

R1 Improve pupils' skills in reading and writing

**What are we aiming for?**

	<b>Where are we now?</b>	End of Summer Term 2017	End of Autumn Term 2017	End of Spring Term 2018	End of Summer Term 2018
Percentage of pupils who are reading at or above their chronological age					
Year 1 (cohort'22)	0%	17%	30%	52%	69%
Year 2 (cohort'21)	41%	50%	54%	59%	72%
Year 3 (cohort'20)	34%	42%	51%	60%	72%
Year 4 (cohort'19)	58%	62%	69%	73%	81%
Year 5 (cohort'18)	54%	60%	69%	74%	83%
Year 6 (cohort'17)	80%	87%			
Percentage of children achieving expected levels through teacher assessments for writing					
Year 1 (cohort'22)	40%	45%	50%	55%	60%
Year 2 (cohort'21)	50%	58%	63%	68%	77%
Year 3 (cohort'20)	62%	65%	69%	72%	76%
Year 4 (cohort'19)	52%	56%	59%	62%	70%
Year 5 (cohort'18)	50%	54	62	67	70
Year 6 (cohort'17)	72%	80%			

What will we need to do?	Who will lead and who is involved? Who will monitor? How and when?	Cost? Or resource?	What will it look like? As a result...
<b>Reading</b>			
<p>Implement a literacy policy which outlines the whole school structure of how reading is taught. This will include an agreed approach which includes;</p> <ul style="list-style-type: none"> <li>- expectation to teach guided reading sessions every day</li> <li>- adhering to one central reading scheme</li> <li>- adhering to one central core phonics scheme</li> <li>- consistent teaching of decoding strategies</li> <li>- an agreed language and vocabulary for teaching reading</li> <li>- consistent use of reading records which track pupils skills and identify next steps</li> <li>- an expectation to assess all pupils reading termly</li> <li>- medium term planning which details reading skills to be taught</li> </ul>	<p>The literacy coordinator lead the writing of a policy with all staff. All staff will agree and adhere to consistent and non-negotiable practices. Governors will monitor pupil progress with reading data on a termly basis. The Literacy coordinator will monitor reading termly. An Autumn Term learning walk will focus upon consistency of teaching decoding strategies - are teachers adhering to policy and are pupils learning a range of strategies and how successfully? Spring Term scrutiny of ongoing assessment will focus upon reading records, how teachers are planning for, and assessing reading and how successful is this? Are pupils making expected progress? Are teachers setting achievable targets for pupils? Do pupils know what they are and how to achieve them? Summer term listening to learners focus upon higher reading skills. Are pupils able to infer and deduce and answer a range of questions on a text, read with suitable expression, talk confidently about books and authors and show enthusiasm for reading. The Headteacher will carry out learning walks termly to reading is being taught in line with expectations laid out in policy.</p>	<p>One staff meeting and one supply day initially (£150) One supply day each term (£450)</p>	<p>...school will have an agreed and consistent approach to teaching literacy ...pupils will make expected progress and will close the gap between their measured reading age and chronological age ...pupils make good progress through one reading scheme, making it easier to track to progress ...pupils demonstrate a secure understanding of a range of decoding strategies ...reading records which outline pupils' ability and next steps</p>
<p>Implement Autumn and Spring term reading age assessments for Y1, 2, 3, 4, 5 and 6 pupils. Analyse pupils' reading ages baseline reading data in order to set targets for individual pupils and each cohort.</p>	<p>Literacy coordinator will timetable teaching Assistants to administer tests towards the end of each term. Literacy co-ordinator will monitor Y1, 2, 3, 5 and 6 pupil progress and report to the literacy Governor. Governors will monitor pupil progress and reading data.</p>	<p>Two teaching assistants to released to administer tests, Literacy coordinator management time (1 afternoon session to analyse data each term)</p>	<p>...pupils will make expected progress and analysis will ensure pupils receive appropriate support and intervention.</p>

Audit teaching and learning of reading	LA Literacy Development Officer will support the Literacy Coordinator in developing a program of support and training needs for teachers.	One Supply Day	...school will have a clear program of training needs ...school will be able to identify training needs and support teachers
Review curriculum planning for reading	ERW Literacy TDO to support Literacy coordinator to review curriculum planning for the teaching and learning reading.	One supply day (£150)	...teachers will have a clear understanding of how planning is taught consistently across the curriculum
Develop higher order reading skills - Literacy coordinator to attend LA training on higher order reading skills	Literacy Coordinator will disseminate to all staff and liaise with the LA Teacher Development Officer in order to provide training for staff to ensure pupils are provided suitable learning to develop higher order reading skills.	One Supply day (£150)	...teachers will know how to teach higher order reading skills ...pupils will be able to apply higher order reading skills
Introduce a range of strategies which can be used to develop higher order reading skills	Literacy coordinator will work with LA teacher Development Officer to develop a pack of supportive resources for teachers to plan quality lessons.	One supply day to attend the training (£150) One day to build resources and work alongside the LA TDO (£150) Staff meeting to disseminate	...teachers will have a bank of resources to support planning for developing higher order reading skills. ...School will have a consistent approach to teaching higher order reading skills. ...pupils reading ages will improve

<p>Train staff in guided reading the ensure we have a secure understanding of expectations, policy and agreed methods for teaching reading.</p>	<p>The LA teacher development officer will deliver training in collusion with Literacy Coordinator. Governors will monitor reading data Autumn term and Spring term</p>	<p>One staff meeting sessions for training One day support from LA Teacher Development Officer</p>	<p>...reading records will show more evidence of pupils using a range strategies for decoding unfamiliar words. ...pupils will make expected progress, closing the gap between measured reading age and chronological age ...teacher assessment will show standards of reading improve</p>
<p>Pair teachers to work as peer partners in delivering guided reading</p>	<p>All staff with LA TDO acting as coach and mentor to support pairs of teachers in the Spring term 2018. Support planning for reading. HT will carry out lesson observations as part of Performance Management cycle.</p>	<p>£150 supply per teacher over the term. £1,200</p>	<p>...teachers will have a secure understanding of planning for reading and teaching reading ...school will have a consistent approach</p>
<p>Train staff in effective questioning during guided reading sessions</p>	<p>LA Teacher Development Officer in collusion with Literacy Coordinator will train all teachers in effective questioning during guided reasoning. Literacy coordinator will monitor reading records in the spring term and focus upon how pupils are responding to inference and deduction questions.</p>	<p>One session with LA teacher Development Officer</p>	<p>...reading records will show more evidence of pupils using inference and deduction skills.</p>
<p>Monitor standards of reading with a focus upon decoding strategies and inference and deduction skills in order to set reading targets for groups and cohorts during each Autumn and Spring term.</p>	<p>The Literacy coordinator will monitor pupils ability to decode unfamiliar words Autumn term and Summer term by listening to learners. Governors will monitor progress and reading data.</p>	<p>One day supply costs each Autumn and Summer Term</p>	<p>...pupils will develop secure strategies for decoding unfamiliar words.</p>

