

Penygawsi Primary School



School Development Plan 2018 – 2019

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Staffing Levels	Teaching	LSA's HLTA's	SEN SNSAs	Clerical Staff	Caretaker / Cleaners	Midday Supervisors	Canteen Staff	Total
	9	7	6	2	1 + Contract	9	3 – LA Employed	37

Number on Roll	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
2018-2019	36	26	26	29	32	39	33	30	251

SEN (SA&SA+) Register		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
	No. of Pupils	3		7	8	8	6	4	1	36
	%	8%		27%	29%	25%	11%	12%	3%	14%

Free School Meals		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
	No. of Pupils			1	3	2	1	1	1	9
	%									3.6%

Mission Statement / Anfonedigaeth Fynegiad

'To Strive And Believe Is The Way To Achieve'

Penygawsi Primary School serves the town of Llantrisant near Pontyclun. Many of the pupils come from the private housing estates of Penygawsi and Southgate, although a significant number attend from out of the catchment area. Most of the pupils come from relatively prosperous homes. In all 4.1% (2017/18) (3.6 % in 2018/19) of pupils are registered as being entitled to receive free school meals. In total there are 251 (247 in 2017/18) pupils on the school roll, including 36 of nursery age. The school is organised into nine classes, all of which comprise pupils from single age groups. All Foundation Phase classes are 30 or below in number. In total, there are 9 teachers, including the Headteacher. a L4 teaching assistant and seven teaching assistants support them. In addition to this there are 6 LSA's supporting pupils with specific additional needs.

The accommodation consists of three buildings. The main building accommodates all the F. Phase pupils in four classes with year 3 in the fifth class. Year 4,5 and 6 are in the four demountable classes. The school benefits from wide-open spaces around the school building. The areas include an allotment area, a woodland area, a nature area, a garden area and an outdoor classroom the pupils call their 'chill out room.'

Vision / Gweledigaeth

Excellence and High Achievement for all

'The delivery of high quality education in a creative, exciting and technologically rich environment, delivering success, valuing diversity, raising self-esteem and promoting lifelong learning skills and attitudes.'

School Aims / Nodau'r Ysgol

- To help pupils acquire knowledge and skills relevant to adult life and employment in a fast changing world.
- To help pupils use language and number effectively in their everyday lives.
- To help pupils develop lively enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- To instil respect and understanding of other races, religions, moral values and ways of life.
- To help pupils understand the world in which they live and to understand the interdependence of individuals, groups and nations.
- To help pupils appreciate human achievements and aspirations.
- To develop a sense of his/her own significance, with the capacity to act as an interdependent, self-motivated person or the ability to function as a contributing member of co-operative groups.
- To inspire and support all pupils and learners to become Life Long Learners.

Overview

Penygawsi Primary School SIP focuses on strategic improvements that raise pupils' performance through improved standards in learning and teaching.

Targets respond to:

- National and Local priorities
- Prior performance and the Post Inspection Action Plan.
- Strategic priorities for longer term improvements
- Meeting the needs of the local community

All targets are identified against the ESTYN Common Inspection Framework to ensure that judgements on standards and provision are made against national agreed criterion. Pupil performance against National Priorities takes precedence with all targets.

OVERVIEW OF PUPIL OUTCOMES 2017/2018

Headline figures KS2

English	Target	Achieved
L4+	92%	95%
L5+	39%	39%
L6+	-	-%

Headline Figures F Phase

Literacy	Target	Achieved
O4+	97%	97%
O5+	87.5%	84%
O6+	28%	34%

Mathematics	Target	Achieved
L4+	92%	92%
L5+	41%	45%
L6+	-	-%

Mathematics	Target	Achieved
O4+	97%	97%
O5+	87.5%	91%
O6+	28%	31%

Science	Target	Achieved
L4+	92%	92%
L5+	37%	39%
L6+	-	-%

PSE	Target	Achieved
O4+	97%	97%
O5+	97%	97%
O6+	34%	37.5%

Rational For School Improvement Targets for 2018-19

There is a significant amount of work taking place at Penygawsi to respond to school, local and national priorities.

