

BURLAIS Primary School Development Plan

2020 -2021

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

Timeline	Date	Staff Members and GB
Planning	September 2020	All Staff and GB:
Reviewing	December 2020	
Reviewing	April 2021	
Reviewing	September 2021	

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Contextual Information

Current National Category	Yellow 2019 No categorisation 2020	
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Strategic Overview: 2020/21

Workforce Planning: number of FTE TEACHERS	29	
Workforce Planning: number of FTE SUPPORT STAFF	Foundation Phase: 25	Other: 35

Grant Finance 2020 - 21

Source of Funding	Purpose	Sum
Regional Consortia School Improvement Grant	Foundation Phase staffing	£206,223
Pupil Deprivation Grant	Family Liaison Officer/Attendance Officer/ALNCO non-contact time	£207,000
Other	Professional Learning Grant	£6,926
ALP	EBD support/ Literacy and Numeracy support	£39,400

SCHOOL CONTEXT

2020 -2021	Nursery	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Eligible for Free School Meals	N/A								46% (WIMD – 34.7%)
Children in Need		1 CP	2CP	1 CP		2CP	2CP		1.7%
Looked After Children				1		1		1	1.2%
English as an Additional Language									11%

Number of latecomers to Welsh									
Special Educational Needs									46% Total Jan 2020
School Action									
School Action Plus									
Statement									7%

Target Setting: Foundation Phase Targets

	FPh		2021 Current Year 2									2022 Current Year 1							
			Boys		Girls		Pupils					Boys		Girls		Pupils			
Cohort	Full Cohort																		
	Number of FSM																		
			O5+	O6+	O5+	O6+	%O5+ +	%O6+ +	Target t %O5+ +	Target t %O6+ +		O5+	O6+	O5+	O6+	%O5+ +	%O6+ +	Target O5+ +	Target t O6+ +
Number achieving expected outcome	LCE																		
	LCW																		
	MDT																		
	PSD																		
	DCS																		

Key Stage 2 Targets

	KS2	2020 – Current Year 6								2020 – Current Year 5								2020 – Current Year 4							
		Boys		Girls		Pupils				Boys		Girls		Pupils				Boys		Girls		Pupils			
Cohort	Full																								
	Welsh Medium																								
		L4+	L5+	L4+	L5+	L4+ %	L5+ %	Target L4+ %	Target L5+ %	L4+	L5+	L4+	L5+	L4+ %	L5+ %	Target L4+ %	Target L5+ %	L4+	L5+	L4+	L5+	L4+ %	L5+ %	Target L4+ %	Target L5+ %
Number achieving expected level	English																								
	Welsh																								
	Mathematics																								
	Science																								
	CSI																								

Progress since the Last Inspection

Date of Last Inspection: June 2017	Current Performance:	Capacity to Improve:	Subsequent Monitoring Out of Monitoring Dec 2018	
RECOMMENDATION				
Recommendation	Very good progress	Strong progress	Satisfactory progress	Limited progress
	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Definition	Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.
R1:	Raise standards of pupils’ writing			
R2:	Improve pupils’ ability to apply their literacy, numeracy and ICT skills across the curriculum			
R3:	Improve pupils’ attendance			
R4:	Improve the quality of teaching and teachers’ use of assessment to meet the needs of all pupils			
R5:	Focus senior leadership roles and performance management procedures on improving teaching and learning			
R6:	Ensure that the processes for self-evaluation and improvement planning focus robustly on raising pupils ’standards			

School and Governing Body appraisal of the progress with 2018/2019(priorities)

	Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Priority 1 <ul style="list-style-type: none"> • Book scrutiny demonstrates good evidence of writing and literacy across the school • Most teachers are now following the marking and feedback policy • The purple pen editing is embedded • Pupil peer and self-assessment is developing well • All pupils demonstrate high quality writing at an appropriate level with clear linear progressions • Spelling and handwriting are developing well • Progression in punctuation and grammar is strong • Strong progress in handwriting and presentation • Differentiating is clear and purposeful scaffolding is used when necessary 				
Priority 2: <ul style="list-style-type: none"> • Learning Walks by SLT in Summer Term and book scrutiny noted that skills across the curriculum continue to improve in all classes • Lots of evidence in application of ICT cross curricular – music composition in Y4/data base/research activities/Creative Schools project in Y5 encompassed ICT/Art and Literacy • Evidence of pupils recording their work on Ipads and uploading to their files as low down as Reception • Evidence of application of number skills good • Y2/6 participated in Swansea Enterprise Project and presented their project to governors in June. They were really engaged the pupils were able to develop their entrepreneurial skills in a meaningful context • Y3 Celtic Day – encompassed literacy/numeracy/ICT skills in historical context and was a good show case for cross curricular links • Good practice within ICT has been shared within the LA 				
Priority 3:				