**Writing**

<p>Implement a literacy policy which outlines the whole school structure of how writing is taught through an agreed approach which includes;</p> <ul style="list-style-type: none"> <li>- a clear structure for teaching each genre</li> <li>- an expectation for extended writing every fortnight</li> <li>- an</li> <li>- an expectation for handwriting to be taught daily</li> <li>- an agreed handwriting script</li> <li>- an agreed presentation style which progresses as pupils go through the school</li> <li>- an expectation to teach writing using modelled, shared and guided writing</li> <li>- an expectation for spelling to be taught daily</li> <li>- adhering to the schools' scheme of work for literacy</li> <li>- an expectation to assess all pupils' writing termly</li> <li>- an expectation to ensure medium term planning details which writing skills are being taught</li> <li>- an expectation that teachers plan opportunities for pupils to apply writing skills in other subjects</li> </ul>	<p>The literacy coordinator lead the creating and implementing of policy with all staff and monitor pupil progress through data analysis and listening to learners termly. All staff will agree and adhere to policy. Governors will monitor pupil progress against teacher assessments on a termly basis. The literacy coordinator lead the writing of a policy with all staff. All staff will agree and adhere to consistent and non-negotiable practices. Governors will monitor pupil progress with reading data on a termly basis. The Literacy coordinator will monitor writing termly. This will be through regular book scrutiny, each half term, with a range of pupils' books from each cohort and a termly timetable for monitoring writing. Each year will consist of; An Autumn Term learning walk will focus upon consistency of teaching genre - are teachers adhering to policy? Are pupils able to talk about their writing? Can they suggest ways of improving it? Do pupils have a good understanding of their next steps in writing? Are pupils making good progress with handwriting? Are teachers using modelled and shared writing effectively to support writers? Spring Term scrutiny of ongoing assessment will focus upon planning for writing, how teachers are planning for, and assessment of writing and how successful is this? Are pupils making expected progress? Are teachers setting achievable targets for pupils? Do pupils know what they are and how to achieve them? Summer term listening to learners will focus upon listening to learners and a review of quality of extended writing. Are pupils able write in a range of genres? Are pupils able to talk about their writing and explain how they plan for and write in a particular genre they have learned? Can they explain their learning? Are they able to sustain writing for a length of time and edit and evaluate their writing, showing good use of AfL strategies? The Headteacher will carry out learning walks termly to ensure pupils are writing each and every day, in line with expectations laid out in policy.</p>	<p>£300 (EIG) for two days supply cover for monitoring Spring term and Summer term 2016/17. One supply day for monitoring during Autumn term and one during Spring term 2017/18. One supply day to write and then implement policy.</p>	<p>...all staff will have access to agreed protocols, principles and expectations. ...all staff have an agreed way of forming letters and expectations for presentation. ...pupils' writing will demonstrate joined script at the appropriate age ...there will be more evidence of extended writing in pupils' books ...listening to learners will demonstrate pupils have a secure understanding of the genre they are learning</p>
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<p>Create a resource for teachers to outlining how each genre of writing is taught using writing frames.</p>	<p>The Literacy Coordinator will develop the writing frames resource with the LA Literacy Teacher Development Officer. The Headteacher will ensure teachers deliver lessons to ensure genre is taught consistently throughout. Governors and SLT will monitor the data created from teacher assessment of writing every term.</p>	<p>Two staff meetings One session with LA Teacher Development Officer One supply day Spring Term 2017 to create resources</p>	<p>...staff will teach each genre in a consistent way ...listening to learners will provide evidence that pupils are able to recall the structure of the genre they are learning</p>
<p>Train staff to provide most effective feedback and develop questioning skills to promote best writing</p>	<p>The Literacy Coordinator will lead training in collusion with the LA Teacher Development Officer.</p>	<p>One Teacher Development training session and one Staff meeting session.</p>	<p>...feedback to pupils will be of a good standard ...staff will have a secure understanding of effective feedback and questioning ...pupils' books will show evidence of feedback and the impact upon writing, there will be evidence of pupils responding to feedback and making improvements to their work ...listening to learners will demonstrate evidence of</p>

<p>Develop planning, proof reading and self-editing skills by establishing a common language in school.</p>	<p>The Literacy coordinator will lead staff in developing a common language for teaching pupils to edit their writing. The Literacy Coordinator will monitor success during book monitoring, and provide feedback to teachers – how are pupils improving their writing independently? Are they responding to feedback and are they able to edit and reflect upon writing?</p>	<p>One staff meeting to train all staff One supply day to create resources alongside LA TDO.</p>	<p>...teachers will have a good understanding of teaching editing and self-reflection techniques ...school will have a resource to ensure consistency of quality feedback to pupils ...pupils will have a clear understanding of how they can improve their writing.</p>
<p>Train staff in using effective feedback and questioning skills to promote good writing. (A handbook will be created and will be shared with all staff.)</p>	<p>All staff work collaboratively to develop a bank of questions that will help pupils develop and improve their writing. This will be monitored during book scrutiny – are pupils acting upon feedback and improving writing?</p>	<p>One staff meeting</p>	<p>...teachers will have a resource to use when teaching writing</p>
<p>Developing spelling, punctuation and grammar in school. An agreed definition of what a sentence is and what punctuation is for.</p>	<p>Literacy coordinator will lead staff in developing a consistent approach to teaching fundamental writing skills such as sentences, full stops and commas. Staff will plan for teaching using the common language. The literacy coordinator will monitor pupils' understanding through listening to learners in the Summer term, and through book scrutiny each half term. The literacy coordinator will feedback to teachers and provide resources and training.</p>	<p>One staff meeting</p>	<p>...pupils will have a clearer understanding of fundamentals of language such as full stops and their purpose. ...teachers will have a clear and consistent vocabulary to use when teaching ...leaders will have concise questions for pupils during monitoring – can you explain ...?</p>

<p>Monitor standards of writing in order to set targets for groups and cohorts during each Autumn and Spring term.</p>	<p>The Literacy coordinator will monitor pupils during Autumn term and Summer term by listening to learners and looking at books. The Teacher development Officer will work in collusion with school to monitor standards and set targets for cohorts. All teachers will assess pupils' writing termly. Governors will monitor progress and reading data.</p>	<p>One day supply costs Summer Term 2017 along with Autumn and Spring Term 2017/18 One day support from Teach Development Officer</p>	<p>...school will have a diagnostic tool for closely monitoring books with a focus upon presentation and handwriting, grammar and punctuation and extended writing. ...pupils' books will demonstrate more evidence of extended writing and pupils' writing with stamina</p>
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## R2 – Improve pupils’ skills in numeracy

### What are we aiming for?

What are we aiming for?					
	Where are we now?	End of Summer Term 2017	End of Autumn Term 2017	End of Spring Term 2018	End of Summer Term 2018
Percentage of pupils making expected and above expected progress at number, measured by teacher assessment (recorded and tracked on sims)					
Reception cohort 2022/23	52%	63%	67%	70%	74%
Year 1 cohort 2021/22	61%	65%	69%	74%	78%
Year 2 cohort 2020/21	68%	73%	77%	82%	82%
Year 3 cohort 2019/20	55%	59%	62%	66%	69%
Year 4 cohort 2018/19	61%	65%	69%	73%	77%
Year 5 cohort 2017/18	58%	62%	67%	70%	75%
Year 6 cohort 2016/17	72%	76%			
Percentage of pupils able to apply appropriate numeracy skills to solve a reasoning problem, measured by a termly problem solving task.					
Year 1 cohort 2021/22			5%	12%	20%
Year 2 cohort 2020/21	9%	17%	24%	32%	40%
Year 3 cohort 2019/20	11%	18%	26%	32%	40%
Year 4 cohort 2018/19	16%	24%	30%	42%	50%
Year 5 cohort 2017/18	9%	20%	28%	35%	43%
Year 6 cohort 2016/17	16%	25%			