Successful Future – Curriculum Reform

Creative Schools – 2nd year Hub School and Development of Leadership skills – 3rd year

SIG – Readiness Tool

DCF and development in technology

New professional standards

Pupil Wellbeing – Super Ambassadors, improving the PSE curriculum

School Council – Curriculum council, pupil voice

Priorities for 18/19 – from Challenge Adviser visits 2017/18

The following areas have been identified as priorities for inclusion in the 2018/19 school development plan:

1. Developing leadership of all staff using the new professional standards for teaching and leadership.
2. To use wider reading and research to improve pedagogy with a focus on independent and child led learning.
- 3 To continue to develop the provision for the Welsh language and culture by working towards Cymraeg Campus.

ESTYN Recommendations

R1 Raise standards in the accuracy and presentation of pupils' writing in key stage 2

R2 Improve the accuracy of teacher assessments of the higher levels at key stage 2

R3 Streamline and improve marking and self-assessment procedures so that pupils are better able to identify exactly how to improve their work

R4 Prioritise whole-school improvement initiatives more effectively

TARGET SETTING 2018/2019

Headline Targets KS2 – 2017/8

Headline Targets F Phase – 2018/19

Literacy	Target set in 2017/18	Revised Target 2018/19	End of KS1 Indicator	LLC	Target set in 2017/18	Revised Target 2018/19	Baseline Indicator
L4+	100%	100%	100%	O4+	100%	100%	100%
L5+	55%	65%	67%	O5+	92%	Need to add after target setting	96%
L6+	-	-	-	O6+	30%		16%
Mathematics	Target set in 2017/18	Revised Target 2018/19	End of KS1 Indicator	MD	Target set in 2017/18	Revised Target 2018/19	Baseline Indicator
L4+	100%	100%	100%	O4+	100%	100%	100%
L5+	58%	58%	60%	O5+	92%	Need to add after target setting	100%
L6+	-	-	-	O6+	12%		0%

Science	Target set in 2017/18	Revised Target 2018/19	End of KS1 Indicator	PSWCD	Target set in 2017/18	Revised Target 2018/19	Baseline Indicator
L4+	100%	100%	-	O4+	100%	100%	100%
L5+	52%	58%	-	O5+	100%	Need to add after target setting	100%
L6+	-	-	-	O6+	30%		88%

Calendar of dates for strategic planning

Aspect	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
SER/SDP	SER/SDP submitted to LA	Implementation and evaluation.								Prioritise SDP Targets to include school local and National Initiatives	
											CAP to LA
Performance Management	Finalise Targets				Team Leaders to monitor Teaching and Learning Review targets					Evaluate Targets set draft targets for new academic year	
APR (Assessment of and for learning)	Implement pupils assessment for new pupils using Cluster Assessment Profile	Reviewing Pupil Targets	Target setting to LA			Reviewing Pupil Targets			Moderate and submit Yr2-Yr6 data- Submit to: Dewi & LA; Reading Assessments Yr2-6 to LA	Summative assessments Annual Report to Parents	
							Year/class Analysis setting pupils targets for new school year				
MER	Set and Prioritise Monitoring Cycle	Listen to Learners Book Scrutiny			Action Research Triad Work		Lesson Observations Listen to Learners		Book Scrutiny		SER ready for LA
Finance						Receive new budget		Develop the school budget for the year		Link costing to SDP	
CPD	CPD activities linked directly to PM objectives and SDP									Link CPD to SDP	