- Attendance in Spring Term 94.5% (Q1)
- Attendance in Summer Term 94.2% (Q2) – holiday requests impacted greatly on summer term attendance data
- Attendance Ambassadors met with ERW strategic leader to share good practice in raising standards in attendance

Priority 4:

- Peer and self assessment evident on learning walks and in book scrutiny and is developing well
- Most teachers are now following the marking and feedback policy
- The purple pen editing is embedded
- Learning Walks demonstrated that pupils' support each other with their learning

Priority 5

- The leadership team have an effective understanding of their roles in improving standards across the school
- There is an appropriate strategic overview of the standards that pupils' achieve within the school
- A variety of first hand evidence is gathered to inform judgements, for example, learning walks and scrutinising pupils' work.
- Feed back to staff is specific and purposeful and indicates clear points for improvement.
- Where greater support is required, leaders organise suitable training and monitor the outcomes effectively.
- Effective performance management systems drive school improvement and most objectives focused effectively on the priorities from the post inspection action plan.
- Professional development activities have helped teachers achieve these objectives.
- Leaders have facilitated training for all staff on the new teaching and leadership standards through the introduction of the ERW toolkit.
- One new member of the leadership team has completed the ERW middle leaders training.
- The professional development of new senior leaders is impacting positively on the school's capacity to effectively monitor and evaluate its own performance

Priority 6:

Pupil Senedd group been very successful in developing pupil voice. A range of activities have been undertaken by the Senedd groups:-

- School Improvement Group – Book Scrutiny and feedback to teachers/NSPCC sponsored event
 - Eco/STEM Groups – visit to Cenin Re-usable Energy Centre
 - Community Group – car wash and visit to Matthew’s House to present the funds raised/Visit to old Cwmbwrla School building site and organised site safety talk
 - Healthy Schools Group – marking out the daily mile around the school
 - Criw Cymraeg – Siatr Iaith Assessment Day – Bronze Award achieved in April
 - Attendance Ambassadors – met with ERW Challenge Advisor and Strategic Manager to share good practice in improving attendance matters
 - Digital Leader – supporting ICT learning in class/Coding competitions
 - Well Being – planning worry boxes for classroom
- Siatr Iaith Bronze Award Assessment Day led by Criw Cymraeg
 - Pupils shared activities at Pentrehafod’s Teach Meet
 - PASS audit analysis fed back to KS2 and pupils targeted for support form nurture focused TA
 - In listening to learners pupils felt that the Senedd is having an impact on school improvement and in feedback to SLT and Chair of Governors the high quality of their discussions were complimented
 - Updated self evaluation calendar shared with staff and governors that clearly defines areas to be monitored

Three-Year Priorities 2019 – 2022

	Inspection Area 1	Inspection Area 2	Inspection Area 3	Inspection Area 4	Inspection Area 5
2019-2020	<p>Empathy Lab Project to include promoting reading for pleasure and continuing to develop oracy skills</p> <p>Handwriting and Presentation</p>	<p>Promoting positive behavior and attitudes to learning through Circle Time</p> <p>Developing pupil resilience and independence</p>	<p>LNF/DCF/Welsh skills across the curriculum</p> <p>Independent learning</p> <p>Curriculum planning linked to 4 Core Purposes and new AOLs</p> <p>Continua for Kids</p>	<p>Empathy Lab Project to support pupils' development of empathic communication skills</p>	<p>Self-Evaluation programme review</p> <p>Roles and Responsibilities of SMT/ SLT</p> <p>Professional Standards linked to Performance Management</p> <p>School as a Learning Organisation</p>
2020-2021	<p>Continuing Empathy Lab Project to include promoting reading for pleasure and continuing to develop oracy skills</p> <p>Handwriting and Presentation</p>	<p>Continue to promote positive behavior and attitudes to learning through Circle Time and Circles of support as identified in ALP plan</p> <p>Developing pupil resilience and independence on</p>	<p>LNF/DCF/Welsh skills across the curriculum</p> <p>Independent learning</p> <p>Curriculum planning linked to 4 Core Purposes and new AOLs</p>	<p>Continuing Empathy Lab Project to support pupils' development of empathic communication skills</p>	<p>Resume Self-Evaluation programme</p> <p>Roles and Responsibilities of SMT/SLT and succession planning</p> <p>Professional Standards linked to Performance Management</p>

