

# Penygawsi Primary School



## School Development Plan 2019 – 2020

<b>Address</b>	Llys Derwyn, Llantrisant CF728PZ	<b>DES LA Number</b>	<b>6742276</b>
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<b>Website</b>	www.penygawsipri.blogspot.com		

<b>Staffing Levels</b>	<b>Teaching</b>	<b>LSA's HLTA's</b>	<b>SEN SNSAs</b>	<b>Clerical Staff</b>	<b>Caretaker / Cleaners</b>	<b>Midday Supervisors</b>	<b>Canteen Staff</b>	<b>Total</b>	
	9 (1x job share)	7	6	2	1 + Contract	9	3 – LA Employed	37	
<b>Number on Roll</b>	<b>YN</b>	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
<b>2019-20</b>	29	37	26	23	28	31	37	34	24

<b>SEN (SA&amp;SA+) Register</b>	<b>YN</b>	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
No. of Pupils Statement		1		1		2			11 pupils 4.4%
SA		1	1		1	2	2		

<b>Free School Meals</b>	<b>YN</b>	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
No. of Pupils	3	3	2	1	5	2	2	1	19
%									7.75%

## **Mission Statement / Anfonedigaeth Fynegiad**

**'To Strive And Believe Is The Way To Achieve'**

### **Vision / Gweledigaeth**

**To provide a caring and stimulating environment where all pupils can develop into healthy, ambitious and confident learners who are digitally competent and value and respect the diversity of the world around them.**

### **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.

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) and currently 7.75% of pupils are registered as being entitled to receive free school meals. In total there are 245 (247 in 2017/18) pupils on the school roll, including 29 of nursery age. The school is organised into nine classes, seven classes comprise of pupils from single age groups. In total, there are the equivalent of 8 full time teachers, a L4 teaching assistant leading the nursery and six teaching assistants who support them. In addition to this there are 3 LSA's supporting pupils with specific additional needs and another LSA who does interventions.

The accommodation consists of three buildings. The main building accommodates all the foundation phase pupils in and year 6. Year 3, 4 and 5 are in the four demountable classes. The school benefits from wide-open spaces around the school building.

### **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

### **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

# OVERVIEW OF PUPIL OUTCOMES 2018/19

## Headline figures KS2

English	Target	Achieved
L4+	100%	100%
L5+	63%	63%

## Headline Figures F Phase

Literacy	Target	Achieved
O5+	97%	89.3%
O6+	41%	39.3%

Mathematics	Target	Achieved	Mathematics	Target	Achieved
L4+	100%	100%	O5+	97%	96.4%
L5+	70%	60%	O6+	31%	32.1%

Science	Target	Achieved	PSE	Target	Achieved
L4+	100%	100%	O5+	97%	97%
L5+	57%	50%	O6+	55%	61%

## Calendar of dates for strategic planning

Aspect	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
<b>SDP &amp; Self Eval.</b> <b>SL (Subject coordinators)</b>	Submitted to LA	Implementation and evaluation								Prioritise SDP Targets SL review and plan for new academic year	
				SL Termly Review Actions and Targets					SL Termly Review Actions and Targets		
<b>Performance Management</b>	Finalise Targets			Team Leaders to monitor Teaching and Learning Review targets						Evaluate Targets set draft targets for new academic year	
<b>APR (Assessment of and for learning)</b>		Pupil Progress Meetings	Target setting to LA	In School Moderation		Pupil Progress Meetings	In School Moderation		Moderate and submit Yr2-Yr6 data- Submit to: WG & LA;	Summative assessments Annual Report to Parents	
<b>MER</b>	Set and Prioritise Monitoring Cycle	SL will undertake looking for learning, monitoring and supportive activities linked to their action plans and cycles. (Learning walk, L2L, book scrutiny)					Action Research Triad Work		SL will undertake looking for learning, monitoring and supportive activities linked to their action plans and cycles. (Learning walk, L2L, book scrutiny)		
<b>Finance</b>						Receive new budget		Develop the school budget for the year		Link costing to SDP	