4. **Evaluation of priorities for 2017-18 (including PDG)**

Priority	Area of focus	Impact/ Progress	Next step
1.	<p>To improve outcomes in literacy through improving provision for the development of writing as a key skill.</p> <p>Improve standards in writing through the development of Creative Curriculum initiatives, the development of the DCF and reviewing our approach to teaching writing through visual literacy.</p>	<p>Writing was a focus for the creative schools project – setting up a school magazine ‘Shout Aloud.’</p> <p>Whole school has implemented visual literacy strategies to enhance the teaching of writing.</p> <p>KS2 Writing L4+ improved from 93% 2016 84% 2017 to 95% 2018. This is above LA, CSC and Wales data.</p>	<p>Continue to review our approach to visual literacy so that it continues to make a positive impact.</p> <p>Involve all pupils in writing for the school magazine.</p>
2.	<p>Improve outcomes in the numerical reasoning Welsh Government National Assessments and continue to improve outcomes at L5 by revising and improving the schools pedagogical model for mathematics with particular attention to problem solving activity and the development of consistently high teacher subject knowledge and confidence.</p>	<p>WNT Reasoning Tests show;</p> <p>Year 2 93.75% scored >85. 31.25% scored >115 above LA, CSC and Wales.</p> <p>At the higher level >115 nearly all year groups (year 2,3,5 & 6) scored above LA,CSC and Wales.</p> <p>Only 7 4% pupils from year 2- year 6 scored <85 SS</p> <p>F23% scored >115 SS</p> <p>39 % scored >110</p> <p>Nearly all cohorts (year 2,3,5 & 6) improved the % achieved at >115 from 2017. In year 4 no pupil scored >85 SS.</p>	<p>Continue to challenge the MAaT pupils by creating exciting opportunities for them to apply their mathematical thinking in a variety of real situations to improve the number of pupils scoring >115. Target 34% - 40%</p> <p>Continue to ensure that end of FP assessments are robust and accurate.</p>

		<p>Level 5</p> <p>45% (The 45% is based on 38 pupils. It's 46% based on the 35 pupils (not including the 3 we had no FP data for.)</p> <p>6% of these pupils made more than expected progress.</p> <p>11.4% of pupils made lower than expected progress and these pupils were expected to achieve L5.</p>	
3.	To improve outcomes in writing in Welsh 2 nd language through a more systematic and progressive approach to developing the language skills from Nursery to Year 6.	<p>Helpwr Heddiw training has ensured a consistent approach throughout the school. Wal graffiti implemented throughout the school.</p> <p>Monitoring of writing in Welsh show that the journey from oracy to writing is beginning to improve standards of writing.</p>	Revisit 'chalk to talk' strategies and adapt with staff's understanding of visual literacy approaches to teach writing in Welsh effectively.
4.	<p>PDG Grant will continue to focus on ensuring eFSM pupils achieve in line with non-FSM.</p> <p>Targeted interventions will be the focus of the support.</p>	<p>13 pupils = 5.2% of pupils were eFSM. Due to the low numbers comparing percentages in one cohort are extremely deceptive where if one from a total of two pupils, eFSM achieves the CSI it equates to 50%.</p> <p>Therefore we have also used our tracking system to measure the progress the pupils have made; 25% made expected progress; 23% we had no prior information and 61.5% did not make expected progress.</p>	To ensure more than 80% of eFSM pupils make at least the expected progress.

Priorities for: 2018-2019

TARGETS		Why a priority?	Funding Allowance
<p style="text-align: center;">Target 1</p>	<p style="text-align: center;">To improve outcomes of our MAaT pupils in maths and science through developing pedagogy throughout the school.</p>	<p>2017-2018 data show that 31.2% of pupils achieved outcome 6 in mathematical development and 44.7% achieved level 5 in maths and 39.5% in science.</p> <p>Targets for 2019 indicate an increase in level 5 maths to 65% however predict a drop to 41% and 49% in subsequent years.</p> <p>In the foundation phase predicted outcomes for outcome 6 in MD 2019 are significantly lower 11% and 17%</p> <p style="text-align: center;">Science attainment</p> <p>92.1% of pupils achieved L4+.</p> <p>39.5% achieved L5. This is below LA and Wales.</p> <p>Targets for 2018-19 are 100% L4+ and 58% L5. To ensure we achieve these science is a focus for us at the higher levels.</p>	<p style="text-align: center;">£2000</p>