	Improve outcomes in reading for all pupils	return to full time education following COVID 19 pandemic	Blended Learning – whole school approach to ensuring continuity and progression of key skills		School as a Learning Organisation

Priorities for 2020 - 2021

Standards – ONGOING FROM 2019/20													
Links													
SER	CIF/ESTYN		UNCRC	Nat. / local priorities	Governors		Pupil Group						
	1.3/5.3			Literacy	Curriculum/Standards		All Pupils						
Measurable Pupil Outcomes													
Governor responsibilities													
Very good progress													
Strong progress													
Satisfactory progress													
Limited progress													
Actions	Who? (named)	When? (actual dates)	Intended outcomes	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAYG rating of progress					
								Aut.		Spr.		Su.	
1.1 Review planning requirements for writing to ensure that all pupils have the opportunity to further develop their writing skills in each of the text types in line with new topics	LLC Learning Team	June 28 th and termly	All pupils have the opportunity to further develop their writing skills in each of the text purposes in a relevant, purposeful way ensuring that the skills are aligned to the progression steps of the new AOL for LLC	Monitoring of planning/work scrutiny/Learning Walks	MJ/CE	Planning monitoring 19/11/19 25/02/20 19/05/20	£1000 supply cover - budget						
			Most pupils can apply their literacy skills	Feedback to GB and Link Governor LLC Team report to governors and H/T INCERTS tracking		2021 21/01/21 18/03/21 20/05/21							

			<p>effectively in a range of contexts</p> <p>Most pupils continue to demonstrate a progression in writing and oracy with half a level per year (3 blobs INCERTS per year in KS2). In FP half an outcome per year (6 blobs in INCERTS per year)</p> <p>All classes use a variety of genres to deliver the text purposes</p>			<p>Oracy evidence collection</p> <p>Sept – group response</p> <p>Oct – Paired work</p> <p>Nov – individual</p>										
1.2 To continue to improve pupils’ presentation and handwriting skills	LLC Learning Team	INSET DAY 02/09/19	<p>As a result of daily, prescriptive practice sessions most pupils demonstrate that they are applying the “Join It 22” cursive style to their handwriting</p> <p>All teachers ensure that the updated school policy is followed with regards to presentation of work and handwriting</p>	Book scrutiny/Learning Walks and termly monitoring	LLC Learning Team	As Above										

<p>1.3 To ensure that opportunities for oracy are planned in order to continue to develop Talk for Writing (TFW)</p>	<p>LLC Learning Team</p>	<p>INSET DAY 04/01/21</p>	<p>All planning and monitoring demonstrates that oracy strategies are being used effectively in literacy sessions</p> <p>Most pupils make strong or very good progress in their thinking and oracy skills by the end of the summer term 2021</p> <p>All teachers are confident to embed oracy skills in their teaching across a range of subjects / curriculum areas;</p> <p>All teachers differentiate questions purposefully to stretch and challenge pupils to their individual needs.</p> <p>Nearly all pupils' oracy skills will develop through the use of effective resources (ambitious word banks/scaffolds etc.) across the school.</p>	<p>Book scrutiny/Learning Walks and termly monitoring</p>	<p>LLC Learning Team</p>	<p>As Above</p>							
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[illegible]

[illegible]

<p>1.3 Literacy monitoring report November 2019 demonstrates that TFW is evidenced in all planning as part of literacy lessons and across the curriculum</p> <p>1.4 Empathy resources area is now available for staff and pupils and books have been labelled to support empathy themes. Monitoring of planning demonstrates that empathy lessons are being planned and delivered. Learning Walk November 2019 demonstrated that nearly all classes have completed empathy displays in their classrooms, Assemblies have been led by co-ordinators based around developing pupil's empathic listening skills.</p> <p>As a result of COVID 19 only 1 monitoring day was conducted this academic year.</p> <p>Autumn 2020</p>		
<p>Final Evaluation against measurable targets</p>		

