracking Intervention Group Tracking	Termly reports to Curriculum Sub Committee Autumn Core Visit Termly analysis of intervention group data: ALN Manager/DH	Supply cover for AHT to meet with CA £180
6.2	Review roles and responsibilities of SLT and identify clear timetable for monitoring and review	SLT	July 2017	Clearly defined roles and responsibilities within updated Job descriptions	Weekly Timetables and Action Log for DH/AHT Progress towards action Plans reviewed weekly Minutes of SLT meetings Minutes of SMT meetings Feedback notes/Work scrutiny reports	AB weekly	£0
6.3	Review work pattern of HT/DH/SMT and identify clear timetable for monitoring and review.			Cycle of monitoring review and evaluation clearly defined for each term alternating activities termly **Autumn:** **H/T:**Lesson Obs **DH** Planning/Differentiation **SMT:** Presentation/AfL/ Marking			
6.4	Introduce termly standardization and moderation of core subjects	AB	Ongoing from September	Pupil progression is kept under regular	Termly ADDs sessions – minutes	Literacy/Numeracy/Science /Welsh lead teacher	ADDS time

				2017	review	of meetings	ADDS Autumn Term: 02/10 Oracy 27/11 Writing Spring Term Reading Maths Summer Term: Science Welsh	
6.5	Make more effective use of Learning Walks as part of self-evaluation process and identify good practice made towards addressing PIAP priorities	AB/SLT	Ongoing from September	Learning Environment used as a vehicle to support school priorities	Termly Learning Walks and feedback to staff	Termly agenda item for ADDS	£0
6.6	Effectively identify pupils requiring additional literacy/numeracy support and intervention and track progress half termly of those pupils in receipt of additional support	LJ/MB	Ongoing from September	Improved literacy/numeracy skills of identified pupils	Session observations/data tracking	MB/LJ to monitor groups termly AB: PDG evaluation of impact Spring Term 2018	£0 Rapid Writing? Numicon Intervention £19,000 TA support included in Budget
6.7	Update Self Evaluation Policy	AB/All staff	October 2017	All stakeholders have a shared understanding of self-evaluation processes	Termly reports to Curriculum sub committee Full GB meeting	Termly via Curriculum Sub Committee	£0
6.8	Further involve pupils in school improvement	AB/CR	Ongoing from September 2017	Pupil voice is fully developed and pupils are able to take on responsibilities and make decisions about improving the school's provision	Termly reports to GB RE/RT to feedback work of SC/ECO committee to CR termly	Agenda item on GB meetings termly	£300 NCT for RE/RT

How can the wider community of the school enrich the priority?

- **H/DHT/SMT to ensure that self-evaluation processes are robust and true reflection of standards of teaching and learning within the school**
- **Teachers to ensure that pupil tracking systems are updated regularly and target groups monitored closely**
- **H/DH/SMT** to analyse whole school pupil performance data in core subject areas identifying key areas for action within strategic planning and target setting
- **Governors:** to monitor progress towards targets through feedback at GB meetings.

- **Pupils:** to become more fully involved in school self-evaluation processes

Impact statements from reports and final evaluation of outcomes: Strengths / Areas for Development / Ways Forward		
Autumn	Spring	Summer