<p>Target 2</p>	<p>To improve the L5 outcomes for boys in English at key stage 2.</p>	<p>Key Stage 2 results show that the gender difference is greater in 2018 than the previous 3 years at L4 and L5. However the difference is greater at L5; Level 4 gender difference -10.0 Level 5 gender difference -30.6 This is reflected in all three areas of English but far greater at level 5; Oracy Level 4 -4.4 Level 5 -25.6 Reading Level 4 -10.0 Level 5 -41.1 Writing Level 4 -10.0 Level 5 -29.4</p> <p>These are significantly below the LA and below Wales. As the school focused on improving the standards of writing last academic year which proved successful and will be monitored and further supported this year to embed the strategies and approaches. This leaves oracy and/or reading and area where the school can focus on this year. Reading differences are greater.</p>	<p>£4500</p> <p>Creative Schools funding</p>
<p>Target 3</p>	<p>To improve outcomes in Welsh 2nd language by achieving a bronze status in Cymraeg Campus and through developing a consistent approach to oracy.</p>	<p>L2L shows that standards of oracy are generally good. 84% of pupils achieved L4+ and 34% achieved L5+. The school has recently embraced the Siarter Iaith - Cymraeg Campus. We are working towards achieving the bronze status this year.</p>	<p>£1000</p>

PDG Spend	<p>PDG Grant will continue to focus on ensuring eFSM pupils achieve in line with non-FSM and they make at least the expected progress.</p> <p>Targeted interventions will be the focus of the support; literacy, numeracy or wellbeing. Explore other interventions even if these pupils do not meet the criteria for intervention.</p>	<p>The focus for 2018-19 is on continuing to strengthening the impact of our very early identification and interventions.</p>	£8050
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Education improvement Grant the school has to spend for financial year 2017 – 18 (Includes F Phase Grant)	£ 76,326
Budget for School Improvement (After F. Phase Costs)	£ 7,500
PDG and Early Years PDG	£ 8,050

Target 1 - To improve outcomes of our MAaT pupils in maths and science through developing pedagogy throughout the school.

National/local/priority

National and Local

Successful Futures, Readiness Tool, SIG Priorities, EWC PLP, New Professional Standards for Teaching

Previous Standards maths and Science

Maths	2014	2015	2016	2017	2018	2019	2020
School	75.76	54.84	64.29	64.52	44.74		
Target					42.11	58.06	42.42
LA	35.12	39.59	42.34	45.61	46.13		
CSC	37.76	42.23	44.73	48.95	50.15		
Wales	37.97	41.24	43.19	47.04	47.85		

Science	2014	2015	2016	2017	2018	2019	2020
School	60.61	51.61	57.14	58.06	39.47		
Target					42.11	58.06	42.42
LA	35.12	39.59	42.34	45.61	46.13		
CSC	37.76	42.23	44.73	48.95	50.15		
Wales	37.97	41.24	43.19	47.04	47.85		

Target Leaders	LF Science JB MAaT	Team Members	EW Maths SP Experiential Learning
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Success Criteria / Outcomes



- A blend of teaching approaches used effectively to promote problem solving and critical thinking.
- Our MAaT pupils are able to transfer knowledge and skills to new situations to solve complex problems.
- Pedagogy throughout the school makes full use of the wider skills within and across each Area of Learning and Experience
- Between 60% and 65% of pupils achieve L5 in maths and science
- An increase of between 6 and 10% in each cohort targeted for level 5 in maths and science.
- Less than 3% of pupils achieve below 85 in All Wales LNF Assessments
- At least 25% of pupils consistently achieve above >115
- Greater accuracy in teacher assessment in science at key stage 2.
- Four core purposes and the wider skills underpin the STEM activities
- STEM activities clearly develop pupils' thinking and problem solving skills in a range of rich real life situations.

ACTION	STAFF RESPONSIBLE	COMPLETION	RESOURCES	MONITORING & EVALUATION	KEY EVIDENCE
<p>Developing pedagogy to improve outcomes for our MAaT learners through improving teachers' theoretical and practical knowledge of different teaching approaches.</p> <ul style="list-style-type: none"> ❖ Revisit Successful Futures 'Pedagogy' chapter 5 and our evaluation based on the 'readiness tool' to raise staff's awareness of the key messages for change and identify our own lines of enquiry. ❖ Review the blend of teaching approaches we currently adopt throughout the school. Self-evaluation and reflection of teachers. ❖ Conduct action research into different teaching approaches to identify what blend of teaching approaches are most effective in developing problem solving and critical thinking; Hattie, OECD, 	<p>TH AB</p> <p>All staff</p> <p>All staff</p>	<p>October 2018</p> <p>November 2018</p> <p>January 2019</p>	<p>Staff Meeting</p> <p>Staff Meeting</p> <p>Professional development sessions (INSET) 2 hours</p>	<p>Key messages and recommendations identified by staff</p> <p>All staff engaged in the process reflecting honestly about open practice.</p> <p>In depth and relevant action research. Staff have clearly identified what approaches and how they are going explore these in the classroom.</p>	<p>Staff meeting minutes & records</p> <p>Self-evaluations and reflections.</p> <p>Action Research Audit and records</p> <p>Criteria set by staff.</p>