What will we need to do?	Who will lead it and who's involved? Who will monitor how and when.	Cost? Or resource?	What will it look like and as a result?
<p>Implement a non negotiable numeracy policy with all staff:-</p> <ul style="list-style-type: none"> <li>- Consistent methodology and vocabulary for teaching number skills.</li> <li>- Consistent vocabulary and methods in teaching problem solving.</li> <li>- To use the ERW scheme of work to plan for maths skills which is included in our tracking system (SIMS) and is included in our medium term planning.</li> <li>- Teachers to plan for the application of numeracy skills across the curriculum termly with at least five pieces of numeracy work per term which consolidates maths skills taught.</li> <li>- More able pupils are provided with problem solving challenges weekly.</li> <li>- Teachers assess problem solving termly.</li> </ul>	<p>The Numeracy coordinator will lead the writing of a policy with all staff.</p> <p>Numeracy coordinator will monitor standards and progress in mathematics as well as 'Listening to learners' sessions termly.</p> <p>Numeracy coordinator and headteacher to monitor standards in books and compliance of policy termly.</p> <p>Headteacher and governors will monitor impacting standards on a termly basis.</p>	<p>ADDS session to agree on processes.</p>	<p>The school has a consistent approach to teaching numeracy, problem solving and how skills are applied through the curriculum.</p> <p>Numeracy skills data shows improved standards in numeracy and the percentage of pupils who can apply taught skills in reasoning tasks improves.</p> <p>There is more evidence of pupils using numeracy skills within cross curricular work of which is suited to pupil need and of an age appropriate level.</p>
<p>Teachers' medium term planning to identify how numeracy skills are applied across the curriculum termly. Expectations of at least five pieces of cross curricular numeracy per class provided in topic books per term.</p>	<p>SMT will evaluate medium term planning every term. Numeracy coordinator and LA TDO will monitor evidence in books that link to teachers skills planning and if the level of skills applied across the curriculum is appropriate to the child's current level of attainment.</p>	<p>Supply cover - 1 day per term 2016/17 - £150 2017/18 - £450</p>	<p>Medium term planning shows that teachers have planned numeracy tasks in advance as well as opportunities as they arise which inspire and motivate pupils.</p> <p>More evidence of pupils using numeracy skills within cross curricular work of which is suited to pupil need and of an age appropriate level.</p> <p>Numeracy data shows improved standards.</p>

<p>Analyse procedural test scores to identify areas of teaching focus throughout the school to ensure numeracy can be taught effectively through the curriculum.</p>	<p>Numeracy coordinator and assessment coordinator highlight focus areas to staff. Headteacher and governor to monitor pupil progress in Maths termly.</p>	<p>Supply cover - 1 day per term 2016/17 - £150 2017/18 - £450 Headteacher meetings</p>	<p>Diagnostic toolkit identifies areas of need. Teachers planning identifies when this area is focused for teaching. Pupils make expected progress in Maths and standards are improved. Test scores indicate a higher number of pupils making better progress.</p>
<p>Train all staff in the use of TASC wheel for problem solving and rich tasks for applying numeracy skills across the curriculum.</p>	<p>Headteacher, Numeracy coordinator and LA TDO to organise training for staff with link governor invited.  Numeracy coordinator and headteacher to monitor standards of problem solving and application of numeracy skills by conducting a book scrutiny termly. Numeracy and assessment coordinator to monitor teacher assessment of problem solving tasks termly.</p>	<p>2 ADDS sessions</p>	<p>Numeracy skills data shows improved standards in numeracy and the percentage of pupils who can apply taught skills in reasoning tasks improves.  More evidence of pupils using numeracy skills within cross curricular work of which is suited to pupil need and of an age appropriate level.</p>
<p>Identify pupils for intervention, both for more able and 'catch up' and ensure teachers plans intend to meet the needs of these pupils, using staff expertise and secondary school Maths department.</p>	<p>Assessment coordinator and numeracy coordinator to identify pupils using annual test scores and teacher assessment, plan provision and feedback to staff. Numeracy coordinator and governor will monitor pupil progress against numeracy skills and intervention baseline data.</p>	<p>Planning and assessment day. Supply cover for numeracy coordinator. Management time. SMT meetings. Cluster meetings.</p>	<p>Tracking systems clearly identify more able and 'catch up' pupils. Teachers planning identify differentiation for skills teaching. Teacher assessment shows improvement of standards in number and problem solving. Identified pupils show good progress against test data and make better than expected progress when assessed by the teacher.</p>

### R3 - Improve pupils' skills in Welsh

#### What are we aiming for?

- 2017 - end of KS2 standards in Welsh  
Oracy = 88%  
Reading = 76%  
Writing = 76%
- 2018 - end of KS2 standards in Welsh  
Oracy = 67%  
Reading = 62%  
Writing = 62%
- curriculum cymraeg is planned for termly and evidenced accordingly in pupils' books.
- pupils are able to demonstrate a secure understanding of the elements of YCC they have learned
- many planned opportunities for pupils to learn about the culture and heritage of Wales through YCC

What will we need to do?	Who will lead it and who's involved? Who will monitor what and when?	Cost? Or resource?	What will it look like? And as a result...?
<p>Accurately assess all pupils in oracy reading and writing. Ensure that teachers are clear on how to assess, what to assess and that there is consistency in school assessment.</p>	<p>The assessment coordinator, welsh coordinator, and secondary cluster school welsh department will support staff in making accurate teacher assessments. The Headteacher and LATDO will monitor teacher assessment moderation, and support staff in setting targets for their class.</p>	<p>Staff meeting. Headteacher meetings with staff, welsh coordinator and LATDO.</p>	<p>School is tracking pupil progress for Welsh. School has set projections for each cohort over a termly basis for the forthcoming year. Pupils make expected or better progress.</p>
<p>Create a Welsh policy that includes;</p> <ul style="list-style-type: none"> <li>- an expectation to teach oracy daily</li> <li>- an expectation to focus upon pupils' oracy skills</li> <li>- an expectation that welsh sentence patterns are outlined in teachers medium term planning</li> <li>- an expectation that Welsh is planned through topics in Key Stage 2, as identified in the scheme of work.</li> <li>- an expectation that schemes of work are used consistently in Foundation Phase.</li> <li>- an expectation for teachers to asses welsh reading, writing and oracy with accuracy</li> </ul>	<p>Welsh coordinator and headteacher will write and implement a policy with staff. Governors to monitor progress of standards termly through teacher assessment and listening to learners.</p>	<p>Staff meeting.</p>	<p>There will be an effective policy adopted by governors and adhered to by all staff. Standards in Welsh improve on a term to term basis.</p>
<p>Introduce schemes of work for Welsh</p>	<p>LA Teaching Development Officer will support staff in implementing schemes of work through medium and short term planning. Headteacher, SLT and LATDO will monitor how effectively the scheme of work is applied in each classroom through lesson observations. The governors with SLT will monitor that policy is</p>	<p>Staff training session. One supply day monitoring through listening to learners - £150</p>	<p>...schemes of work operating successfully in class on a weekly basis. ...standards in oracy improving on a termly basis. ...pupils are able to use a range of sentence patterns in spoken conversation</p>

	adhered to and the scheme taught consistently by looking at teachers planning. Teacher assessment of pupils' oracy skills will be monitored by governors.		
Use the skills of staff to train others on the use of everyday Welsh around the school. Remind staff of daily Welsh language patterns.	Welsh coordinator and identified staff to model Welsh conversation around the school to staff and pupils. LA to monitor bilingualism on a termly basis. Governor to monitor progress of pupils oracy skills on a termly basis.	Supply cover for Welsh coordinator to prepare phrases with identified staff = £150	Staff and pupils use Welsh around the school daily and can hold a short conversation. Standards in oracy improved.
Provide staff with a bank of incidental Welsh phrases to use in the classroom.	Welsh coordinator and LATDO to prepare a bank of phrases to support teachers and teaching assistants. Headteacher and challenge adviser to monitor pupils' oracy skills in learning walks and listening to learners. Governors will monitor pupil progress through teacher assessment data termly.	One day supply cover for Welsh coordinator = £150	Bank of Welsh phrases for each year group. Class teachers and teaching assistants model Welsh effectively for pupils. Pupils respond to staff requests and comments in Welsh.
Ensure staff have a good understanding of what is good practice in teaching Welsh.	Welsh coordinator to lead training with LATDO. SMT monitor quality of teaching on a termly basis. Governors monitor progress in standards.	Three days supply costs = £450	Staff are confident teaching Welsh. Standards in Welsh have improved.
Ensure Welsh is included in and short and medium term planning and teachers provide opportunities for Welsh skills to be applied in other subjects.	The Headteacher and deputy will monitor medium term planning each half term which will ensure skills are planned in other subjects. The Foundation Phase leader and Key Stage 2 leader will monitor short term planning regularly, every 4 weeks to ensure each element of Welsh is planned for effectively. The Welsh coordinator to monitor medium term plans to ensure coverage, progression and consistency across each year group.	Supply costs:- 2016/17 - £300 2017/18 - £900	Medium term and weekly plans identify how Welsh skills are planned for each class. Pupils' Welsh skills improve over each term.
Integrate Welsh reading into daily reading activities by using reading materials pupils are familiar with firstly, and developing	The Welsh coordinator and LATDO to ensure appropriate reading materials are available in each class once annually. The SLT will monitor reading skills across each cohort by listening to learners in the Summer Term. Governors will analyse teacher assessment in order to track pupil progress in reading.	Three days supply cover £450 Books and resources £300	Reading materials available for pupils during daily reading carousel. Pupils reading Welsh books. Standards in reading are improving.
Ensure Y Curriculum Cymreig (YCC) is planned for in long, medium and short term planning. Include YCC into curriculum map.	Welsh coordinator, LATDO and partner school to develop a curriculum map. SMT, Welsh coordinator and governor will monitor evidence of YCC in pupils' books against planning every Spring Term.	One day supply cover = £150 Half a day for 2 staff members supply costs each term. 2016/17 = £150 2017/18 = £450	Curriculum map for YCC. Teachers planning highlights areas for YCC. Pupils have a good understanding of the heritage and culture of Wales.

