



YSGOL GYNRADD

**ROGIET**

PRIMARY SCHOOL

**SCHOOL DEVELOPMENT PLAN**

2015/2016

‘Everybody Plays a Part’ – ‘Pawb yn Chwarae eu Ran’



Priority Number	Action	Success Criteria	Priority Rating	Status
1.	<b>Excellence in Teaching Framework</b> Continue to improve quality of teaching, increasing the number of lessons judged 'excellent.' Use of ETF for Monitoring of Lesson Observations, Learning Walks, Book Scrutiny and Planning Scrutiny	<ol style="list-style-type: none"> <li>1. Increasing number of lessons judged as 'excellent' in both teaching and provision/planning.</li> <li>2. All lesson observations, learning walks, book scrutiny and planning scrutiny carried out and evaluated using Excellence in Teaching Framework (ETF) online.</li> <li>3. All teachers and Senior managers using ETF standards to assess and monitor own progress and, Senior managers using these to record evaluations and signpost needed improvements.</li> <li>4. Senior managers using ETF to monitor and evaluate progress and identifying trends for school development planning.</li> </ol>	High	R
2.	<b>Writing</b> Raise standards in Writing across Foundation Phase and Key Stage 2, particularly at higher levels (Outcome 6/Level 5) and boys.	<ol style="list-style-type: none"> <li>1. All Key Stage 2 teachers trained in EAS 'Getting it Write' initiative and using in planning and teaching.</li> <li>2. All Foundation Phase teachers trained in EAS 'Lively Literacy' initiative and using in planning and teaching.</li> <li>3. Targeted pupils make increase in writing outcomes/levels as identified (in target setting 2015/16).</li> <li>4. A systematic spelling programme in place for all pupils in KS2 targeting common errors (following National Strategy Framework). All support staff aware of both initiatives so that learning can be supported effectively in all classes.</li> </ol>	High	R
3.	<b>Welsh Second Language</b> Maintain high standard of Welsh Second Language provision across both Key Stages. Share good practice across school (and other schools) to improve practice.	<ol style="list-style-type: none"> <li>1. New packs introduced and training attended by relevant staff.</li> <li>2. Methodology tracked and monitored across school.</li> <li>3. Oracy, Reading and Writing sampled and moderated across both Key Stages.</li> <li>4. In school and 'School to school' good practice sharing initiatives embedded into school practice.</li> </ol>	High	R
4.	<b>Literacy and Numeracy Framework (LNF)</b> Embed LNF into all planning, reporting and assessment procedures, including policy. Track individual ability/ understanding of all pupils against LNF and use tracking to identify targets for improvement.	<ol style="list-style-type: none"> <li>1. LNF evident in all planning (where appropriate) and evaluated.</li> <li>2. Pupils all tracked using AlfieSoft tracker and/or other method.</li> <li>3. All teachers using LNF tracking to plan next steps teaching.</li> <li>4. LNF correctly addressed in written reports to parents/carers.</li> <li>5. Teaching and Learning, Curriculum and Assessment, Recording and Reporting policies renewed and agreed by staff and Governors.</li> </ol>	High	R