**Evaluation of priorities for 2018-19 (including PDG)**

Targets 2018-19	Impact/ Progress	Next step
To improve outcomes of our MAaT pupils in maths and science through developing pedagogy throughout the school.	Above Wales in MD at outcome 5 and in line in Outcome 6. Above Wales in Maths and science at L4 and L5. 60% Level 5 in maths Did not reach L5 target of 57% but achieved 50%.	To continue to develop pedagogy through improving pupils' independence and problem solving skills. Focusing on improving differentiation through scaffolding and challenge.
To improve the L5 outcomes for boys in English at key stage 2.	Boys continue to be slightly behind girls in the FP. - 21.4%(3 boys) Nearly all boys make the expected progress across the school. Only one did not make expected in Year 2 and two boys in Year 6.	To introduce Speaker's Corner in the FP. To plan oracy opportunities that engage boys aswell as girls.
To improve outcomes in Welsh 2 <sup>nd</sup> language by achieving a bronze status in Cymraeg Campus and through developing a consistent approach to oracy.	L2L shows that standards of oracy are good overall. 93% of pupils achieved L4+ which is an increase of 9% from the previous year. 13% achieved L5+ which is lower than the previous year. We have achieved 70% of the Cymraeg Campus bronze award. All classes using 'Wal Graffiti' to support learning in Welsh. Need to ensure there is progression.  School monitoring shows that there is a consistent approach to Helpwr Heddiw throughout the school.	To sustain consistency of whole school approach to oracy; Helpwr Heddiw, cwtsh cymraeg, chwarae rol. To implement the training accessed in previous year to improve incidental Welsh. To develop a structured approach to improve writing.  To meet the remaining targets for Cymraeg Campus

	The school is at its early stage in implementing the writing journey; Talk to Chalk in FP and writing in KS2.	
PDG Grant will continue to focus on ensuring eFSM pupils achieve in line with non-FSM. Targeted interventions will be the focus of the support.	All pupils (3)eFSM made at least expected progress 33.3% made higher than expected progress in the FP. Both pupils made expected progress in KS2.	Continue to track in order to support and challenge pupils who are eFSM, through pupil progress meetings and ALN reviews.



. **Target 1** - To develop pedagogy throughout the school to increase the level of challenge for all pupils.

*Pedagogical Principles: Blended teaching & Learning Autonomy*

**National/local/priority**

**National and Local**

Curriculum For Wales 2022, Schools as Learning Organisations, PLP, Professional Standards for Teaching

**Why a priority?**

**Date shows that in 2019**

**2018**

**2017**

**LLC** 89.3% achieved FPI (above Wales)

84.3%

94.5%

39.3% achieved O6

29.6% made higher than expected progress (lower than LA and CSC)

53.1%

One boy did not make expected progress from O2 to O5

2 pupils

**English**

100% achieved CSI (above Wales)

94.7%

100%

63.3% achieved L5

39.3%

64.5%

Trends over 5 years show between 50%-60% achieve L5

6.9% made higher than expected progress (sig. lower than LA and CSC)

Three pupils (2 boys 1 girl) did not make expected progress from O6 to L5.

6 pupils

Data shows that writing standards are below oracy and reading. Reading at KS2 is good - 70% L5.

**MDT** 96.4% achieved FPI (above Wales)

90.6%

100%

32.1% achieved O6 (in-line with Wales)

31.3%

54.1%

50% made higher than expected progress (above LA and CSC)

One boy did not make expected progress from O2 to O5.

1 pupil

**Mathematics**

100% achieved CSI (above Wales)

92.1%

100%

60% achieved L5 (above Wales)	44.7%	64.5%
11.4% made higher than expected progress (sig. lower than LA and CSC)		
Three pupils (2 girls and 1 boy) did not make expected progress from O6 to L5.	4 pupils.	