<p>Train all staff in Welsh writing to ensure Welsh writing is delivered through a consistent approach. Provide training in order to ensure that staff are able to teach extended sentence patterns both in oracy and writing.</p>	<p>Welsh coordinator to lead training with LATDO. SMT to monitor standards of writing on a termly basis. Welsh coordinator in collusion with the LA Teacher Development Officer will provide training regarding Welsh writing. The LA Teacher Development Officer will model exemplar lessons for staff to support staff development.</p>	<p>Staff training session. Supply costs, one morning or afternoon session for each teacher, 8 teachers - £600</p>	<p>...Lesson observations will show an improvement in the amount and quality of incidental Welsh spoken. ...Pupils' books will show evidence of extended and more complex sentence patterns being used in other subjects ...teachers' skills continuum will demonstrate staff confidence improves</p>
<p>Ensure all teachers have a secure, agreed understanding of pupil outcomes and levels for each strand of Welsh.</p>	<p>The LA Teacher Development Officer will provide training and support initially which will ensure assessment is standardised and agreed. The Welsh coordinator and Headteacher will ensure assessments are accurate. The Assessment co-ordinator will ensure that pupils are tracked and assessed with accuracy and can be used by the SLT to monitor progress using the electronic pupils tracking system. Teachers will assess pupils termly.</p>	<p>One staff meeting with TDO One staff meeting each term to agree levels.</p>	<p>...teacher assessments will be accurate ...pupils' learning will be matched accurately to their ability ...pupils' books will demonstrate more evidence of Welsh being used across the curriculum. ...monitoring and listening to learners will demonstrate evidence of oracy being used in a range of contexts, and extended sentences being spoken</p>

**R4 - Put in place provision for skills that is systematic and properly coordinated.**

**What are we aiming for?**

Pupils demonstrate good progress in literacy, numeracy, ICT and problem solving skills development.  
 Learning is planned for through all subject areas and ensures pupils make good progress  
 Staff have a secure understanding of the literacy, numeracy and ICT skills which need to be taught at each year group and level  
 A curriculum which covers all skills in the National Curriculum in a clear progressive manner

What will we need to do?	Who will lead it and who's involved? Who will monitor what and when?	Cost? Or resource?	What will it look like? And as a result...?
<p>Establish and implement a consistent approach to medium term planning with staff to ensure literacy, numeracy, ICT and problem solving skills are taught consistently and in progression according to statutory requirements.</p>	<p>Headteacher will review plans with teaching staff. The local authority teacher development officers will monitor the plans with SLT to ensure there is effective coverage and progression of skills.</p>	<p>Staff meetings. SMT meetings with LA officers.</p>	<p>...there is a consistent method for medium terms planning for each class at the start of each term or topic.                      ...skills objectives are identified in teachers' weekly planning                      ...pupils' books show evidence of skills being taught and applied across the curriculum.</p>
<p>Establish a structure for teaching the curriculum in four-yearly cycles, ensuring National Curriculum skills have appropriate coverage throughout the school.</p>	<p>SLT will review and then implement a skills and content cycle.                      Each term, the Headteacher will monitor coverage and how the schools' skills curriculum is being implemented through medium term planning.                      LA Teacher Development Officers will work alongside SLT to ensure National Curriculum is planned for and implemented fully.                      Teachers will plan for learning using accordance with the schools' skills curriculum to ensure National Curriculum skills are covered appropriately.</p>	<p>One supply day for SLT to write and establish the schools' skills curriculum. (£300)                      One staff meeting in order to disseminate skills curriculum.</p>	<p>...National Curriculum skills are covered.                      ...Teachers' medium term planning demonstrates evidence that National Curriculum is covered appropriately                      ...Pupils' books show evidence of wider skills being applied across the curriculum.</p>
<p>Ensure teachers' short term planning demonstrates a consistent approach to teaching literacy, numeracy and ICT skills across the curriculum.</p>	<p>Headteacher will work alongside teachers each week to identify how skills teaching is planned for.                      SLT and challenge advisers will monitor pupils books to ascertain the progression of skills.</p>	<p>Staff meetings.                      Monitoring days – one day supply cover for 3 three teachers once a term.                      Termly cost = £450                      3 terms = £1,350                      Financial year 18/19 = £1,350</p>	<p>Weekly planning clearly identifies how skills will be taught for different ability learners. Pupils books demonstrate a progression of skills learned.</p>

<p>Implement effective methods of assessing and tracking the development of pupils' skills for literacy and numeracy by developing an electronic tracking system for all pupils.</p>	<p>The assessment coordinator will work with LA Information Technology Leader to develop an electronic system used by all teachers to track pupils' literacy and numeracy skills. SLT and data governor will monitor the progress of pupils skills through tracking data. Teachers will use the electronic system to track and assess pupils' skills when they have been taught and as pupils develop them.</p>	<p>Assessment coordinator meetings with IT – 2 days cover = £300 Staff meeting to train staff on use of assessment tool. Headteacher and deputy meeting to track pupil progress.</p>	<p>Assessment toolkit that tracks pupils skills development. ...pupils making expected progress ...pupils' books reflect attainment of skills ...pupils' books show evidence of wider skills being applied across the curriculum.</p>
<p>Establish a clear teaching and learning policy that outlines clear expectations and assessment processes.</p>	<p>The headteacher will develop the policy with all staff. SMT and governors' termly monitoring of medium term plans will ensure policy is adhered to.</p>	<p>Staff meetings. Monitoring days, supply costs = £1,350</p>	<p>...staff have a secure understanding of the teaching and learning policy. ...the quality of teaching is at least good. ...monitoring shows that policy is adhered to and that National Curriculum skills are covered across the curriculum</p>



**R5 - Ensure procedures for safeguarding pupils are robust and rigorous**

**What are we aiming for?**

- attendance is improving (see data table in R7)
- the number of pupils referred to behaviour support has reduced.
- to reduce the number of incidents which result in a fixed term exclusion from five incidents to zero
- safeguarding procedures are judged as good by Estyn and the local authority.