5.	<b>Middle Leaders</b> Continue to develop the role of middle leaders across the school to ensure that there is distributed leadership across the school	<ol style="list-style-type: none"> <li>1. The Senior Leadership Team (SLT) will have set clear roles for each member and embedded a timetable of monitoring using ETF and other school priorities.</li> <li>2. The Deputy Head Teacher will continue to act as SENCO (covering Maternity Leave) and attend all applicable training/networking.</li> <li>3. Appropriate CPD will be accessed to support distributed leadership.</li> </ol>	High	A
6.	<b>ICT</b> Embed EAS ICT Skills Framework in all planning across Key Stage 2 and Foundation Phase. Implement strategies for inclusion of Digital Competency into teaching	<ol style="list-style-type: none"> <li>1. Teachers use the EAS ICT Skills Framework to plan and teach specific ICT skills across the curriculum in order to help learners achieve literacy and numeracy outcomes as identified within the LNF.</li> <li>2. Teachers focus on a specific aspect of the framework per half-term to ensure children are secure in their skills in order to apply these independently later in the year. Teachers identify skills taught in weekly planning which will be monitored on a half-termly basis.</li> <li>3. Monitoring of examples of work and 'listening to learner' sessions to ensure improving standards across both KS2 and Foundation Phase.</li> <li>4. Develop the role of Digital Leaders in KS2 to support staff and pupils in learning and applying ICT skills across the curriculum.</li> <li>5. Introduce the Coding Aspect of the Framework to teaching staff. Develop a Coding Week in which children can study the role of technology in the world and the future of technology. Celebrate Computer Science Education Week where each class can participate in an Hour of Code (<a href="https://hourofcode.com">https://hourofcode.com</a>)</li> </ol>	High	A
7.	<b>Science</b> Review Science planning, coverage and investigative teaching. Ensure consistent moderation of Science as a Core Subject.	<ol style="list-style-type: none"> <li>1. Science coverage and progression reviewed across Foundation Phase and Key Stage 2.</li> <li>2. Science monitored (2016/17) across Foundation Phase and Key Stage 2 in both teaching and planning, ensuring cross curricular/LNF links, wherever appropriate.</li> <li>3. Standards in Science monitored and moderated samples of work kept to show improving standards in both Foundation Phase and Key Stage 2.</li> </ol>	High	A
8.	<b>Wellbeing, including PDG pupils.</b> Pupils' learning supported using targeted intervention groups. Vulnerable pupil groups accessing additional support.	<ol style="list-style-type: none"> <li>1. All pupils set challenging targets and specific pupils identified for extra intervention.</li> <li>2. Literacy and Numeracy intervention groups (or individual support) in place for all identified pupils.</li> <li>3. Identified pupils progress tracked.</li> <li>4. Progress monitored on half termly basis.</li> <li>5. Vulnerable pupil register maintained and support identified and in place.</li> <li>6. External agencies providing support for specific vulnerable pupils/groups.</li> </ol>	High	R
9.	<b>Special Educational Needs</b> To review SEN procedures (including More Able and Talented) to ensure clear, consistent and effective approaches are in place.	<ol style="list-style-type: none"> <li>1. All levels of SEN provision reviewed across the school (SA to SAPRA/Statement and MAT). (2017/18)</li> <li>2. Individual Development Plans monitored for appropriate targets and progression across Foundation Phase and Key Stage 2.</li> <li>3. Provision for specific conditions (e.g. dyslexia, dyspraxia, ASD) reviewed with external agencies to ensure high quality of provision is being maintained</li> </ol>	Low (2017/18)	G
10.	<b>English/Literacy</b> Review of English/ Literacy across both Foundation Phase and Key Stage 2 to ensure coverage, progression and increasing achievement for pupils, including LNF coverage. To ensure increasing	<ol style="list-style-type: none"> <li>1. Coverage and progression reviewed across Foundation Phase and Key Stage 2, including LNF.</li> <li>2. English monitored (2017/18) across Foundation Phase and Key Stage 2 in both teaching and planning, ensuring cross curricular/LNF links, wherever appropriate.</li> </ol>	Low (2017/18)	A

	number of boys achieving higher level in writing.			
11.	<p><b>Maths/Numeracy</b> Review of Maths/ Numeracy across both Foundation Phase and Key Stage 2 to ensure coverage, progression and increasing achievement for pupils, including LNF coverage. To continue to raise number of pupils achieving Outcome 6/ Level 5.</p>	<p>1. Coverage and progression reviewed across Foundation Phase and Key Stage 2, including LNF. 2. Maths monitored (2017/18) across Foundation Phase and Key Stage 2 in both teaching and planning, ensuring cross curricular/LNF links, wherever appropriate.</p>	Low (2017/18)	A
12.	<p><b>More Able and Talented</b> To identify MAT Pupils and target groups for Additional support/ recognition. To celebrate MAT pupils who achieve well beyond academia.</p>	<p>1. MAT pupils per class identified - register created from audit. 2. Top 20% Literacy and Numeracy pupils per class identified. 3. Percentage of level 4 - 5/ Outcome 5 - 6 pupils raised. 4. Achievements beyond academia are recognised and celebrated.</p>	High	A

**PRIORITY ACTION  
SHEETS**

**Priority1 : To continue to improve the quality of teaching using the Excellence in Teaching Framework (ETF) KE LEAD**

- Target:**
- Continue to improve quality of teaching, increasing the number of lessons judged 'excellent'
  - Use of ETF for Monitoring of Lesson Observations, Learning Walks, Book Scrutiny and Planning Scrutiny
  - All planned Lesson Observations, Learning Walks, Book Scrutiny and Planning Scrutiny timetabled

**Success Criteria :**

1. Increasing number of lessons judged as 'excellent' in both teaching and provision/planning.
2. All lesson observations, learning walks (LW), book scrutiny (BS) and planning scrutiny (PS) carried out and evaluated using ETF online.
3. All teachers and Senior leaders using ETF standards to assess and monitor own progress and, Senior leaders using these to record evaluations and signpost needed improvements.
4. Senior leaders using ETF to monitor and evaluate progress and identifying trends for school development planning.