Wellbeing and attitudes to learning													
Links													
SER	CIF/ESTYN	UNCRC	Nat. / local priorities		Governors		Pupil Group						
	2.1		Well Being/Pupil Voice		Amina Jahmal		All pupils						
Measurable Pupil Outcomes: PASS audit/My Concern data/Pupil questionnaires													
Governor responsibilities:													
Very good progress													
Strong progress													
Satisfactory progress													
Limited progress													
Actions	Who? (named)	When? (actual dates)	Intended outcomes	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAYG rating of progress					
								Aut.		Spr.		Su.	
2.1 To ensure that all pupils have the opportunity to participate in effective Circle Time sessions in class and where necessary attend Circle of Support Intervention Group	Claire Rowe/Lucy Woods (TA)/Anj Begum	January 2020 ongoing	Nearly all pupils have an increased awareness of fairness, equality, diversity, tolerance and children’s’ rights	Observations/Learning Walks and discussion with pupils Pupil questionnaires and progress from Baseline assessment	Claire Rowe	April 2020 ongoing	PLG Priority 2 £1,500						

<p>Make Use of Accelerated Learning grant funding to support and focus on improving skills of specific cohorts/groups of pupils (Y6/5/3)</p>	<p>Claire Rowe</p>		<p>Nearly all pupils are developing as ethical, informed citizens and healthy, confident individuals</p> <p>Most pupils behaviour is consistently good</p> <p>Nearly all pupils report that they feel happy, safe and secure in school</p> <p>Nearly all pupils are effectively engaged with their learning and on task</p> <p>Most pupils skills in reading and numeracy demonstrate a strong improvement</p> <p>Attendance rates continue to</p>	<p>PASS audit (September and May) and My Concern tracking</p> <p>NGRT/Rapid Reading tracking</p>	<p>Julie Tucker</p>								
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			improve – target 95%										
2.2 To ensure effective use of learning walks as part of ongoing self-evaluation process and identify good practice made towards addressing the new curriculum orders.	SLT	Ongoing from October 2019	<p>Most pupils will develop their independence effectively through their learning environment</p> <p>Nearly all pupils are working towards becoming ambitious, confident, capable and independent learners</p>	<p>Termly Learning Walks with feedback action points for staff</p> <p>Feedback from School Senedd groups</p> <p>Pupil questionnaires and progress from Baseline assessment</p>	SLT	Termly	PLG Priority 6						
Resources					CPD required					Costs			
<ul style="list-style-type: none"> • Circle Time resources • TA nurture support funded by ALP (see plan) • Resilience Intervention • https://www.traumainformedschools.co.uk • https://www.nurtureuk.org • https://www.papyrus-uk.org • https://www.annafreud.org/.../resources/mentally-healthy-schools 					<ul style="list-style-type: none"> • ADDs sessions Autumn Term 								

<p style="text-align: center;">Impact statements Action Impact Next Step</p>		
Autumn 2019	Spring 2020	Summer 2020
<p>2.2 Learning Walk undertaken in November 2019 demonstrates that EPIC is beginning to enhance pupil ownership of learning and further enhance engagement in both phases. Pupil voice is developing well in the planning of themes in both phases. In nearly all classes there was a readiness to learn. In nearly all classes pupils had access to clearly labelled resources in order to promote independence and autonomy</p> <p>2.3 However, all year groups need to focus upon developing access to maths resources.</p> <p>Autumn Term 2020</p> <ul style="list-style-type: none"> • Additional TA support introduced for supporting pupils emotional well being from November 2020 (ALP grant) • Additional TA support introduced to help develop outdoor learning opportunities in Y3 (ALP grant) • Additional TA support for Y5 target group from November 2020 (ALP grant) <p>PASS audit conducted with KS2 October 2020 indicates:-</p>	<p>2.1 Successful INSET day focused on circle time resulted in development of whole school action plan to promote positive self behavior and raised pupil self esteem. Action plan shared with staff during ADDs session 13/01/20 to be monitored and evaluated at end of term.</p> <p>Spring Term 2021</p>	<p>Summer Term 2021</p>

<ul style="list-style-type: none"> ➤ The factor with the highest percentile was Factor 2 – Preparedness for learning (93.8%) ➤ The factor with the lowest percentile was -Factor 3 – Learner self-worth (79.1%) <p>This would confirm the need to:-</p> <ul style="list-style-type: none"> ➤ focus upon building pupil confidence and resilience following lockdown ➤ Look at demands and pace of curriculum. ➤ Look at making the curriculum more active and engaging for pupils - New Curriculum ➤ Engaging parents of those children who have been identified 		
Final Evaluation against measurable targets		