<ul style="list-style-type: none"> ❖ Use the Professional Learning Passport to support practice. ❖ Review the research and set impact criteria. ❖ Work collaboratively with colleagues (triads) to trial a blend of approaches in the classroom. Collect evidence. ❖ Professional development – teachers present their findings to colleagues and share approaches. Reporting outcomes and determine next steps. ❖ Develop a policy for pedagogy 	TH	November 2018	Staff Meeting with EWC	<p>Clear criteria set which will be measurable when we review.</p> <p>Staff accessing and using the PLP to record and support their practice.</p> <p>Staff coaching and mentoring are integral to this process.</p> <p>All teachers taking responsibility for their own professional growth.</p> <p>A clear policy put into practice.</p>	<p>Evaluations and recommendations of training.</p> <p>Triad records</p> <p>Staff Meeting Minutes</p> <p>Staff self-evaluations</p> <p>Policy</p> <p>Curriculum Maps</p> <p>Planning</p>
	All staff	January 2019	Equivalent of 5 days supply cover 2 x 0.5 days (£625)		
		March 2019			
		March 2019			
All staff	May 2019	Staff Meeting + 1 Hour INSET			
SP LF JB					
<p>Improving provision– engaging experiences</p> <p>Review the balance of experiences offered to the children in relation to the four core purposes of the Curriculum for Wales;</p> <ul style="list-style-type: none"> ❖ ambitious, capable learners, ready to learn throughout their lives ❖ enterprising, creative contributors, ready to play a full part in life and work ❖ ethical, informed citizens of Wales and the world 	SP LF	Planning November 2019	2 days supply cover (£250)		

<p>❖ healthy, confident individuals, ready to lead fulfilling lives as valued members of society</p> <p>Develop rich, stimulating environments where children can explore and experiment with ideas and resources, collaborate actively with their peers in problem solving situations.</p> <p>Developing knowledge of teaching and assessing science</p> <p>Using the four core principles and wider skills to underpin the mapping out of rich experiences (e.g. STEM) for a new whole school term topic. Work with EW.</p> <p>Share with staff and support staff in the process.</p> <p>Work with CSC and/or feeder comprehensive school to improve staff's confidence in assessment science at KS2. Standardise and moderate science.</p> <p>Analysis of the impact; progress made, accuracy of teacher assessments, confidence of staff, skills development of pupils, engagement</p> <p>❖ Feed back to governors as part of the Governors School Improvement Day in June 2019.</p>	LF SP	May 2019	Staff Meeting	<p>Planning has a consistent focus on the four core principles and underpins our practice in the classroom.</p> <p>Learning walk outcomes show that environments and learning in the foundation phase and KS2 fosters collaboration and problem solving that challenges the MAaT.</p>	<p>Classrooms –areas of learning</p> <p>Learning Walk Reports</p> <p>Standards Reports</p> <p>Evidence of Governors</p> <p>In Action Day</p>
		June 2019	Pedagogy team (3 staff) to review and plan with curriculum council 4 x 0.5 days (£750)		
	LF	November 2019	Science network meetings £250	<p>STEM activities mapped across the school with a clear purpose to foster critical thinking and problem solving</p> <p>Pupils are fully engaged and demonstrate thinking and PS skills</p> <p>Standards of MAaT improve</p>	<p>Topic web</p> <p>Professional development programme and outcomes of sessions</p> <p>Self-evaluations</p> <p>L2L records</p> <p>Learning walk observations and outcomes</p> <p>Data</p>
		Jan-April 2019	Develop. Integrated science curriculum		
	LF	February 2019	£250 4x 0.5 days Leadership time		
		June-July 2019	£250 4 x 0.5 days LF		
	June 2019	EW + £500 Monitoring L2L + SER (3.5 days)			

Target 2 – To improve the L5 outcomes for boys in English at key stage 2.