What will we need to do?	Who will lead it and who's involved? Who will monitor what and when?	Cost? Or resource?	What will it look like? And as a result...?
<b>Training</b>			
Ensure all staff are appropriately trained for safeguarding and administering medication and understand school procedures.	Headteacher and challenge adviser will ensure records indicate who has been trained and when. Governors will check records against staff members termly. Headteacher and governor to meet with staff termly to check that they still understand how to follow correct procedures for reporting concerns and dealing with pupils medical needs. LA will carry out a review on safeguarding.	Training sessions after school.	Records indicate that all staff are appropriately trained. Staff are able to explain what they would identify as concerns and how to report their concerns.
Provide handbooks for teaching and non-teaching staff at the school that includes safeguarding information. Handbook will also include information on procedures if an allegation is made against a member of staff.	Headteacher and governor will prepare easy to read booklets for staff and visitors that include clear guidance on safeguarding issues. Safeguarding governor will monitor booklet annually and ensure staff know procedures for reporting concerns about pupils and procedures if an allegation is made against a member of staff.	One day for headteacher to prepare booklets.	Clear and easy read booklets readily available. Staff are clear about procedures for reporting safeguarding concerns and procedures if an allegation is made against a member of staff.
Display posters around the school explaining step-by-step processes for safeguarding and reporting concerns.	Headteacher and deputy to review and replace current information as appropriate. Safeguarding governor and the LA will audit school procedures during the peer review visit. Safeguarding governor and LA will ensure staff know procedures for reporting concerns about pupils and procedures if an allegation is made against a member of staff.	One day to prepare and replace posters.	Information regarding procedures for reporting concern are displayed around the school. Staff, pupils and visitors are clear about how to report concerns and what to do if they had a complaint about a member of staff.
<b>Health Care Plans</b>			
Meet with parents of pupils with medical needs and complete appropriate health care plans. Provide quick reference plans for staff in class and for visitors.	Headteacher, ANCo and teaching assistant (JD) will ensure all health care plans are communicated to all staff. Teachers will include easy read health plans in class information files for visitors. Safeguarding governor will monitor how well information is shared with staff and visitors considering confidentiality.	Meetings with parents. Paperwork preparation.	Clear health care plans. Pupils medical needs are met.

Policies			
Produce a safeguarding policy checklist and review planner with the governing body.	Headteacher and safeguarding governor to create list of appropriate policies. Governors and challenge adviser to ensure policies are up to date on a termly basis.	Headteacher meetings with safeguarding governor, termly.	Policy checklist that identifies when policies have been adopted and the date for review. School's policies are up to date and fulfil statutory requirements.
Present an accurate safeguarding policy for adoption by governors.	Headteacher with LA safeguarding officer to review current policy. Governors to ensure policy is appropriate to the school's needs.	Headteacher meeting with LA safeguarding officer.	Appropriate safeguarding policy. Governors can evidence that the school has good safeguarding arrangements that are understood by all.
Present appropriate policy and procedures for supporting pupils with medical needs to governors for adoption.	Headteacher and LA safeguarding officer ensure governors adopt an appropriate policy. Safeguarding governor to review procedures for administering medication on a termly basis.	Headteacher meeting with LA safeguarding officer.	Appropriate policy adopted by governors. School meets the needs of identified pupils with medical needs.
Governors form a safeguarding subcommittee group to meet termly. (Staff and pupil welfare group)	Chair of governors and safeguarding governor identifies members for the sub committee. The challenge adviser will monitor the minutes to meetings to ensure safeguarding actions are completed in a timely manner.	Termly safeguarding staff and pupil welfare meetings. Headteacher meetings with challenge adviser.	Minutes to sub committee groups. Termly reports to full governing body. Safeguarding file identifies that the school operates good safeguarding procedures.
H&S checks			
H&S policy to be reviewed	Headteacher to review policy with staff, H&S and safeguarding governor and present to full governors for agreement. H&S governor to monitor policy annually.	Meetings with staff. Governing body meetings.	Policy adopted by governors. Clear practices and procedures are monitored closely to ensure pupils are safe.
Review procedures and record keeping, ensuring all records are kept together and clear to those who may need to check.	Headteacher will review H&S with LA and caretaker. H&S governor and bursar will make monthly monitoring checks on the caretaker's safety checks to ensure they are completed at specified times. H&S governor will report any concerns to the Headteacher immediately. Reports will be presented to governors termly.	Headteacher meetings with LA, caretaker and governor.	Clear records that demonstrate that H&S checks are up to date. Governors can evidence that the school is safe.
Fire warden to ensure fire equipment and premises meets statutory requirements and all control measures are in place.	Headteacher and fire warden to review school fire risk assessment and produce check list for ongoing concerns, e.g. paper clutter, power sockets, blocked doorways etc. H&S governor to monitor that fire checks are completed.	Headteacher meetings with caretaker and governor.	Fire assessments up to date. Governors can evidence that the school is safe.
Ensure staff understand when and how to prepare a risk assessment, who needs consulting and how to communicate it. Risk assessments to be prepared and agreed by appropriate personnel i.e. teachers for out of school visits, teaching staff for classroom based activities, admin staff for office, caretaker for his duties.	Headteacher and bursar to ensure all staff are trained in preparing risk assessments. H&S governor and LA to monitor the effectiveness of risk assessments and acknowledged by staff. e.g. classroom based, educational visits, premises.	Staff training. Meetings with headteacher and H&S governor.	Clear procedures for preparing risk assessments. Acknowledgements that staff are fully aware of how to access risk assessments. Governors can evidence that the school has good safety arrangements. All staff know how to undertake a risk assessment.

Unaddressed issues			
Review the LA Peer Review Report actions listed below:- .			
<ul style="list-style-type: none"> <li>- Personnel checklists in staff files should be completed to ensure that safer workforce procedures are adhered to.</li> <li>- All policies should have a review date, and be signed to evidence that they have been adopted by the Governing Body.</li> </ul>	<p>Headteacher, bursar and school admin officer to locate information required for existing staff files from human resources. Safeguarding governor and LA safeguarding reviews to monitor progress.</p> <p>Headteacher and chair of governors to develop a policy review timetable. Vice chair of governors to monitor policy reviews on a termly basis.</p>	<p>Time allocated for locating information for files. All staff files need updating.</p> <p>Termly governing body meetings.</p>	<p>Existing staff files contain completed managers checklist and files evidence that documents that can be recovered are provided. School operates safer recruitment practice.</p> <p>Policies up to date and signed by the chair of governors. Governing body has clear policies that direct the school practice.</p>
<ul style="list-style-type: none"> <li>- Ensure that the chronology in CP files is clear.</li> <li>- Review the use of pieces of wood and plastic crates as play equipment, and consider if their use is appropriate from a safety perspective.</li> <li>- Toilets should have gender identification signs on the doors.</li> <li>- The main entrance to the school should be clearly signed for visitors.</li> </ul>	<p>Headteacher and deputy complete chronologies and organise files effectively. Safeguarding governor to monitor chronologies on a termly basis. LA safeguarding review to ensure actions are fulfilled.</p> <p>Headteacher and all staff to review the risks of the playground equipment with the LA H&amp;S officer. H&amp;S governor to monitor how safe the playground is on a half termly basis.</p> <p>Headteacher and governors to ensure signage is in place. Safeguarding sub committee to monitor premises signage twice a year.</p>	<p>LA safeguarding review. Management time.</p> <p>Management time. Staff meetings.</p> <p>Sub committee meetings and learning walks.</p>	<p>Chronologies indicate that CP records are clear and effective.</p> <p>Risk assessments that are signed by all teaching staff. Safe break times that provide learning opportunities for children. Behaviour is improved. Accidents recorded have follow up actions.</p> <p>Appropriate signage to keep staff, pupils, and visitors safe. School has good safeguarding practices.</p>
<ul style="list-style-type: none"> <li>- The pond area should be padlocked.</li> <li>- To prepare an action plan for playground times because: Pupils said that pieces of wood and plastic crates used for play had caused injury, and that they shouldn't be on the yard. Pupils would like more playground equipment e.g. hula hoops, skipping ropes. (see audit)</li> </ul>	<p>Headteacher and all staff to ensure pond area is only accessible to children when supervised by an adult. H&amp;S governor to monitor risk assessment annually.</p> <p>Deputy headteacher and all staff to review playtimes with pupils. Headteacher, H&amp;S governor, selected pupils to monitor playground safety on a termly basis.</p>	<p>Sub committee meetings and learning walks.</p> <p>Meetings with relevant staff. Reviewed supervision arrangements. £100 a term to replace broken equipment. (EIG)</p>	<p>Pond is only accessible to pupils when working with an adult. Gate is padlocked. Pupils are safe.</p> <p>Accidents are monitored and reported to full governors. Pupils report to governors on the quality of their playtime. Behaviour is improved. Attendance is improved. The number of accidents is reduced.</p>
Safeguarding governor to ensure that all recommendations in the LA report have been addressed and evidenced.	Safeguarding governor and headteacher monitor progress of the PIAP. LA safeguarding officer and challenge adviser check progress against actions.	Meetings with headteacher.	Progress of safeguarding PIAP is reported to full governors and how this is evidenced. Governors can evidence that the school operates safe procedures.