<b>Target Leaders</b>	<b>SP Language and Literacy</b>	<b>Team Members</b>	<b>All staff</b>
	<b>BR &amp; SE Mathematics and Numeracy</b>		

<p><b>Success Criteria / Outcomes:</b></p> <ul style="list-style-type: none"> <li>➤ Teachers will have a sound knowledge and have developed the skills to teach and develop oracy skills (Voice 21 project.) <i>Employing a broad repertoire of teaching approaches.</i></li> <li>➤ Nearly all pupils achieve their oracy targets.</li> <li>➤ All pupils make expected progress in LLC in FP and KS2.</li> <li>➤ Between 9% &amp; 15% will make more than expected progress based on levels from 2019 in oracy.</li> <li>➤ Rich opportunities for key stage 2 pupils to develop their independence through missions during topic time. Pupils will show greater independence and apply their knowledge and understanding in their mission tasks. <i>Encouraging collaboration and real context for learning.</i></li> <li>➤ Our MAaT pupils are able to transfer knowledge and skills to new situations to solve problems through rich real life situations.</li> <li>➤ Nearly all pupils achieve expected level in maths and science.</li> <li>➤ 59% of pupils achieve above expected level in maths and science</li> </ul>
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ACTIONS	Strategies (How will this be achieved?)	RESOURCES	DEADLINES MONITORING	KEY EVIDENCE What will it look like?
<p><b><u>Learning objectives and success criteria</u></b></p> <p>All teachers to ensure learning is appropriately matched to the needs of all pupils in their class, so that all pupils make progress during a lesson.</p> <p>All lessons have a clear learning objective which is clearly linked to a skill to be learnt, developed or rehearsed.</p> <p>Teachers to ensure success criteria is clearly linked to the learning objective and is appropriate for the pupils.</p> <p>All staff to develop a learning journey (Lesson Map) to support high quality teaching and learning in the classroom. This will be used to improve the quality of pupils' learning.</p> <p><b>Mathematics and Numeracy</b></p>	<p>TH and AB to ensure that professional development time will be dedicated to formulating LO and SC. Work with colleagues to develop clear LO and SC for a variety of lessons and reflect on their effectiveness.</p> <p>TH to ensure a forum for professional dialogue and reflection is planned for as part of professional development for all staff.</p> <p>AB to lead staff to develop a Lesson Map for Penygawsi.</p> <p>BR to develop Number Skill Ladders for pupils in Year 2-6 to use independently to track their learning and set new targets. Pupils in Reception and Year 1 to be aware of</p>	<p>3x staff meetings</p> <p>1.5 days BR to create skills ladders. £200</p>	<p>November 2019</p> <p>L2L Learning walk (Nov &amp; Feb)</p> <p>September 2019</p> <p>October 2019</p> <p>Staff Meeting November 2019 with ladders introduced to pupils December</p>	<p>Clear differentiation in; enhanced areas in the FP which challenge all pupils; Focused tasks clear differentiation in key stage 2 all pupils are well supported (scaffolding) and work is differentiated effectively</p> <p>All staff use the lesson map during the learning journey</p> <p>All pupils will be aware of their own learning journey and</p>