Provision Improve independence of learners in applying skills													
Links													
SER	CIF/ESTYN	UNCRC	Nat. / local priorities	Governors				Pupil Group					
Priority 3	3.3		LNF/DCF	Mrs. Julie Palmer									
Measurable Pupil Outcomes: Progress against LNF framework/DCF framework													
Governor responsibilities													
Very good progress													
Strong progress													
Satisfactory progress													
Limited progress													
Actions	Who? (named)	When? (actual dates)	Intended outcomes	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAYG rating of progress					
								A		S		S	
3.1 To continue to ensure that planning includes further opportunities for Numeracy in topic work/home learning when necessary	KMW/DW	September 2019 ongoing	All pupils' topic books/FP portfolios evidence numeracy being effectively applied in other curriculum areas/areas of learning	Monitoring of planning/work scrutiny/Learning Walks Feedback to GB and Link Governor MD Learning Team report to governors and H/T INCERTS tracking	KMW/DW	2021 20/01/21 17/03/21 19/05.21	PLG Priority 5						

3.2 Ensure that planning includes further opportunities for ICT across all curriculum areas/home learning if necessary	MW	As above	Nearly all pupils effectively use digital tools to support learning and to collaborate with peers both in school and during remote learning	Monitoring of planning/work scrutiny/Learning Walks Feedback to GB and Link Governor MD Learning Team report to governors and H/T INCERTS tracking	MW	2021 19/02/21 16/03/21 18/05/21	PLG Priority 1						
3.3 Ensure that in the event of long term closure or part time attendance pupils are provided with appropriate tasks using in school teaching and/or remote learning	MB	September 202	The school's Blended Learning Policy and Procedures provides shared expectations and guidance for blended learning with staff, pupils, governors and parents. This ensures equality in	Monitoring of planning/work scrutiny/Learning Walks Listening to Learners Feedback from parents	MB Blended Learning Task Group	ADDS Autumn Term 2020 Spring Term Learning Village (EAL)	PLG Priority 6						

Create a blended learning document for parents. Establish a specific point of contact for parental concerns on blended learning			learning for all pupils Most pupils' effectively demonstrate how they have applied a range of skills across the curriculum in both home learning and school based activities											
3.4 To further develop pupils' understanding of how they are able to apply their literacy, numeracy and ICT skills across the curriculum.	SLT	Termly monitoring and listening to learners	Nearly all pupils can confidently talk about the application of skills they are using for learning	Listening to learners/Book scrutiny/Learning Walks	AB/MB/DW	2021 18/02/21 15/03/21 17/03/21	PLG Priority 1							
3.5 Ensure that curriculum planning is linked to the 4 core purposes and new AOEs	AOLE Learning Team Leads	Planning Meetings/INSET days	Tracking of curriculum planning demonstrates that all pupils are provided	Monitoring and review of planning	MB	Termly	PLG Priority 6							

Impact statements Action Impact Next Step		
Autumn 2019	Spring 2021	Summer 2021
<p>3.1 Numeracy monitoring report November 2019 demonstrated that across both phases there is evidence of numeracy work with an increased range of numeracy skills when compared to last year. There is evidence of progression in the development of skills with an increased range in upper KS2. There is more evidence of numeracy at upper KS2 than lower KS2. FP shows there is good evidence of numeracy. Numeracy team fed back to individual year groups highlighting ways forward to be monitored in Spring Term. Good practice sharing planned for ADDs Spring Term.</p> <p>3.2 List of non-negotiables for DCF provided for staff during ADDs session September 2019 has ensured that nearly all year groups have covered nearly all of the strands planned for this term. Monitoring in November 2019 highlighted coverage and next steps were shared with staff in phase groups.</p> <p>Autumn 2020</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>3.3 Task group met and provided Blended Learning Policy and Procedures for staff thus ensuring a consistent approach during any further lockdown</p>		
<p>Final Evaluation against measurable target</p>		