- Actions**
1. Draw up and agree timetable of areas for observation (and 'Elements' of ETF)
  2. Use electronic ETF system (firstly Head Teacher then Senior Leadership Team (SLT))
  3. Share 'Elements' and 'Grade Descriptors' of ETF with all relevant staff, and Governors (for information)
  4. Carry out Teaching Observations (and any timetabled LW, PS, BS) and record using online ETF. Consult and discuss with staff concerned.
  5. SLT carry out joint monitoring with Head Teacher (initially for LW, BS and PS)

**Resources**

1. ETF online system
2. Release Time

Milestones

All teachers receive two lesson observations, recorded using ETF by July 2016

Completed BS and PS in all Core subjects/Areas of learning (LLC/MD/PSD) by July 2016

External Support

EAS Challenge Advisor

Monmouthshire Association of Primary Schools (MAPS) colleagues

**Monitoring**

**Evaluation**

	Who	How	When	Who	How	When
1.	KE	Staff Meeting/s	Autumn Term 2015			
2.	KE	Online system training/EAS support	Autumn Term 2015			

3.	KE	Staff meeting	Autumn Term 2015			
4.	KE	Autumn and Spring Term lesson observations	By April 2016			
5.	SLT	Spring and Summer Term observations/scrutiny	By July 2016			

**Evaluation Summary**

**Priority 2 : To raise standards in Writing.**

**AP LEAD**

**Target:**

- Raise standards in Writing across Foundation Phase and Key Stage 2, particularly at higher levels (Outcome 6/Level 5) and boys.

**Success Criteria :**

1. All Key Stage 2 teachers trained in EAS 'Getting it Write' initiative and using in planning and teaching.
2. All Foundation Phase teachers trained in EAS 'Lively Literacy' initiative and using in planning and teaching.
3. Targeted pupils make increase in writing outcomes/levels as identified (in target setting 2015/16).
4. A systematic spelling programme in place for all pupils in KS2 targeting common errors (following National Strategy Framework). All support staff aware of initiatives so that learning can be supported effectively in all classes.

<p><b>Actions</b></p> <ol style="list-style-type: none"> <li>1. Key Stage 2 teachers to attend 2 and a half days training including trialling EAS unit and then preparing own planned units to share with other trainees.</li> <li>2. Foundation Phase teachers to attend 2 and a half days training including trialling EAS unit and then preparing own planned units to share with other trainees.</li> <li>3. Moderation/Standardisation of targeted pupils work to ensure improvements can be seen.</li> <li>4. All Key Stage 2 teachers to discuss and agree spelling strategy using National Strategy Framework Spelling Bank and grammar lessons. Teachers to assess improvements using single word spelling and spelling age tests and reassess at the end of the academic year. All strategies to be disseminated to support staff.</li> </ol>	<p><b>Resources</b></p> <ol style="list-style-type: none"> <li>1. EAS Courses and release time: £2,640 (from EIG)</li> <li>2. EAS Courses and release time: £1980 (from EIG)</li> <li>3. None</li> <li>3. None</li> </ol> <p><u>Milestones</u></p> <p>All courses attended by end of Spring Term 2016.</p> <p>Mod./Stand. to take place in Spring and Summer terms 2016.</p> <p>Spelling strategy to be in place by October 2015.</p> <p><u>External Support</u></p> <p>EAS Literacy Team</p>
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<b>Monitoring</b>				<b>Evaluation</b>		
	<b>Who</b>	<b>How</b>	<b>When</b>	<b>Who</b>	<b>How</b>	<b>When</b>
1.	All KS2 teachers, led by AP	Attendance at courses and completion of trialling units and developing own unit.	From Summer term 2015 to Spring Term 2016 (3 terms)			



2.	All FP teachers, supported by AP	Attendance at courses and completion of trialling units and developing own unit.	Autumn Term 2015			
3.	AP with all teachers	Staff meetings	Spring and Summer Terms 2015			
4.	AP with KS2 teachers	Staff meetings	September and October 2015			

**Evaluation Summary**

**Priority 3 : Maintain high standards of Welsh Second Language (WSL)**

**AC LEAD**

**Target:**

- . Maintain high standard of Welsh Second Language provision across both Key Stages. Share good practice across school (and other schools) to improve practice.