<p>Teachers to use skills ladders to track pupils' development in maths and pupils to track their own progress.</p> <p>All staff to become aware of the structure of a Maths lesson and to develop their <b>repertoire of teaching approaches</b> in order to support high quality teaching and learning within their classrooms.</p> <ul style="list-style-type: none"> <li>➤ To develop Math Learning Journey.</li> <li>➤ To carry out Math Surgeries to support staff in introducing new teaching approaches when teaching maths.</li> </ul>	<p>their next steps through teacher feedback.</p> <p>BR to Listen to Learners to gain feedback from the ladders and to assess the pupils understanding of their learning journey and their next steps. Evaluate impact on standards.</p> <p>BR/SE to create Maths at Penygawsi on a one-page profile which will show staff the structure of each aspect of mathematics and when they should be taught.</p> <p>BR to carry out Math Surgeries with all staff.</p> <p>All staff to trial new teaching approaches in their classrooms. Share good practice.</p> <p>TH &amp; BR Learning walk &amp; L2L with books TH and BR to evaluate how effective teaching approaches are used to teach different mathematical concepts</p>	<p>Staff Meeting to discuss new ladders and expectations.</p> <p>Supply to cover BR to create one-page profile £170</p> <p>Staff Meeting to introduce to staff.</p> <p>Supply to cover BR to hold Surgeries £360</p> <p>£530</p>	<p>2019 and used from January 2020.</p> <p>Listening to Learners – April 2020</p> <p>November 2019</p> <p>January 2020</p> <p>February 2020</p> <p>March / April 2020</p> <p>May 2020 November 2020</p>	<p>the next steps they need to take in order to achieve their targets, which will come from the marking.</p> <p>All staff to use the Mathematical Journey Map to support their teaching.</p> <p>Staff will be upskilled in <b>using new teaching approaches</b> so they use a range of approaches in their lessons.</p> <p>Pupils making at least good progress and have a sound understanding of mathematical concepts taught.</p>
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<p>To support pupils in achieving their target levels.</p> <ul style="list-style-type: none"> <li>➤ To support staff with in-school moderation.</li> <li>➤ To implement intervention for pupils in KS2.</li> </ul> <p>Feed back to governors as part of the Governors School Improvement Day in June 2020.</p> <p><b>Language and Literacy</b></p> <p>To introduce and develop <i>effective strategies</i> to develop pupils' oracy.</p> <ul style="list-style-type: none"> <li>➤ To develop a consistent approach to 'Shine Time' in the FP.</li> <li>➤ To develop <i>various strategies</i> to teach oracy skills following Voice 21 training</li> </ul>	<p>Provide and ensure staff are equipped and confident to level work for pupils within their class. Ensure they know the level before and after for those pupils who are cusp.</p> <p>BR/SE to analyse 2019 WAG test (Procedural and Reasoning) and generate a list of pupils who achieved 90 and below.</p> <p>TH to review time and funding for Math interventions.</p> <p>All staff in FP implement Shine Time speakers corner following professional development Summer 2019. Focusing on a range of topics which will engage both boys and girls.</p> <p>SP evaluate impact on standards.</p> <p>To attend Voice 21 training and create a plan to support staff in developing strategies.</p> <p>All staff to receive professional development following the training Support staff with implementing strategies – workshop.</p>	<p>Voice 21 3 days £510</p>	<p>September/October 2019</p> <p>Spring Term Evaluate impact Continue in Summer Term depending on funding.</p> <p>November 2019</p> <p>Deliver workshops following Voice 21 course February 13<sup>th</sup> March 19<sup>th</sup></p> <p>Learning walk to evaluate the</p>	<p>Data analysis sheets, comparing previous years' results. Intervention timetable.</p> <p>Pupil progress data 2020</p> <p>All classes have Speakers Corner which has positive impact on LLC standards, pupils' confidence and a range of vocabulary.</p> <p>Pupils applying their oracy skills across the curriculum in a range of contexts.</p>
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	<p>Monitor the impact- L2L, learning walk.</p> <p>Are they using high order vocabulary and sentence patterns? In correct contexts? Across the curriculum?</p>		standards of oracy across the school	Impact Evaluation outcomes of learning walk
To introduce ‘Reading café’ sessions in school	<ul style="list-style-type: none"> <li>➤ Focusing on 1 year group every term which is led by VH &amp; class teacher</li> <li>➤ Engaging parents in supporting early reading skills.</li> <li>➤ Modelling strategies to develop reading at home.</li> <li>➤ Collate feedback from parents to refine and review.</li> </ul>	Release VH from timetable to support cafes	Re-evaluate and refine after each sessions November	Pictures on twitter Feedback from parents questionnaires.
To review system in place for guided reading	<p>SP use school visits to improve more purposeful learning. Summer 2019.</p> <p>SP refine GR carousel and set expectations. ( GR timetables)</p> <ul style="list-style-type: none"> <li>➤ Teacher reading group</li> <li>➤ Comprehension</li> <li>➤ Welsh books</li> <li>➤ Newspapers/Magazines</li> </ul>		Staff meeting to set up September 2019  Staff meeting & Lists October 2019	All children to be engaged and independent in GR sessions. Improved comprehension understanding.
To evaluate how effective our home school links for reading; home school book	SP ask for feedback off all staff about use of home school book and monitor books to see if they are being used effectively.		October 2019	Parents to be understand the expectations of home school reading. Children to be more confident in reading as they have been