Care support and guidance													
Links													
SER	CIF/ESTYN	UNCRC	Nat. / local priorities	Governors	Pupil Group								
Priority 4	4.2		Reading/Empathy	Julie Palmer	All Pupils								
Measurable Pupil Outcomes:													
• PASS audit outcomes for KS2/My Concern data													
Governor responsibilities													
Very good progress													
Strong progress													
Satisfactory progress													
Limited progress													
Actions	Who? (named)	When? (actual dates)	Intended outcomes	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAYG rating of progress					
								A		S		S	
4.1 To further develop pupils' vocabulary, communication and listening skills through the Empathy Lab Project	Empathy Lead and Team	INSET DAYS 02/09/19 23/09/19 November 202	Nearly all pupils develop effective skills to enable them to imagine, understand and reflect on other people's perspectives and feelings	Progress monitoring and pupil tracking from baseline Learning Walks Classroom displays Evaluation report	Empathy Lab Team	Sept 2019 ongoing 29/01/21	PLG Priority 1.3 and 4 £1,500.00						

(See Empathy Lab Action Plan)			Most pupils develop a powerful wider vocabulary and are able to recognise and share others' feelings										
			Most pupils develop effective communication skills										
			Most pupils demonstrate valuable listening skills and are able to have deeper conversations										
Resources				CPD required					Costs				
<ul style="list-style-type: none"> Empathy Lab Resources on Google Drive Cluster Transition Plan 				Staff INSET; September 2019 and November 2020 Empathy Lab team meetings									

Impact statements		
Action Impact Next Step		
Autumn 2019	Spring 2021	Summer 2021
<p>4.1 All initial baselines have been completed and an Empathy lab room has been created for pupils and staff to access. Nearly all staff have completed a classroom display which will be further developed next term. All staff are tracking an individual pupil as part of Performance Management target and evidencing how the work from Empathy Lab is influencing behavior and decision making.</p> <p>Autumn 2020</p>	<ul style="list-style-type: none"> • 	
<p>Final Evaluation against measurable target</p>		

Leadership													
Links													
SER	CIF/ESTYN	UNCRC	Nat. / local priorities	Governors				Pupil Group					
Priority 5	5.2												
Outcomes:													
Governor responsibilities													
Very good progress													
Strong progress													
Satisfactory progress													
Limited progress													
Actions	Who? (named)	When? (actual dates)	Intended outcomes	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAYG rating of progress					
								A		S		S	
5.1To ensure that the school’s self-evaluation processes effectively track the application of skills across the curriculum	SLT	Termly monitoring and listening to learners	All pupils are able to talk confidently about the skills they are using for their learning and how they are applied across the curriculum	Listening to learners/Book scrutiny/Learning Walks	AB/MB/DW/KMW/MJ	Termly	PLG Priority 5						

5.2 Review roles and responsibilities of SMT	SLT	Autumn Term 2019	SLT have clearly defined roles and responsibilities within the SMT which are linked to new curriculum orders, professional standards and timetable for self-evaluation Succession planning	Review meetings with SMT Termly monitoring of self-evaluation activities	AB/MB/CR	Autumn Term	N/A							
5.3 Performance management targets are linked to professional standards	SLT	September 2019	SLT have defined worthwhile links to the professional standards and SIP priorities	Termly PM progress meetings with staff Teaching Continua	SMT	Termly	N/A							
Resources				CPD required				Costs						
<ul style="list-style-type: none"> Teaching Continua Professional Standards 				<ul style="list-style-type: none"> SMT update on Teaching Continua Staff ADDs sessions to complete the wheels 										

Impact statements Action Impact Next Step		
Autumn	Spring	Summer
<p>5.1 Learning Walks and Monitoring of Literacy/Numeracy and ICT demonstrated that skills across the curriculum continue to develop There is a need to continue to focus upon the application of numeracy especially in lower KS2.</p> <p>5.2 The school self evaluation programme reviewed and shared with staff and governors so that all stakeholders are fully informed of the focus and timetable for monitoring.</p> <p>5.4 Performance management targets set and link directly to the school's focus on developing pupils empathic listening skills. SLT targets link to Professional Standards for leadership.</p>	<p>5.4 Performance Management Reviews January 2020</p>	
Final Evaluation against measurable targets		