**Success Criteria :**

1. New packs introduced and training attended by relevant staff.
2. Methodology tracked and monitored across school.
3. Oracy, Reading and Writing sampled and moderated across both Key Stages.
4. In school and 'School to school' good practice sharing initiatives embedded into school practice.

**Actions**

1. Termly collection of Oracy, Reading and Writing samples to be moderated by all teaching staff. Complete annual book scrutiny with SLT.
2. Encourage conversational Welsh inside and outside of the classroom, and in a cross-curricular way, by use of 'pyramids' and previous language patterns learnt.
3. Launch of 'Criw Cymraeg' with members from every class (Reception from Summer Term) to set up WSL games for Foundation Phase and to teach them to pupils.
4. Three members of staff (LM, AC, AP) trained in new packs and using in class. AP to join EAS Year 5 PLC to trial pack and develop teaching resources. Staff to cascade training to other year groups (e.g. Y3 to Y4) as appropriate.
5. Methodology update training for staff as required (LM, CC).
6. WSL Coordinator to be part of EAS 'WSL Primary Triad Project' as a host school to support other schools teaching and learning and to develop consistent practice across own school.

**Resources**

- 1.
- 2.
- 3.
4. Release time and course costs (from Education Improvement Grant)
5. Release time and course costs (from Education Improvement Grant)
6. (Release time funded by EAS)

Milestones

- 1 – 5 completed/embedded by July 2016
6. Ongoing over two school years.

External Support

EAS training  
Petra Llewellyn and Sioned Harrold (EAS)

**Monitoring**

	<b>Who</b>	<b>How</b>	<b>When</b>
<b>1.</b>	AC/SLT	Staff and SLT meetings	Termly from December 2015

**Evaluation**

<b>Who</b>	<b>How</b>	<b>When</b>

2.	AC	Staff meetings and discussions with teachers and pupils	From September 2015			
3.	AC	Meeting with 'Cryw Cymraeg' every other week (extra-curricular) and in lesson support	From January 2016			
4.	LM/AC/AP	Training courses	September 15/October 15/from December 15			
5.	LM/CC	Training courses	September 15/November 15			
6.	AC	EAS School 2 School initiative as host school	From October 15			

**Evaluation Summary**

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**Priority 4 : Literacy and Numeracy Framework**

**KE/SLT LEAD**

**Target:**

- Embed LNF into all planning, reporting and assessment procedures, including policy.
- Track individual ability/understanding of all pupils against LNF and use tracking to identify targets for improvement.

**Success Criteria :**

1. LNF evident in all planning (where appropriate) and evaluated.
2. Pupils all tracked using AlfieSoft tracker and/or other method.
3. All teachers using LNF tracking to plan next steps teaching.
4. LNF correctly addressed in written reports to parents/carers.
5. Teaching and Learning, Curriculum and Assessment, Recording and Reporting policies renewed and agreed by staff and Governors.

**Actions**

1. All teachers to include LNF in written planning and evaluations, following staff meetings in 2014/15 to agree content.
2. Teacher to track pupils on AlfieSoft for Maths (LNF and TAPAS) and Literacy. Teachers to use INCERTS to track Foundation Phase Profile, Welsh SL, ICT and Science.
3. LNF tracker to be used in the following way: P (planned), T (taught), Yellow (understood/demonstrated ability), Green (competent understanding/usage) and Green Star (able to competently use in a cross-curricular situation).
4. LNF statements to be used in cross-curricular reporting in Annual Reports to Parents/Carers. Statements should include LNF reference and 'next steps.'
5. Policies to be renewed and accepted by all staff and Governors (possible Cluster link).

**Resources**

- 1.
2. AlfieSoft Tracker and INCERT tracker: approx. £1000 per annum
3. LNF tracker
- 4.
- 5.