<p>To promote reading within the school setting.</p> <p><b>Sustaining Improvement</b> To monitor the writing journey (Visual Literacy) and ensure all differentiation and scaffolding is suitably challenged for all learners.</p> <p>To check pupils' understanding of their next steps in their learning.</p> <ul style="list-style-type: none"> <li>❖ Feed back to governors as part of the Governors School Improvement Day in June 2020.</li> </ul>	<p>SP create a list of purposeful texts for the children to read at home linking to current topics.</p> <p>SP to set up a timetable rota to include all year groups to use the Buddy Reading system.</p> <p>SP to organise for year groups to access the local library each term.</p> <p>SP organise events; World Book Day, Hay Festival, author visits.</p> <p>Provide and ensure staff are equipped and confident to model and guide a range of strategies when writing.</p> <p>SP L2L to ensure AFL strategies are effective and they are secure in their next steps.</p>		<p>Ongoing throughout 2019-2020</p> <p>February 2020</p>	<p>exposed to a range of texts.</p> <p>Children's enthusiasm and passion for reading is more evident.</p> <p>Pupils supporting each other in their development of reading</p> <p>The differentiation will be clear with marking comments and in planning. This will allow children to be challenged sufficiently.</p> <p>Children will have a clear understanding of how improve in their learning.</p>
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**Target 2 – To develop a whole school approach to health and wellbeing to ensure nearly all pupils make expected progress in PSWCD.**

**National/local/priority**

**National**

Curriculum For Wales 2022, Improving Attendance , Mental Health and Emotional Wellbeing WG

**Why a priority?**

- Although 100% achieved O5 with 11% value added from baseline,
- 25.9% made lower than expected progress in PSWCD, nearly all were boys at O6.
- This percentage was higher than LA and CSC.
- The gender difference at O6 PSWCS was -35.7% which was significantly higher than Wales.
- Develop a greater understanding of Health and Wellbeing in New Curriculum in order to plan and begin to implement successfully.

**Team Members**

**Target Leaders: JB: Wellbeing Healthy schools: LF Thrive: RV SP: School Council**

**All staff**

**FPH staff (Baseline – REC and PSWCD final outcomes – Y2) ND: Pupil performance**

**Success Criteria / Outcomes**

- All pupils make at least the expected progress
- An increase of between 10-15% making more than expected progress based on levels achieved 2019.
- The gender imbalance improves (PSE and LLC for boys and MD for girls)
- New initiatives are implemented to support our approach (Thrive, NBAR)
- Nearly all pupils have a positive attitude to school life.



<b>ACTIONS</b>	<b>Strategies (How will this be achieved?)</b>	<b>RESOURCES</b>	<b>DEADLINES MONITORING</b>	<b>KEY EVIDENCE What will it look like?</b>
❖ To ensure all pupils make 'at least' the expected progress (EP) in PSWCD	FP staff to meet with ND to discuss targets linked to 2018 Baseline data as part of pupil progress meetings. FP staff to identify the skills for improvement and implement strategies to develop these.	1.5 days PProgress Meetings £525	October 2019	Trackers – monitoring children on a termly basis Data – final FPh data to increase by 10-15% Pupil Progress Records
❖ Improve the gender imbalance of PSWCD progress between boys and girls	JB to support SP with strategies to ensure there are appropriate opportunities to develop the PSWCD of boys. SP – to discuss strategies in cluster moderation meetings – how are other schools achieving results with boys?	PSE resources Playleaders training Role models	SEPT 2019	Playleaders working with the FP playtimes
❖ Implement whole school rules to promote positive behaviour and attitudes towards each other	JB to meet with School Council to finalise rules for class, playground and dining room JB – role out the rules and reward scheme to whole school. Staff to manage classes. Meet with lunchtime supervisors so they know how to implement the strategies	Rules and rewards for each class £90	October 2019	All classes have the new rules / aims displayed.es The pupils know, understand and follow the rules. Questionnaire (are the new systems effective?)