## R6 - Strengthen the provision for supporting pupils with additional learning needs

### What are we aiming for?

#### ALN DataTracking

Percentage of ALN pupils making expected progress.

Teacher assessment

Expected progress= 1 sub level per term

	Current progress rate	End of summer term 17	End of Autumn term 17	End of spring term 18	End of summer term 18
Literacy	35%	50%	60%	70%	80%
Numeracy	35%	50%	60%	70%	80%

Percentage of ALN pupils making expected progress.

Intervention tracking

Rapid reading expected progress = 4 months per 8 weeks

RWI expected progress= 1 level per 8 weeks

Sensory circuits listening progress= 1 point per 8 weeks

	8 week block 1	8 week block 2	8 week block 3	8 week block 4	8 week block 5
Rapid reading Reading ages	50%	55%	60%	65%	70%
RWI intervention RWI levels	50%	55%	60%	65%	70%
Sensory circuits Mist listening	50%	55%	60%	65%	70%

Percentage of ALN pupils making expected progress

Speech link and Language Link

Number of pupils requiring language link intervention

	Current progress rate	6 month block 1	6 month block 2	6 month block 3
Number of pupils requiring language link	50	40	30	20
Number of pupils requiring speech link	12	10	8	6

Percentage of pupils making expected progress

Smart moves and fine moves

Expected progress = improved by 1 level per term

	End of summer term 17	End of autumn term 17	End of spring term 18	End of summer term 18
Smart Moves	50%	60%	70%	80%
Fine Moves	50%	60%	70%	80%

### What will we need to do?

### Who will lead it and who's involved? Who will monitor, how and when?

### Cost? And resource?

### What will it look like? And as a result...

Produce provision map that identifies how ALN pupils receive the required support.

ANCO will identify ALN pupils with Headteacher and assessment coordinator. Effective intervention is planned with staff. ALN governor to monitor the progress of pupils in intervention groups every 8 weeks and report to full governing body.

ANCO management time.

Provision map identifies which pupils are receiving support.

Clear records show pupil progress made through interventions

Implement clear processes of assessment and tracking for ALN pupils.

ANCO and LATDO will produce assessment and tracking sheets with intervention leaders. ALN governor to monitor the progress of pupils in intervention groups every 8 weeks and report to full governing body.

ANCO management time.

Clear assessment records that demonstrate pupil progress.

Clear records show progress made through interventions

Put intervention groups into practice for reading, writing, numeracy, social skills and emotional literacy.

ANCO will put intervention groups into practice with the support of staff. AN governor will monitor progress of pupils in intervention groups every 8 weeks and report to full governing body.

ANCO management time.

Regular intervention groups are timetabled for reading, writing, maths, social skills and emotional literacy. Clear records show pupil progress made through interventions.

Collate baseline assessments for all intervention groups.

ANCO will collate baselines onto SIMS with the support of intervention leaders.

ANCO management time.

Baseline data is clearly recorded. Pupils progress is tracked effectively to indicate rate

	AN governor will monitor progress of pupils against baselines.		of progress. Pupils with AN make expected progress from their starting points.
Ensure statement pupils are receiving statutory requirements.	ANCO and class teachers will create timetables that demonstrate that statutory requirements are fulfilled. AN governor to check timetables on a termly basis to ensure pupils are receiving correct support.	ANCO management time	Pupils with statutory assessment receive correct support. Clear records show the effectiveness of intervention.
Carry out annual reviews with a person centred approach.	ALNCO will carry out annual reviews with a person centred approach with the support of cluster ALNCOs. Headteacher to ensure statutory requirements are fulfilled.	ANCO management time.	Pupils are fully involved in their annual review. Pupils make at least expected progress against targets set at the review meeting.
Provide chronology for all ALN pupils.	ANCO with the headteacher and AN TDO will provide chronology for all ALN pupils. Once the system is set up the files will be self-explanatory. Termly, AN governor will check actions are addressed.	Day supply for ANCO £150 (EIG)	All ALN pupils will have appropriate chronology. All pupils needs have been addressed in a timely manner.
Ensure monitoring procedures for IEPs are robust and parents are consulted at least 3 times a year.	ANCO and Headteacher will carry out IEP monitoring termly to ensure that all procedures are in place. AN governor will monitor pupil progress against IEP targets.	ANCO management time	IEPs that are signed by parents. Pupils have SMART targets. Pupils make at least expected progress against their IEP targets.
Staff training – teaching pupils with S&L difficulties	Headteacher will provide training for all staff to ensure that they have a good understanding of S&L difficulties during the autumn term. SALT advisory team within LEA to support this training. AN governor will check staff training records to ensure staff have received training.	INSET day Resources approx £200 (EIG)	All staff have a good understanding of S&L difficulties and how best to support children.  Children with S&L difficulties make at least expected progress.
Staff training – teaching pupils with ASD	Headteacher will provide training for all staff to ensure that they have a good understanding of ASD during the autumn term. ASD advisory team within LEA to support this training. AN governor will check staff training records to ensure staff have received training.	INSET day Resources approx £200	All staff have a good understanding of ASD and how best to support.  Children with ASD make at least expected progress.
Staff training – Teaching pupils with behaviour & emotional difficulties.	Headteacher will provide training for all staff to ensure that they have a good understanding of behaviour emotional difficulties during the autumn term. Wellbeing team within LEA to support this training. AN governor will check staff training records to ensure staff have received training.	INSET day Resources approx £60	All staff have a good understanding of emotional difficulties and how best to support.  Children with emotional difficulties make at least expected progress.
Ensure that teachers are using the electronic tracking system to analyse class data (link to R7). Teachers	Assessment Coordinator alongside LA IT support will provide staff with training for electronic tracking	Depending on which route is taken. Allow £600 at this moment in time.	Staff have a good knowledge of individual pupil progress and highlight children that require

<p>will be able to highlight pupils that are a cause for concern and track ALN pupils progress.</p>	<p>system. Teachers will use the system to identify not making expected progress. ANCo, HT and deputy to monitor teachers analysis of data against pupil progress.</p>	<p>ALNCO management time.</p>	<p>intervention. Children that are a cause for concern make expected progress.</p>
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**R7 – Improve the effectiveness of leadership to ensure clear strategic direction and high expectations.**

	Where are we now?		What do we want to achieve?							
	Spring '17		Summer '17		Autumn '17		Spring '18		Summer '18	
<b>Pupils achieving expected level for age group as measured by teacher assessment and recorded on SIMS'</b>	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Rec (cohort'23)	26%	44%	33%	51%	41%	60%	48%	63%	56%	67%
Year 1 (cohort'22)	43%	52%	48%	56%	52%	61%	61%	65%	65%	70%
Year 2 (cohort'21)	55%	63%	63%	68%	68%	72%	77%	77%	82%	77%
Year 3 (cohort'20)	59%	55%	62%	59%	66%	62%	69%	66%	72%	69%
Year 4 (cohort'19)	50%	61%	54%	65%	57%	69%	61%	69%	69%	73%
Year 5 (cohort'18)	50%	58%	54%	62%	62%	67%	67%	70%	70%	75%
Year 6 (cohort'17)	72%	72%	80%	76%	NA	NA	NA	NA	NA	NA
<b>Attendance</b>	93.28%		93.8%		94%		94.5%		95%	
<b>No of pupils late for school.</b>	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	210	205	180	150	140	130	125	120	115	110