Curriculum Reform													
Links													
SER	CIF/ESTYN		UNCRC	Nat. / local priorities	Governors			Pupil Group					
Priority 6	5.2/5.3												
Outcomes:													
Very good progress													
Strong progress													
Satisfactory progress													
Limited progress													
Actions	Who? (named)	When? (actual dates)	Intended outcomes	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAYG rating of progress					
								Aut.		Spr.		Su.	
1. To continue to develop the involvement of pupils in school improvement through KS2 Senedd Groups.	CR	Ongoing but limited due to Covid 19 at present	All pupils have a worthwhile input to school improvement and are able to effectively take on responsibilities and make decisions about improving provision at the school Nearly all pupils are ready to take on valuable leadership roles within the school and are	Termly monitoring and feedback from Senedd groups	CR/AB and Chair of Governors	Termly	N/A						

			developing as ethical, informed citizens										
2. To further develop the role of the Learning Teams in preparing for new curriculum orders	AB	Ongoing	<p>All staff are developing a comprehensive understanding of the AOLEs and Core Purposes and are able to ensure that planning is meeting the demands of the new curriculum orders</p> <p>All ADDs sessions provide an effective platform for sharing information and supporting staff in meeting needs of the new curriculum</p>	Termly meetings and feedback to SMT/Link Governors and CS committee	Learning Team Leads	<p>Termly ADDS sessions</p> <p>Staff Development</p>	PLG Priority 6						
3. To pilot a pupil tracking system based on the progression steps to monitor pupil progress from 5-11yrs	MB/DW/ Learning Team Managers	December ongoing	Effective tracking system provides evidence to support pupil progression throughout the school	<p>Termly feedback to assessment coordinator</p> <p>Feedback to Curriculum/Standards Committee</p>	MB	Termly	PLG Priority £600						

[illegible]

awareness of the curriculum as a whole. This will continue into Spring Term (see ADDs plan)

Autumn 2020

Final Evaluation against measurable targets

Improving Buildings– 3 Year Plan																
Links																
SER	CIF/ESTYN			UNCRC	Nat. / local priorities		Governors			Pupil Group						
Additional Priority - Buildings	N/A									ECO						
Outcomes:																
Very good progress			Strong progress			Satisfactory progress			Limited progress							
Actions	Who? (named)	When? (actual dates)	Intended outcomes / milestones	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs £	RAG rating of progress								
								2018	2019	2020						
Resources				Match Funding				Costs								
Impact statements																
Action Impact Next Step																
Autumn			Spring			Summer										
			•													

Safeguarding/Health & Safety – 3 Year Plan Links

SER	CIF/ESTYN	UNCRC	Nat. / local priorities	Governors	Pupil Group					
Additional Priority - HS										
Outcomes: To enhance, improve and maintain the school grounds for the safety and learning of all pupils.										
Very good progress		Strong progress		Satisfactory progress	Limited progress					
Actions	Who? (named)	When? (actual dates)	Intended outcomes / milestones	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAG rating of progress		
								2018	2019	2020
Child Protection Update training	AB	11/01/21		All staff following policy and procedures	AB					
Resources		Costs		Match Funding			Costs			
• Time				• £			• £			
Impact statements										
Action Impact Next Step										
Autumn		Spring			Summer					
		•								

Policy Reviews

2019-20	2020 -21	2021-22
Statutory Annual	Statutory Annual	Statutory Annual
Admissions Pay Policy Performance Management Safeguarding/Child Protection Assessment arrangements Governor Report to Parents Instrument of Government School Development Plan School Prospectus Register of Pupils Register of Business interests Target Setting Transition Plans Governor Development Plan Self-Evaluation Report	Admissions Pay Policy Performance Management Safeguarding/Child Protection Assessment arrangements Governor Report to Parents Instrument of Government School Development Plan School Prospectus Register of Pupils Register of Business interests Target Setting Transition Plans Governor Development Plan Self-Evaluation Report	Admissions Pay Policy Performance Management Safeguarding/Child Protection Assessment arrangements Governor Report to Parents Instrument of Government School Development Plan School Prospectus Register of Pupils Register of Business interests Target Setting Transition Plans Governor Development Plan Self-Evaluation Report
Statutory Not Annual		

Non-statutory	Non-statutory	Non-statutory

Other Continuing Aspects to be improved

(e.g., Eco Schools, Healthy Schools, buildings...)