<p>❖ NBAR – carry out questionnaires – Y1 – Y6 about pupils feelings towards each other home and school</p>	<p>JB and SE to introduce the profiling system and staff to lead questionnaires in class. All identified children (by their peers) as controversial, neglected and rejected will be targeted and monitored by staff when thinking about PSE.</p>	<p>Online assessment tools from Sussex university</p>	<p><b>1<sup>st</sup> questionnaire: October 2019</b> Pupils will be monitored during the year – if no significant improvement is being made March 2020 – use additional Thrive / ELSA support.</p>	<p>Outcomes of questionnaire show a reduction in the number of pupils who are controversial, neglected and rejected.</p>
<p>❖ Implement Thrive as a whole school approach</p>	<p><b>RV</b> to train staff on how to profile a class <b>RV</b> – place children in new class groups Identify those who need individual profiles <b>RV</b> to begin leading Thrive intervention groups JB to attend SLT THRIVE training. March 5th 6th</p>	<p>Thrive approach resources Release time for RV take THRIVE sessions</p>	<p><b>2<sup>nd</sup> questionnaire: June 2020</b>  Profiling November 2019 Thrive sessions Jan 2020  Implement whole school approach March 2020 (following SLT training)</p>	<p>Dialogue with children and staff? Questionnaire – Do people feel the new approaches are having a positive impact?</p>
<p>❖ Implement new strategies to promote ELSA in school</p>	<p>Begin weekly drop in session during the lunch hour – led by JV and VH <b>ELSA room</b> – a new ELSA room is to be created in school A new “I need a chat” ELSA box JB – to liase with lunchtime supervisors on using positive strategies to support lunchtime behaviour</p>	<p>Alter VH lunchtime PTA Fund Approx £800</p>	<p>Sept 2019 – drop in to begin Sept 2019 – New “chat box” to begin December 2019 – ELSA room to be completed  SPRING 2020 – review of drop in sessions</p>	<p>Sociograms and feelings data – will allow staff to monitor children and recognise whether intervention has helped. Data from Thrive. Intervention feedback – how learners feel? Do teachers feel improvements have been made – why? Feedback from lunchtime supervisors.</p>

<p>❖ Use new resources to support SEAL and class management of PSE to improve pupils' wellbeing and relationships.</p> <p><b>The journey towards planning for the new curriculum</b></p> <p>Whole school topic and approach using the Health and Wellbeing AoLE as a lense to explore other issues and topics.</p> <p>❖ To develop staff's understanding of the Health and Wellbeing AoLE and to support of journey in designing our own curriculum.</p>	<p>In addition to our half termly SEAL topics – use Thrive, NBAR, ELSA, circle time training from Summer 2019 and new reward systems</p> <p>Joint staff review to evaluate the impact. Professional discussion focused on the improvements that we are expecting and measuring?</p> <p>In support of journey towards preparing for the new curriculum we will choose a whole school theme for the summer topic is focused on the Health &amp; Wellbeing. The focus will be on the 5 areas in the Statements of What Matters.</p> <p>Staff will begin to use the descriptions of learning to support their planning for progression.</p> <p>Each teacher will have shown how the</p>	<p>PSE resources</p> <p>Scheme of work</p> <p>1 hour Release time for staff and pupils</p> <p>Time for staff to complete joint planning of their curriculum map.</p>	<p>April 2020</p> <p>Joint staff reviews– VH ELSA &amp; drop in RV THRIVE. AB ALNCO CE &amp; RB lunchtime staff JB Wellbeing lead School Council Repeat July 2020.</p> <p>A wellbeing working party to evaluate review</p> <ul style="list-style-type: none"> <li>L2L – Do the pupils demonstrate the skills and understanding outlined in the progression steps?</li> </ul> <p>Staff interviews and reflections.</p>	<p>Termly ELSA meetings – JB JV and VH.</p> <p>Feedback from children – have they found the new system supportive / useful?</p> <p>L2L – questionnaires to feed into the staff review</p> <p>Curriculum Map reflecting the cross curricular links that underpin the four purposes of the curriculum. Curriculum maps which clearly outline how pupils' health and wellbeing is being developed in line with the needs of our school and the class.</p> <p>Community and parental engagement to share our work during the topic.</p>
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**Target 3** - To improve outcomes in Welsh 2<sup>nd</sup> language through developing consistently good quality teaching approaches throughout the school.