National/local/priority

National and Local

Previous Standards

Foundation Phase LLC
(English) 2014 vs Key Stage 2
English 2018

Performance Gaps	2016	2017	Key Stage 2 English 2018	2018 LA	2018 CSC	2018 Wales
Boys	64.71	58.82	25.00	39.33	41.87	39.44
Girls	72.73	71.43	55.56	50.51	54.92	52.76
Gap	-8.02	-12.61	-30.56	-11.18	-13.06	-13.33
Gap	-70.37	-	-44.12	-26.29	-27.55	

		KS2 LEVELS													Total		
		D	N	C	B	A	1	2	3	4	5	6	7	8			
FP OUTCOMES	-									1	1	1					3
	D																0
	N																0
	W																0
	1																0
	2																0
	3																0
	4										1	1					2
	5											1	3	1			14
	6												6	3			19
	A																0
	Total	0	0	0	0	0	0	0	0	2	1	5	0	0	0	0	38

Area	Level	2016	2017	2018	LA	Wales	Comment
ENG	Level 5+	67.9	64.5	39.5	44.6	45.9	Below LA and Wales
Gender Diff		-8.0	-12.6	-30.6	-11.2	-13.3	Significantly below LA and Wales
ENG	ORACY Level 5+	67.9	67.7	42.1	44.1	46.5	In-line with LA; below Wales
Gender Diff		-8.0	6.3	-25.6	-9.4	-11.6	Significantly below LA; below Wales
ENG	READING Level 5+	82.1	64.5	39.5	46.1	47.6	Below LA and Wales
Gender Diff		-29.4	-12.6	-41.1	-8.5	-11.2	Significantly below LA and Wales

ENG	WRITING Level 5+	35.7	45.2	28.9	34.7	37.2	Below LA and Wales
Gender Diff		-16.0	-8.8	-29.4	-13.4	-16.1	Significantly below LA; below Wales

Target Leader MU (English) JJ (Creative Schools)	Team Members AB (MAaT)
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Success Criteria / Outcomes



- Gender differences are in line or below LA and Wales. Gender difference % does not equate to more than three pupils and if they are greater the school has robust tracking and evidence to support this.
- All boys make at least the expected progress in literacy.
- Staff have an improved confidence as a result of greater theoretical and practical knowledge of developing oracy and reading skills through the creative arts. (Creative Schools Project & School Magazine)

- An effective whole school approach to teaching higher order reading skills is evident and having a positive impact on learning and standards.
- IE2 IE3 IE4 Readiness Tool meet the enabling criteria in relation to the expressive arts.
- The Shout Aloud magazine is used

ACTION	PERSONNEL RESPONSIBLE	COMPLETION	RESOURCES	MONITORING & EVALUATION	KEY EVIDENCE
<p>To carefully plan the creative schools project to improve oracy and /or reading skills of pupils (with a focus on boys.)</p> <p>To ensure the creative schools' project is focused on using the expressive arts to challenge learners', meet their interests and reflect the ethical and cultural diversity of Wales.</p> <p>To use cross curricular themes to make links between areas of the AoLE and the four core purposes underpin the aims of the project.</p>	<p>JJ</p> <p>JJ</p> <p>JJ</p>	<p>October 2018</p> <p>Planning October 2018</p> <p>Implementation March 2019</p>	<p>2 x 0.5 days £125</p> <p>6 x 0.5 days costs of CA</p>	<p>Clear plan linked to the SIP with timescales, resources and actions outlined.</p> <p>Project reflects Wales and its cultural diversity; interests of the learners and challenges them.</p> <p>Work is closely focused on schools SIP</p>	<p>Planning tool for creative schools</p> <p>Outcomes of work clearly demonstrate higher outcomes in literacy.</p> <p>A programme of work (project) planned showing higher order skills in literacy through expressive arts which staff can use in the future.</p> <p>Outlining the AoLE. Planning of the project</p>