Milestones

All embedded into practice by July 2016

External Support

EAS

MAPS/Cluster Heads

**Monitoring**

	<b>Who</b>	<b>How</b>	<b>When</b>
1.	All teachers	Teachers' planning and evaluations – Planning Scrutiny	From academic year 2014/15 ongoing
2.	All teachers	Use of two online trackers	From academic year 2014/15 ongoing

**Evaluation**

<b>Who</b>	<b>How</b>	<b>When</b>

3.	All teachers	AlfieSoft tracker	From April 2015 ongoing			
4.	All teachers	Annual written reports to Parents and Carers	From academic year 2013/14 ongoing			
5.	KE/SLT and Governors	Policy review via staff and Governor meetings	Spring Term 2016			

**Evaluation Summary**

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**Priority 5 : Enhancing the role of Middle Leaders**

**KE LEAD**

**Target:**

- Continue to develop the role of middle leaders across the school to ensure that there is distributed leadership across the school

**Success Criteria :**

1. The Senior Leadership Team (SLT) will have set clear roles for each member and embedded a timetable of monitoring using ETF and other school priorities.
2. The Deputy Head Teacher will continue to act as SENCO (covering Maternity Leave) and attend all applicable training/networking.
3. Appropriate CPD will be accessed to support distributed leadership.

<b>Actions</b>
<ol style="list-style-type: none"> <li>1. SLT to develop a plan of monitoring for Class Observations, Book Scrutiny, Learning Walks etc. to focus on school priorities. A lead for each area will be nominated and timetable implemented.</li> <li>2. RC to continue role of Acting SENCO until December 2015 and then to support EH on return to work. RC to attend MCC, EAS and cluster meetings, as appropriate, as well as working closely with parents/carers and other external agencies.</li> <li>3. KE to support Middle Leaders Professional Development by accessing training, networking or School to School practice sharing activities as appropriate. Training of significant areas for DHT (e.g. budget monitoring etc.) to be timetabled in line with Performance Management targets.</li> <li>4. SLT to have relevant training, and access to, the ETF online system to complete school improvement activities.</li> </ol>

<b>Resources</b>
<ol style="list-style-type: none"> <li>1. Non-contact release for SLT to allow for school improvement activities.</li> <li>2. Non-contact release for SENCO/s.</li> <li>3. Funding to be allocated, as appropriate, for training or networking events.</li> <li>4. Continued registration to ETF online system.</li> </ol> <p><u>Milestones</u></p> <p>Plan in place, and operational, by End of Autumn Term 2015</p> <p><u>External Support</u></p> <p>EAS Challenge Advisor – Maggie Turford</p> <p>EAS/MCC Networks</p>

**Monitoring**

**Evaluation**

	<b>Who</b>	<b>How</b>	<b>When</b>	<b>Who</b>	<b>How</b>	<b>When</b>
1.	SLT	SLT meetings	Autumn Term 2015			
2.	RC/EH	Discussions and meetings, including those with EAS, MCC and cluster (or other external agencies)	From Spring term 2015 (ongoing)			

3.	KE	Performance Management discussions with SLT and SLT meetings. Access to training events.	Ongoing			
4.	KE/SLT	Training with KE and/or ETF representatives.	January 2016			

**Evaluation Summary**

**Priority 6 : ICT – To embed Skills Framework and Digital Competency Strategies**

**AP LEAD**

**Target:**

- Embed EAS ICT Skills Framework in all planning across Key Stage 2 and Foundation Phase.
- Implement strategies for inclusion of Digital Competency into teaching

**Success Criteria :**

1. Teachers use the EAS ICT Skills Framework to plan and teach specific ICT skills across the curriculum in order to help learners achieve literacy and numeracy outcomes as identified within the LNF.
2. Teachers focus on a specific aspect of the framework per half-term to ensure children are secure in their skills in order to apply these independently later in the year. Teachers identify skills taught in weekly planning which will be monitored on a half-termly basis.
3. Monitoring of examples of work and ‘listening to learner’ sessions to ensure improving standards across both KS2 and Foundation Phase
4. Develop the role of Digital Leaders in KS2 to support staff and pupils in learning and applying ICT skills across the curriculum.
5. Introduce the Coding Aspect of the Framework to teaching staff. Develop a Coding Week in which children can study the role of technology in the world and the future of technology. Celebrate Computer Science Education Week where each class can participate in an Hour of Code (<https://hourofcode.com>)