Aspect	Resources / personnel	Target Date and Evaluation
Healthy schools <ul style="list-style-type: none"> Circle Time training to promote positive behavior. Calm Dining Hall and positive lunch time using playground zones and new equipment School of Sanctuary 	<p>Claire Rowe and Senedd Group</p> <p>Mike Bowen/Lunch-time supervisors and pupil ambassadors</p> <p>Alison Bastian/Nicola Richards and Senedd group</p>	<p>Evaluation: PASS audit data October 19 and June 2020 – not done due to Covid. Tested in October 2020</p> <p>My Concern monitoring by SLT termly</p> <p>Evaluation: PASS audit data/pupil questionnaires in June/feedback termly from termly meetings with lunch time supervisory staff to MB and SMT</p> <p>Evaluation: School of Sanctuary Award Summer Term 2020</p>
Developing School Grounds	Steph Prangle/Cath Huxtable and Eco Committee/Dean Morgan	Ongoing priority – focus on developing allotment area and pond area
Welsh Language Development	Gavin Thomas and Criw Cymraeg	Siatr Iaith Arian
Library areas <ul style="list-style-type: none"> appropriate resources to support reading for pleasure and promotion of the development of empathy Books displayed appropriately and accessible for staff and pupils 	Empathy Team and Empathy Senedd Group	June 2020
ALN Bill Preparation	Lizzie Bartlett/AB/Staff	Ongoing

Staff Development Plan 2019 -20

Priority	Focus of Improvement	Staff	Resources, Cos	Evaluation
1: Standards	Writing non negotiables	All Staff	INSET DAY: September 2019	
	Reading for pleasure/Empathy Lab Project	All Staff	INSET DAYS: September/January/June	
2. Well Being	Positive Behaviour and Attitudes to Learning	All Staff	INSET DAY: January 2020	
	School of Sanctuary	NR/AB	October 2019	
3. Application of skills	Numeracy in the new curriculum	KMW	City Consortium October 2019	
	DCF	MW	Termly cluster meetings Adds sessions	
	Developing Outdoor Learning Areas	RE/CW	Gowerton Primary School October 2019/March 2020	
	Achieving Excellence in Teaching and Learning	JT	Nick Jones: September 2019	
	Welsh Language Patterns	HH/CR/CE	Autumn Term 2019	
	Tric a Chlic	AG/KMW	Autumn Term 2019	
	Developing Independent Learners in the New Curriculum	RT/RE/JT	Cath Delve: October 2019	

4, Care, support and Guidance	Developing pupils' empathetic skills	All Staff	INSET DAYS: September 2019 ADDs sessions	
	Resilience	MB	Autumn Term	
5. Leadership	Estyn update	MB	Summer Term	
	Professional Standards/Teaching Continua	All staff	ADDs session Autumn Term	
6. Curriculum Reform	Planning for new curriculum	All staff	ADDs sessions Autumn Term/Spring Term/Summer Term	
	Successful Futures Planning	MB	Gareth Combes: September 2019	
	Continua for Kids	All Staff	ADDs session Autumn Term	
	STEM in the new curriculum	JT	City Consortium October 2019	
	Science Board	DW	WG – Termly	

Draft Staff Development Plan 2020 - 21

Priority	Focus of Improvement	Staff	Resources, Cos	Evaluation
1: Standards	Writing non negotiables	All Staff	INSET DAY: September 2020	
2. Well Being	Child Protection Update Training	All Staff	11 th January 2021	
	Cruse Bereavement Training	Various	Various Dates	
	Designated Safeguarding Person Training	LB/SC/LW	TBC	
	PREVENT Training	All Staff	TBC	
3. Application of skills	Blended Learning Policy/Procedures	All Staff	ADDs November 2 nd 2020	
	Use of TEAMS drop in session	All Staff	Spring Term 2021	
	Use of Green Screen drop in session	All Staff	Spring Term 2021	
4, Care, support and Guidance	Developing pupils' empathetic skills (update)	Mandy Jenkins	29 th January 2021	
	Empathy Lab Update	All Staff	ADDs Spring Term	
	Social Communication Project	All Staff	INSET Day January 2020	
	Autism Awareness course on line training	TAS	Various Dates	

5. Leadership				
6. Curriculum Reform	Vision for new curriculum	All Staff	INSET day Jan 4 th	
			ADDs Spring term 2021	

Checklist

Regulation	
Raising standards in Literacy	Y
Raising standards in Numeracy	Y
Focus on minimising the effect of poverty on attainment	Y
3-year plan	Y
SDP approved by the Governing Body	Y
Copy of SDP distributed to all staff and governors	Y
Summary copy of SDP available through the school Governors Annual Report to parents	Y
SDP monitored in each meeting of the full governing body	Y
GB have reviewed and updated the SDP where appropriate	Y
SC clear and quantifiable	Y.
Attention given to leadership development	Y
Accountability noted clearer	Y
Financial resources clearly recorded	Y
Workforce development clearly noted	Y
Development Needs of all staff clearly noted	Y
Review of the previous SIP	Y