<p>To work closely with the creative agent to develop pedagogy in the creative arts to improve literacy skills. To begin to use the AoLE to plan and assess learning.</p> <p>Best practice is shared amongst all teaching staff and opportunities utilised to coach and/or mentor staff.</p> <p>Evaluate the impact of the professional learning opportunity on pedagogy (staff throughout the school, confidently use a blend of teaching approaches to challenge learners', meet their interests and reflect the ethical and cultural diversity of Wales.)</p> <p>Evaluate the impact on standards at the higher outcomes and levels and feedback to governors.</p> <p>To ensure pupils from across the school have a valuable input into the schools' magazine 'Shout Aloud'; raising its profile both within and outside the school community.</p> <p>To use 'Shout Aloud' ;</p> <ul style="list-style-type: none"> • as a clear purpose for pupils' learning (oracy, reading and / or writing) ; • for pupils to apply their knowledge and skills creatively; • to lead and play different roles in teams effectively and responsibly; • to challenge learners', meet their interests and reflect the ethical and cultural diversity of Wales. 	JJ	October 2018	Approx £2000 0.5 days supply cover £375	Timescales and costing for the project are adhered to closely	Professional development records. Staff evaluations
	JJ	March 2019	8 0.5 days supply £500	Learning walk shows a blend of creative teaching approaches are used to challenge learners across the school	Learning walk records
	JJ	May 2019	1 day supply Learning walks £125	Data shows an improvement in boys literacy results at O6 and L5	Creative Schools' evaluation
	JJ	July 2019	1.5 days evaluate standards and evaluate project £190	It is evident that pupils throughout the school use and/or have input into the magazine	Analysis of literacy data
	MU	April 2019	Staff Meeting		Listening to Learners School Magazine
	MU	April 2019	Visit to another school 1 day £125 Resources £1000 Staff Meetings Modelling guided reading session 30 mins sessions x 8	The pupils are applying their literacy in various ways	Evidence of pupils editing, reviewing their learning.
	MU			Monitoring shows that pupils are applying higher	Staff feedback Parent feedback

<p>To develop a whole school approach to teaching reading with a focus on higher order reading skills.</p> <p>To raise the enjoyment and profile of reading throughout the school. (Buddy reading, celebrating reading events)</p> <p>To engage parents/grandparents in supporting their children's reading by sharing knowledge and skills with them. Conducting Reading Cafes to foster partnerships and support.</p> <p>To ensure all classrooms have a reading rich environment with plenty of opportunities in the FP to develop their oracy and reading skills in a variety of engaging experiences.</p> <p>To ensure assessment for learning in oracy and reading is a natural part of teaching and pupils understand where they are and what the next steps are.</p>		Dec 2018	£250 (planning time inc)	order reading skills in guided reading sessions	Monitoring outcomes/literacy walk outcomes
	MU	May 2019	2 days planning and evaluation £250	Pupils report that they enjoy learning to read and read for different purposes. The school and local library is utilised effectively. Parents are highly engaged and supportive of their children's reading	Pupil voice
	MU	Autumn Term & Summer Term 1 2019	1 x day £125 Professional development sessions for staff		Parent feedback from engagement sessions
		Dec 2018		A range of quality books are available to pupils Enhanced and continuous areas and tasks clearly focus on developing higher order literacy skills	Reading areas/book corners and stimulating and inviting Literacy walk Planning
	MU & ND	April 2019	Equivalent of 2 days Planning and monitoring AfL £250		AfL in literacy clearly identifies what has been achieved and the way forward. Pupils know and understand their targets for improvement and are confident in AfL strategies

Target 3 - To improve outcomes in Welsh 2nd language by achieving a bronze status in Cymraeg Campus and through developing a consistent approach to oracy. (Support Category – Yellow)

National/local/priority

National and Local

LA and WG priority, Siarter Iaith, Successful Futures, Readiness Tool

Previous Standards

Year 6: 38 children 1 child=2.6%				
Expected Level: 4				
	Autumn Target	MA T	Summer Achieved	MA T
Welsh	79%	13%	84%	34%
CSI = 92%				

Year 5: 31 children 1 child=3.2%				
Expected Level: 3.5				
	Autumn Target	MA T	Summer Achieved	MAT
Welsh	100%	26%	100%	32%/16%

Year 4: 33 children 1 child = 3%				
Expected Level: 3				
	Autumn Target	MA T	Summer Achieved	MA T
Welsh	79%	0%	79%	0%
Lost 1 pupil (ALN)				

Year 3: 38 children 1 child=2.6%				
Expected Level: 2.5				
	Autumn Target	MA T	Summer Achieved	MAT
Welsh	81%	0%	79%	0%
Gained 1 pupil (MAT)				

Feedback / targets from strategic adviser for Welsh.