**National/local/priority**

**National and Local**

LA and WG priority, Siarter Iaith, New Curriculum for Wales 2022

**Why a priority?**

- L2L shows that pupils are not consistently being able to recall language patterns taught across the school.
- School's own targets shows that there is a decrease in the number of pupils expected to achieve L4 and L5 in Year 6.
- In 2019 93 % achieved level 4 and 13% achieved level 5 whereas in 2018 81% achieved L4 and 34% achieved L5.
- We need to continue to develop a consistent whole school approach to Helpwr Heddiw.
- Learning walk shows that there is a lack of incident Welsh used throughout the school.
- Outcomes of book scrutiny outline the need to develop a structured approach to improve writing.
- The school is aiming to achieve the bronze award this year so we need to continue to embrace the principles of Cymraeg Campus.

**Target Leader**

**Becky Parfitt**

**Team Members**

**All staff Criw Cymraeg**

**Success Criteria / Outcomes**

- 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
- Pupils consistently using Welsh throughout the day in different situations such as asking for something from the office bore da/prynhawn da, diolch, Ga i, gofyn am y gloch,
- All staff using Welsh consistently in assemblies, on the yard, morning greetings, Welsh prayers
- Teaching assistants using Welsh with increasing confidence
- To begin to use Welsh confidently outside the classroom
- Between 80% and 90% on track to make expected progress in Welsh
- Between 25%-35% achieve L5 in Welsh in 2020



<b>ACTIONS</b>	<b>Strategies (How will this be achieved?)</b>	<b>RESOURCES</b>	<b>DEADLINES MONITORING</b>	<b>KEY EVIDENCE What will it look like?</b>
<ul style="list-style-type: none"> <li>➤ To sustain a consistent approach to Helpwr Heddiw</li> <li>➤ To support staff through modelling HH</li> <li>➤ To develop play-leaders to support the use of Welsh outside the classroom</li> <li>➤ The Criw Cymraeg to actively promote Welsh in and around the school and it having a positive impact on the use of incident Welsh throughout the school</li> </ul>	<p>BP to support staff in new year groups</p> <p>BP Monitor HH and support staff in new year groups to develop approach</p> <p>All staff to use the CSC resources effectively.</p> <p>BP and Criw Cymraeg to work with JB and playleaders to develop Welsh games for playtimes</p> <p>Staff to implement and sustain the use of dragons in yard to promote use of Welsh language outside of classroom</p>	<p>½ day £90</p> <p>Assembly time once a week</p>	<p>Learning Walk October 2019</p> <p>Observations of learners taking part in bilingual games March 2020 July 2020</p> <p>Learning walks L2L's January 2020 July 2020</p>	<p>Outcomes of learning walk. Pupil will lead the HH sessions.</p> <p>Playleaders to be engaged in and use bilingual language in games outside of the classroom with support of Criw Cymraeg</p> <p>Pupils to be heard using an increasing amount of Welsh language both inside and outside the classroom effectively</p>