**Actions**

1. Introduce framework to staff and develop a single ‘Strand’ per half term.
2. Teachers share planning to ensure coverage and detail of Framework planning. Sharing of Exemplar model (AP).
3. ICT Coordinator to carry out ‘listening to learners’ with support of Digital Leaders. ICT Coordinator and SLT to carry out ‘Book Scrutiny’ of examples of work (many to be stored electronically) related to ‘Strands.’
4. Elect Year 5 Digital Leaders (to join Year 6) and engage in activities across all classes. Develop their roles and arrange possible trip to see ‘digital business’ first hand.
5. Following staff meeting (led by AP and Digital Leaders), teachers to teach ‘Coding’ at appropriate levels for pupils. All staff to teach specific activity during school’s own ‘Coding’ week. Staff discussion and feedback.

**Resources**

1. Online Framework
- 2.
- 3.
4. Trip for Digital Leaders to ‘Digital’ business and/or computer manufacturers.
- 5.

Milestones

Ongoing

External Support

James Kent – EAS IT 21<sup>st</sup> Century team

**Monitoring**

**Evaluation**

	Who	How	When	Who	How	When
1.	AP	Staff meeting	September 2015			



2.	AP and teachers	AP to produce exemplar planning model lead staff meeting activities.	January 2015			
3.	AP and Digital Leaders	Digital Leaders and AP to carry out Listening to Learners survey and analyse results. AP and SLT to scrutinise samples of ICT work across school.	June 2015			
4.	AP	AP to elect from Year 5	November 2015			
5.	AP and Digital Leaders	Staff meeting to learn about Coding and establish 'Coding Week.'	Spring Term 2016			

**Evaluation Summary**

<b>Priority 7 : To fully review Science teaching and learning across both Key Stages</b>				<b>RC/EH LEAD</b>		
<b>Target:</b>						
<ul style="list-style-type: none"> <li>● Review FP and KS2 coverage</li> <li>● Consistent moderation of Science</li> <li>● Develop investigative Science with LNF focus</li> </ul>						
<b>Success Criteria :</b>						
<ul style="list-style-type: none"> <li>● Regular timetabled moderation of Science strands</li> <li>● termly investigations</li> <li>● Raised % level 4-5, Outcome 5-6</li> </ul>						
<b>Actions</b>				<b>Resources</b>		
<ol style="list-style-type: none"> <li>1. Review Science planning and links to Cornerstones</li> <li>2. Timetable moderation areas from termly investigations</li> <li>3. Implement progressive investigation format</li> <li>4. FP training</li> <li>5. Target and track identified pupils</li> </ol>				<ol style="list-style-type: none"> <li>1. Cornerstones planning</li> <li>2. Staff meetings</li> <li>3. Investigation formats</li> <li>4. £195 (Collective Learning FP course)</li> <li>5.</li> </ol>		
				<u>Milestones</u>		
				All completed by July 2017		
				<u>External Support</u>		
				Collective Learning		
				Cluster moderation arrangements		
<b>Monitoring</b>				<b>Evaluation</b>		
<b>1</b>	<b>Who</b> RC	<b>How</b> Staff audit of science coverage and links to cornerstones	<b>When</b> Autumn 2015	<b>Who</b>	<b>How</b>	<b>When</b>
<b>2</b>	RC	2 year rolling program targeting 14 strands broken into 6 terms	From Autumn 2015 for 6 terms			
<b>3</b>	RC/EH, KS2 Staff	Use of Investigation Formats (on shared drive)	From Autumn 2015			

4	Member of FP Staff	1 member of FP staff to attend and feedback to all staff	Nov 2015			
5	SLT	Pupils targeted, work moderated	Sept 2015 from Nov 2015			

**Evaluation Summary**

**Priority 8 : Wellbeing – including PDG pupils.**

**KE LEAD**

**Target:**

- Pupils' learning supported using targeted intervention groups.
- Vulnerable pupil groups accessing additional support.

**Success Criteria :**

1. All pupils set challenging targets and specific pupils identified for extra intervention.
2. Literacy and Numeracy intervention groups (or individual support) in place for all identified pupils.
3. Identified pupils progress tracked.
4. Progress monitored on half termly basis.
5. Vulnerable pupil register maintained and support identified and in place.
6. External agencies providing support for specific vulnerable pupils/groups.