<b>What will we need to do?</b>	<b>Who will lead it and who's involved? Who will monitor what and when?</b>	<b>Cost? Or resource?</b>	<b>What will it look like? And as a result...?</b>
<b>Leadership</b>			
Second a headteacher to the school in the absence of the permanent headteacher.	The chair of governors will arrange the secondment with the director of education for Neath Port Talbot. Progress against the PIAP will be monitored by the challenge advisor and governors on a monthly basis.	Meetings with director of education and chair of governors.	Head teacher working closely with all stakeholders. School is stable and staff have clear direction.
Revisit school vision with parents, teachers, pupils and governors.	SMT and governors will revisit vision with all stakeholders. Governors will monitor its effectiveness against end of year progress and standards.	INSET day with stakeholders.	All stakeholders clear of the vision, plans and future agenda. School prospectus and newsletters reflect school vision.
Review job descriptions, roles and responsibilities within SMT.	SMT and governors to agree structure. Governors to hold leaders accountable for pupil progress on a	Termly governing body meetings with SMT.	Signed job descriptions. All leaders are aware of their responsibilities/roles.

Review job descriptions, roles and responsibilities within SMT.	SMT and governors to agree structure. Governors to hold leaders accountable for pupil progress on a termly basis.	Termly governing body meetings with SMT.	Signed job descriptions. All leaders are aware of their responsibilities/roles. SMT are able to evidence progress of pupils and provision for governors.
Review areas of responsibility within the school, ensuring all members of staff have a leadership element. e.g. areas of intervention, family liaison	SMT will ensure staff skills are utilised effectively. Line managers will monitor progress against pupil outcomes on a termly basis according to their area of responsibility.	3 SMT members to be released from class with leaders once a term. Supply costs £450 (SMT) + £900 (leaders) from EIG.	Leaders report impact of their area of responsibility to their line manager. Well organised staff files demonstrate clear pupil progress.
Involve stakeholder's voice in evaluations and action plans that feed directly into whole school self-evaluation.	SMT and governors will take account of minutes from stakeholders meetings to include in school plans. The challenge advisor will support and evaluate the effectiveness of school self-evaluation and development plans annually. Challenge advisor will support and monitor SDP progress termly.	4 days supply @ £150 = £600	Stakeholders are fully involved in school plans, monitoring progress and evaluation at pupil, key phase and whole school levels.
Identify needs and provide training needs of staff and Ensure all staff have opportunities to observe good practice in house and in other schools to develop their own skills needed for their role.	Performance management appraisers will identify training needs for staff with the challenge advisor.  Impact of the training will be monitored by appraisers during performance management review meetings. Termly, governors evaluate what training has taken place and how it has impacted on pupils progress. Governors evaluate budget spending against impact of training.	10 days' supply costs £1,500 (leadership project)	Training records identify what staff training has taken place. Quality of teaching improves over time.
Clear pupil tracking system to be organised that is manageable for teachers and purposeful for analysing school data. (link to R6)	Assessment coordinator will lead processes with the headteacher and the LA IT support officer. Governors will monitor the effectiveness of the system by asking staff to demonstrate their use of the program and how this helps them analyse their class data .	2 days supply costs for ARRCo. £300. Staff training session.	Electronic tracking system produces reports that indicate pupil progress for groups of learners. Staff analysis of data reports progress of all pupils.
Ensure all teachers have a secure, agreed understanding of pupil outcomes and levels for each strand of literacy and numeracy.	Assessment coordinator and LA officers will support teachers in assessing pupils work according to agreed criteria. Headteacher and challenge adviser will monitor teacher assessments termly. Governors will monitor progress against expected pupil outcomes and levels.	Staff training sessions	Evidence of pupils work that can be matched against teacher assessment. School staff are clear about how to assess pupils and plan for next steps.
Senior management team to meet annually to set realistic and aspirational pupil targets for the end of the academic year. (all cohorts) (links to R1, R2, R3, R6, R8)	Headteacher to agree whole school targets with challenge adviser. SMT and governors will monitor pupil progress against projections. (termly)	Data analysis day. SMT supply costs. 3 x £150 = £450 (EIG)	All pupils have end of year targets that are set for high expectations. Progress towards targets is tracked termly.
Timetable a rolling programme for policies to be reviewed with stakeholders.	SMT and governing body to identify what policies are required for review. The challenge adviser will monitor as to whether	Meeting with members of the governing body.	Up to date policies accepted by governing body and the timetable clearly indicates



Produce a termly calendar with senior leaders to ensure timescales are met for school improvement impact. (links to R8)	Chair of governors, headteacher and Estyn to agree PIAP. Governors and challenge adviser monitor progress of actions monthly.	Meetings with SMT, governors, challenge adviser.	Termly timetable visible for all staff and governors. Timeline matches PIAP and identifies progress.
<b>Governors</b>			
Devise a governor development plan to incorporate: - <ul style="list-style-type: none"> <li>- statutory requirements</li> <li>- roles and responsibilities</li> <li>- how to challenge leaders</li> <li>- terms of reference</li> <li>- governing body powers</li> <li>- head teacher powers</li> <li>- training</li> <li>- governor visits</li> <li>- holding leaders accountable</li> </ul> (link to R8)	Governors and headteacher to review the plan on a termly basis. LA to evaluate the effectiveness of the plan termly by tracking school progress, progress of groups of learners, ensuring the school is on track with their timescales according to the actions plotted against the calendar, and how well the school is monitoring the actions taken.	Sub committee and full governing body meetings.	Governor plan that is reviewed on a termly basis with full governing body. Minutes to meetings demonstrate how governors challenge the headteacher and SMT on progress.
<b>Partnership working</b>			
Invite parents into school at least twice a term to discuss pupil progress and school progress. (links to R1, R2, R6, R8)	Headteacher with SMT to plan parent consultations. Governors to check on termly diary dates. Assessment coordinator to monitor pupil progress against parental support, termly.	Parent meetings Management time.	Newsletters identify calendar dates. Pupil attendance is improving.
Establish clear means of communication with parents.	Headteacher and Chair of governors to communicate school activity and progress to parents at least once a month. Governors to monitor effectiveness of this communication termly.	Website subscription £500 (EIG) Report/newsletter writing time.	Comments / questionnaires evidence that many parents think communication is good. Pupil attendance is improving.
<b>Resource management</b>			
Review ALL staff job descriptions i.e. admin officer, caretaker, teaching assistants.	SMT and school bursar will ensure staff are clear of their roles and responsibilities. They will ensure they know what they are leading, who their line manager is, when and how they will keep records of pupil progress, and how they will report to SMT. Governors will evaluate by meeting with staff on how their role impacts on pupil progress .	Meetings with individual staff.	Signed job descriptions. Staff are clear about their roles and responsibilities. The school operates effective systems and processes that impact well on pupil progress.
Effective performance management to be in place with clear timescales and addresses professional development. (link to R9)	See R9 PIAP	See R9 PIAP	Performance management addresses professional development. Staff leadership skills are used effectively.