Improve standards in oracy in Welsh 2nd Language by:

- developing a consistent whole school approach to Helpwr Heddiw
- use a 'Wal Graffiti' to support learning in Welsh
- to immerse the pupils in Welsh through songs and rhymes
- to improve the use of incident Welsh throughout the school
- to embrace the principles of Cymraeg Campus and achieve the bronze status

Target Leader BP(Cymraeg Campus) AB (Welsh)	Team Members				
Success Criteria / Outcomes <ul style="list-style-type: none"> • L2L shows good and excellent standards of oracy • Bronze status achieved Cymraeg Campus • Pupils enjoy singing and reciting a range of Welsh songs and rhymes regularly. • Incidental Welsh use widely by nearly all/all members of staff and pupils • To begin to use Welsh confidently outside the classroom • 90% + on track to make expected progress in Welsh • 40%-50% achieve L5 in Welsh in 2019 • 30%+ on track to achieve a L5 in 2020 and 40% in 2021 					
ACTION	PERSONNEL RESPONSIBLE	START COMPLETION	RESOURCES	MONITORING & EVALUATION	KEY EVIDENCE



❖ To develop a consistent approach to Helpwr Heddiw	AB BP	May 2019	Learning Walks Equivalent 2 days £250 1 day coaching	Daily HH sessions fully engage all pupils	Learning Walk outcomes
❖ To support staff through modelling HH, team teaching	BP	April 2019	Equivalent 1 day leadership time	All staff confident in implementing HH in their classrooms	L2L
❖ To develop play-leaders to support the use of Welsh outside the classroom	BP	December 2019	Equivalent 2 days leadership time	Criw Cymraeg undertaking a variety of activities which promotes Welsh around the school	School Magazine L2L
❖ The Criw Cymraeg to actively promote Welsh in and around the school Feature in 'Shout Aloud', deliver assemblies, supporting and rewarding others to speak Welsh	AB BP	December 2018 (displays) March 2019	Resources £200		Displays Learning Walk
❖ To create a Welsh ethos around the school Signs, displays, use of incidental Welsh, playleaders, celebrating St David's shwmae day	BP	April 2019	Equivalent 1 day £125	Whole celebrate key events in the Welsh calendar Pupils have a greater understanding of Wales appropriate to their age.	Curriculum Maps
❖ Topics to strongly feature Wales and the Welsh dimension. Work with LF, JJ, JB.					

Continuous Improvement Targets

Continuous Development Targets (2017 – 2020)

Target	Expected Outcomes	Actions	Impact on Standards	Team Leader
AfL	Marking and self-assessment procedures ensure pupils are able to identify exactly how to improve their work	<ul style="list-style-type: none"> ❖ Work with curriculum committee on AfL ❖ Work with subject leaders to refine feedback and editing in all areas ❖ MER 	All pupils make at least expected progress Between 80%-90% of MAaT pupils make at least expected progress	ND
IT DCF	Pupils skills in IT used effectively to support their learning Pupils	<ul style="list-style-type: none"> ❖ All pupils using J2E in a variety of ways to support their learning <li style="text-align: center;">❖ 		JJ (DCF) LF (IT)
Wellbeing	To develop a whole school approach to improving pupils' wellbeing and relationships	<ul style="list-style-type: none"> ❖ Use the core purposes outlined in Successful Future to underpin our approach to wellbeing ❖ Ensure appropriate interventions support vulnerable pupils 	All vulnerable pupils make at least the expected progress	JB

		<ul style="list-style-type: none">❖ Circle time is used purposefully throughout the school❖ Pass used to support pupils effectively	PASS data shows an improvement in pupils' wellbeing	
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