<ul style="list-style-type: none"> <li>➤ To continue to create a Welsh ethos around the school signs, displays, use of incidental Welsh, playleaders, celebrating St David's shwmae day</li>   <li>➤ Topics to strongly feature Wales and the Welsh dimension. Welsh authors, stories,</li> </ul>	<p>BP and Criw Cymraeg to sustain the use of Brawddeg yr Wythnos and reward systems (tocyns, Brenin a Brehines Cymreig)</p> <p>Whole school to complete celebrations – work with staff to develop cross curricular links with Welsh during Health and Well-being Week</p> <p>To sustain pupil engagement in Clwb Cymraeg to raise the ethos profile of language</p> <p>BP to work with leaders of other areas to develop topics and themes that have a strong Welsh dimension.</p> <p>To continue to embrace a whole school Welsh week art, writing and reading in preparation for Dydd Gwyl Dewi.</p>	<p>1 day £170</p> <p>Staff meetings</p>	<p>L2L Displays</p> <p>Review Curriculum maps termly.</p>	<p>Pupils have a greater understanding of Welsh ethos and language for their age group</p> <p>Pupils engage in Welsh activities to celebrate national days</p> <p>Curriculum maps to feature Welsh dimension with cross-curricular links.</p> <p>Pupils writing, art and craft based on Eisteddfod themes.</p>
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<ul style="list-style-type: none"> <li>❖ To achieve target 9 of CC (Welsh across the curriculum).</li> <li>❖ To achieve target 6 of CC (Apps and websites to enhance learning and enjoyment).</li> <li>❖ To develop a consistent approach to the planning of Welsh lessons across the school.</li> </ul>	<p>BP support staff to develop vocabulary and Welsh links in an area across the curriculum</p> <p>BP to work with maths and IT subject coordinator (BR) to develop Welsh vocabulary so pupils and staff can use across the curriculum. Pupils to use Apps such as Ap Geiriaduron, Amser Story Cyw , Rapskaliwn.</p> <p>BP to develop a planning cycle for FP and KS2 that is to be used consistently across school.</p>	<p>3 days £510 Cluster Working</p> <p>½ day £90 to attend Welsh cluster network meetings for new curriculum</p>	<p>May 2020</p> <p>December 2019 Use the planning cycle April 2020 Book scrutiny Teacher planning</p>	<p>Evidence for Cymraeg Campus assessment. Examples of cross-curricular links throughout another subject area (maths) Pupils are able to use a range of vocabulary across the curriculum effectively. Pupils using ICT to complete Welsh tasks.</p> <p>All teaching staff to consistently follow planning cycle. Pupils fully engaged in Welsh lessons. Pupils to achieve targeted levels and expected progress in Welsh at end of summer term</p>
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## Continuous Improvement Targets

### Continuous Development Targets (2019 – 2021)

Target	Expected Outcomes	Actions	Impact	Team Leader
<b>ALN</b>	<p>To prepare all staff for the changes in the ALN Bill.</p> <p>To review and amend the school's SEN register and keep in alignment with the cluster decisions about the criteria.</p>	<ul style="list-style-type: none"> <li>➤ Review ALN policy</li> <li>➤ Create One Page Profiles for all pupils in the school</li> <li>➤ Update and train staff regularly on new changes</li> <li>➤ ALNCO to attend regular cluster meetings with ALN Cluster Lead and good practice sessions across the consortia</li> <li>➤ Amend ALN list according to new criteria</li> <li>➤ Hold PCP sessions for pupils on the ALN register</li> <li>➤ Introduce and work with class teachers to write IDPs</li> <li>➤ Track progress of ALN pupils</li> </ul>	<p>An effective ALNCo who leads the changes confidently and with secure knowledge of the expectations and statutory requirements in Penygawsi. Staff, parents and governors are prepared for the changes in the new ALN Bill. The GB have a secure understanding of the changes and expectations when challenging the school.</p> <p>The pupils' will continue to have effective support and interventions as part of the our successful provision for pupils who need additional support in terms of ILP (Individual Learning Plans)</p>	AB



		<ul style="list-style-type: none"> <li>➤ Communicate with parents on changes (information evening, reading café)</li> <li>➤ Communicate and hold training with school governors</li> </ul>		
<b>Attendance</b>	To continue to improve attendance so we can meet/exceed our target of 96.7%	<ul style="list-style-type: none"> <li>➤ Review attendance policy</li> <li>➤ Evaluate the correlation between achievement and attendance</li> <li>➤ Communicate with parents/carers</li> <li>➤ Continue to liaise with link governors</li> <li>➤ Continue to promote good and improved attendance</li> <li>➤ Update attendance self evaluation</li> </ul>	<p>Greater achievement by identified pupils as a result of improved attendance.</p> <p>Number of holidays requested in term time reduced by between 5 and 10 %</p> <p>Meet our attendance target of 96.8%</p>	LD & TH