<b>Budget</b>			
Produce clear plans on how funding is allocated especially in relation to the pupil deprivation grant, i.e. how much, where the money is being spent, what are the expected outcomes for the pupils. (links to R8)	Headteacher, bursar and chair of governors present plan of spend and expected outcomes to governing body. Assessment coordinator and governors will monitor pupil progress against the plan termly. Vice chair will monitor spending according to the plan termly.	One day supply a term for assessment coordinator. £450 (EIG)	Reports presented to governors on a termly basis regarding all spending and the impact on pupil progress.
<b>Well being</b>			
Review behaviour policy with pupils, parents, staff and governors.	SMT to prepare policy with stakeholders voice. Governors to monitor effectiveness of policy annually by analysing incident logs.	Meetings with pupils parents and governors.	Effective behaviour policy adopted by governing body. Incidents of behaviour are reduced.
Review playtimes, equipment, supervision and risk assessments.	SMT to review organisation of school day and resources with pupils. Headteacher to review risk assessments with staff and LA H&S officer. Governors to monitor incident logs termly.	£800 resources Meetings with relevant personnel.	Risk assessments understood and signed by all staff. Improved behaviour at breaktimes.
<b>Attendance</b>			
Review attendance policy with stakeholders.	Policy to be reviewed annually and placed on school website. Attendance is monitored monthly by Headteacher, attendance governor and EWO.	Management time	Attendance policy adopted by governing body. Attendance is improved according to set targets.
Implement clear and consistent processes and procedures for addressing poor attendance and punctuality.	SMT, together with staff will agree on processes. EWO and attendance governor will monitor whole school and individual pupils attendance monthly.	Staff meeting. Management time	Clear procedures for addressing poor attendance and punctuality. Attendance and punctuality is improved according to set targets.



**R8 – Implement suitable monitoring, self-evaluation and improvement planning processes.**

**What are we aiming for?**

- A whole school self evaluation report that accurately reflects the current position of the school in terms of standards, provision and leadership, and prioritises areas for development based on pupil outcomes. The report to be approved by Estyn and the local authority.
- An agreed school improvement plan that is clear, explicit and focused on pupil progress, standards, provision and leadership and accepted by Estyn
- Monitoring reports that identify strengths and shortcomings robustly and there is clear evidence that leaders act upon findings.
- Estyn and the local authority judge the school as making expected or better than progress expected progress.

What will we need to do?	Who will lead it and who's involved? Who will monitor what and when?	Cost? Or resource?	What will it look like? And as a result...?
Establish a clear, concise and accurate whole school self-evaluation report that defines what the school needs to focus on to improve standards, provision and leadership.	Governors and SMT will involve all stakeholders in the school self evaluation. The challenge advisers will monitor the report in the autumn term to ensure it identifies effective school priorities.	INSET day with stakeholders. Leaders planning day = supply costs for four teachers for one day = £600 (Leadership project)	Clear school self evaluation that is understood by all stakeholders. An agreed school improvement plan that sets out clearly how standards will improve.
Undertake formal weekly SMT meetings with a clear agenda linked to the PIAP with actions clearly indicated in the minutes.	Headteacher with SMT will prepare a calendar that will dictate the focus for meetings. Governors and challenge adviser will monitor the progress against the actions on a monthly basis.	SMT meetings. Headteacher meetings with challenge adviser and governor. Governor termly meetings.	SMT minutes will provide evidence that there is a focus on the PIAP and progress matches well against the calendar. Governors report on progress at full governing body meetings.
Implement a clear and concise continuum for teachers to evaluate their own practice and set short term targets to improve the quality of their teaching.	The headteacher and the deputy will review the current teaching continuum with staff. Challenge advisors will monitor the quality of teaching on a termly basis by observing lesson one term and evaluating the schools lesson observation reports.	Teachers released from class to observe good practice. 8 teachers x 2 sessions. £1,200 (Leadership project)	Teachers are supported well and have identified areas of strengths and development. The quality of teaching is improving from adequate to good.
Set identified timescales for SMT to analyse pupil progress against baseline and projected levels in order to identify intervention requirements.	Headteacher and assessment coordinator will analyse data to report on progress. Data governor and challenge adviser will monitor pupil progress for each cohort termly.	Termly data meetings. Supply cost = 1 day per term. 2017/18 (remaining)= £300 2018/19 = £450 (EIG)	Clear report of pupil progress for all cohorts. Pupils making expected progress.
Pupil led evaluation and improvement plan that links with school's recommendations.	School council with governors will prepare plans that have measurable targets. School council will meet with governors and the Headteacher termly to demonstrate how actions have impacted on standards.	Whole school council day with governors. Identified group of pupils meeting with governors. Meetings with headteacher.	Pupil led development plan. Pupils are able to evidence what progress is made against each recommendation.
Implement a clear attendance policy that sets out how the school intends to improve attendance and punctuality.	The headteacher and EWO will set targets for attendance and punctuality as part of the policy. Attendance governor will monitor attendance and punctuality on a monthly basis.	Monthly meetings with EWO and attendance governor.	Clear policy that is published on the school website. Attendance and punctuality are improving.

<p>Establish clear monitoring programme and plot onto school calendar. Monitoring to include book scrutiny, learning walk, listening to learners, observations, teachers plans against books, books against assessment, skills development, data analysis.</p>	<p>Headteacher and SMT to prepare calendar for monitoring including what, who, when and why. Half termly, governors will ensure monitoring takes place and clearly identifies the strengths, shortcomings and actions to be taken.</p>	<p>Supply costs for leaders to be released from class to monitor. £750 per term. 2017/18 – £750</p>	<p>Monitoring timetable and reports. Reports identify progress pupils are making, the strengths and shortcomings in standards, provision and leadership, and actions to be taken next by whom and within given timescales.</p>
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**R9 - Ensure that performance management processes meet statutory requirements**

**What are we aiming for?**  
**Performance management targets that focus on raising pupil achievement.**

What will we need to do?	Who will lead it and who's involved? Who will monitor what and when?	Cost? Or resource?	What will it look like? And as a result...?
Senior management team to attend local authority training for performance management and the role of the appraiser.	Headteacher and challenge adviser will ensure SMT have necessary skills. Governors will ensure targets are linked to school improvement priorities.	Three teachers to attend training session organised by the LA. Cover = £225.	Training records and LA visit report. Staff targets are focused on improving pupil progress.
SMT meet to consider how teachers' targets will link to the PIAP and improve outcomes for pupils.	SMT will ensure all staff understand and agree on targets that meet the needs of the pupils in their class. Governors will monitor progress against targets by evaluating pupil progress.	SMT meetings	Teachers targets link effectively with the PIAP. Pupils make expected progress.
Ensure all staff are clear about the policy, purposes and processes of performance management.	Headteacher and SMT will ensure staff have a good understanding. Governors will monitor that statutory requirements are being met.	Staff meeting.	Statutory policy adopted by governors. All staff have targets that are linked to the school priorities. There is evidence to demonstrate that pupils are making identified progress.
Ensure teachers have identified time to meet with appraisers to:- <ul style="list-style-type: none"> <li>- Set targets</li> <li>- Mid cycle review meeting</li> <li>- Lesson observation</li> <li>- Review of targets</li> </ul>	Headteacher and governors to ensure that dates are set and meeting planned. Governors to monitor progress of pupils.	Headteacher meetings with governors.	Calendar highlights when meetings will take place. Staff are clear about how their target are linked to pupil progress. Pupils make expected progress.
Train governors on the performance management process to ensure that the headteacher's performance management targets link closely to Eastern's PIAP, and monitoring times are set against given timescales.	The local authority will arrange training for governors and assist in setting the headteacher targets. The chair of governors will monitor progress against the targets to ensure pupils make expected progress.	Training session for governors identified for performance management. Headteacher meetings with governors and challenge advisor to set targets. Headteacher meetings with chair of governors to review progress against targets.	Headteacher's performance management identifies how she intends to improve the school's performance. Estyn judgements identify that the school is making expected progress.
Establish an effective method of recording staff targets, required support, monitoring and evaluation.	SMT will create format with staff that is consistent for all. Challenge adviser will ensure that records fulfill statutory requirements.	Staff meetings.	Clear methods of recording that is understood by all. School records identify that performance management is impacting on pupil progress.