**Actions**

1. Teachers to set challenging targets for all pupils across both Key Stages. KE to meet with all teachers to discuss. SLT to analyse target setting data and set local targets for acceptance by Governing Body. KE with liaison with Maggie Turford, EAS Challenge Advisor, to finalise targets. KE to discuss with teachers individual/groups of pupils who could be targeted for further intervention.
2. Literacy (e.g. Nessy, RWI, Project Code X) and Numeracy (e.g. Number Recovery, Springboard) intervention groups set up and IDPs for specific pupils set to focus on improvement for pupils.
3. Tracking system for pupils developed for regular monitoring.
4. KE and SLT to monitor progress of targeted pupils on half termly basis through Performance Management discussions, staff meetings and SLT meetings.
5. Staff meeting to update Vulnerable pupils register. Register to be amended as required throughout the academic year.
6. External agencies and parents/carers consulted (e.g. Educational Psychologist, School Health Nurse, Face 2 Face counselling service, Llamau) and support provided for individual pupils and/or families.

**Resources**

- 1.
2. Extra support staff for intervention programmes. Funding from SEN budget, PDG budget and main school IBS.
- 3.
- 4.
- 5.
6. SEN budget and PDG budget used to fund support where necessary.

Milestones

Target Setting completed by 30<sup>th</sup> September 2015.

Ongoing throughout year.

External Support

EAS Challenge Advisor – Maggie Turford

Also, see Action point 6

**Monitoring**

**Evaluation**

	<b>Who</b>	<b>How</b>	<b>When</b>	<b>Who</b>	<b>How</b>	<b>When</b>
1.	All teachers	Paired teacher target setting sessions (previous and current teacher), then discussions with KE, SLT and EAS CA.	July 2015 and September 2015			

2.	All teachers	Intervention groups and individual plans in place to support targeted pupils.	September/October 2015			
3.	SLT	Tracking system developed.	Autumn Term 2015			
4.	KE and SLT	Monitoring sessions – PM, staff meetings, SLT meetings	From Autumn Term 2015, ongoing			
5.	KE	Staff meetings	October 2015			
6.	RC/EH	Consultation with external agencies and parents/carers.	Ongoing			

**Evaluation Summary**

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<b>Priority 12: To review and update provision for More Able and Talented (MAT) pupils</b>				<b>RC/EH LEAD</b>		
<b>Target:</b>						
<ul style="list-style-type: none"> <li>● Identify MAT Pupils</li> <li>● Identify target groups</li> <li>● Celebrate MAT pupils beyond academia</li> </ul>						
<b>Success Criteria :</b>						
<ul style="list-style-type: none"> <li>● Audit to identify MAT per class - Register created from audit</li> <li>● Identify top 20% Literacy and Numeracy pupils per class</li> <li>● Raise percentage level 4 - 5, Outcome 5 - 6</li> <li>● Achievements beyond academia are recognised and celebrated</li> </ul>						
<b>Actions</b>				<b>Resources</b>		
<ol style="list-style-type: none"> <li>1. Staff Meeting to introduce and explain MAT</li> <li>2. Revise MAT Policy</li> <li>3. Audit of each class through Staff Meeting. Create a MAT register</li> <li>4. Target identified groups through e.g. Reading/Maths buddies, Intergenerational Book Club, Sports Ambassadors, School Newspaper etc</li> </ol>				<ol style="list-style-type: none"> <li>1. Staff Meeting</li> <li>2. Time</li> </ol>		
				<u>Milestones</u>		
				MAT Audit, Register and Policy in place by April 2016		
				<u>External Support</u>		
				MAPS		
<b>Monitoring</b>				<b>Evaluation</b>		
<b>1.</b>	<b>Who</b> RC	<b>How</b> Deliver plans at staff meeting.	<b>When</b> January 2016	<b>Who</b>	<b>How</b>	<b>When</b>
<b>2.</b>	RC/KE	Full review of MAT policy, consulting with all staff and Governors.	From January 2016			
<b>3.</b>	RC	Register to be completed at staff meeting, using data and other information, and fully annotated.	February 2016			

4.	RC and other staff	List of MAT activities to be compiled, and opportunities for other MAT activities, to be investigated and actioned.	From January 2016			
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**Evaluation Summary**