Barker's Lane Community School
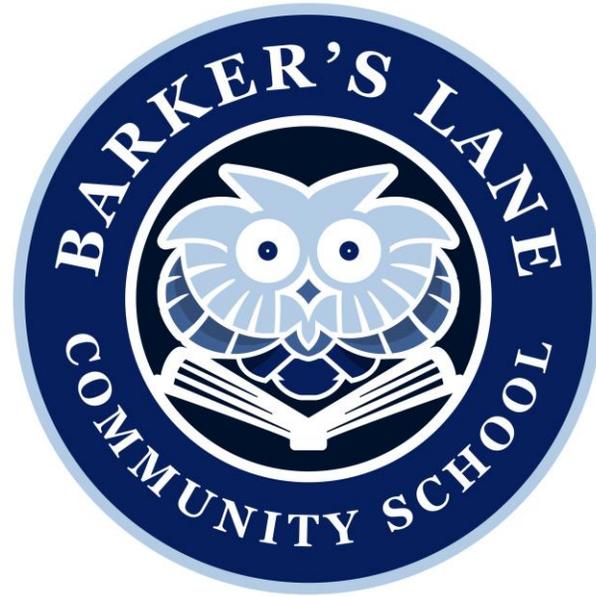
School Improvement Plan
2019 – 2022

'LEARN TOGETHER – Let's learn to enjoy, achieve, respect and nurture together'

Our Vision

Barker's Lane is a happy friendly school. High standards are achieved through taking care of each individual. We have high expectations for all pupils and ourselves. We work in partnership with parents to ensure the best possible education for every child. Our aim is to create a caring and secure environment where pupils enjoy learning, respect others, develop confidence and independence.

Working together we can support each other to create this culture and aspire to our shared school vision –

"LEARN TOGETHER – Let's learn to enjoy, achieve, respect and nurture together"

Our Aims & Values

At Barker's Lane Community Primary School we endeavour to:
- *create learning opportunities that engage and challenge children to maximise their learning potential;*
- *provide an environment that both inspires and stimulates the desire to learn;*
- *develop a relationship with parents, carers and the wider community, involving them in the learning process for the benefit of all children;*
- *foster and encourage positive attitudes in a happy, caring atmosphere, where children will become confident, develop a sense of self-worth and relate well to others;*
- *encourage children to think, make decisions and develop lifelong learning skills;*
- *empower children to be active citizens and to develop a global perspective, understanding the need for sustainable development and promoting a culture of respect for diversity.*

1. Establish consistency in good pedagogy and effective feedback to support pupils to improve*

Foundation Phase

❖ In Foundation Phase book scrutiny and discussions with the children demonstrate a positive impact on standards which are all good or better.

❖ Collaboration around 'real writing' has had a significant impact on standards across FP both in terms of pupil learning and staff professional knowledge.

❖ The balance of pupil led and adult led learning in FP is good and reflects children's interests, improving engagement and understanding

❖ Strengths identified were:

- *Nearly all children are writing in a wide variety of genre across the curriculum and have the opportunity to write at length by the end of FP.*
- *There is evidence in all areas of good or better progress over time.*
- *There is a broad range of work in topic with lots of examples of numeracy.*
- *Many tasks are imaginative and encourage creative thinking, particularly where the children are only given freedom for presentation or a scaffold rather than a prescriptive worksheet.*
- *Many children are responding effectively to feedback and there is lots of evidence of them improving their own work.*
- *The classroom environments both indoors and outdoors are well organised, stimulating and adapted to meet the needs of learners.*
- *Nearly all staff have reflected on training and support, alongside own knowledge and experience which is evident in the impact on pupils' writing particularly.*

Next steps for FP:

➢ *Continue to maintain a focus on developing literacy and numeracy opportunities across all areas of learning.*
➢ *Further develop opportunities for the children to respond to highlighted feedback where appropriate.*
➢ *In Early Years, make more effective use of digital evidence to explain the learning process / support formative assessment.*

Key Stage 2

❖ Book scrutiny and discussions with children and staff show the positive impact of strategies to improve pedagogy and provide effective feedback for pupils to improve.

❖ Standards in learning across KS2 are good or better in all classes and there is evidence of sustained progress over time.

❖ There is a consistent approach to providing feedback and the expectations of pupils to improve their work.

❖ *Strengths identified in monitoring:*

- *There are many examples of good independent work with wide range of extended writing in topic books.*
- *There is an increasing amount of numeracy being applied across the curriculum.*

- *Marking is focussed on 'steps to success' and consistent with the highlighting approach, with a good balance of excellent examples highlighted and green are areas to improve highlighted in orange.*
- *Nearly all responses from the children to feedback, are reflective and improve their work.*
- *Nearly all work is very well presented.*
- *There are a small number of examples where Seesaw has been used effectively to provide pre-learning support or recap methods, particularly in maths.*

<u>Next steps for KS2:</u>
- *Further opportunities for extended writing and numeracy in other areas of learning, particularly in lower KS2.*
- *Embedding a consistency to providing feedback whilst children are working and ensuring that this is acted up.*
- *Embedding 'pit-stops' to enable the children to reflect on and improve their work as it progresses.*

2. Review approach to learning and teaching to ensure four core purposes are focus for learning*

- ❖ Progress with this priority is closely linked to Priority 1
- ❖ Growth mindset much more embedded across school. Recent work on wellbeing / eco showed pupils across KS2 had a good understanding of learning powers and staff report this is more evident in classes.
- ❖ The work undertaken as part of a North Wales focus on assessment has had a very positive impact in KS2 alongside cluster work preparing for Curriculum 2022 and builds on effective practice in Foundation Phase.
- ❖ Wellbeing week was successful and linked with eco work, raising the profile of physical and emotional health alongside the importance of caring for the environment.
- ❖ Most classes are working on activities now which relate to the four core purposes, with examples of very good practice in various classes across school.
- ❖ Curriculum for Wales and ALN Reform updates provided for parents. Parental engagement across the school continues to be good.

3. Continue to improve use of Welsh language skills outside the classroom*

- ❖ Continues to be an area of priority. Small steps of progress made with increasing awareness of where Welsh can be easily used.
- ❖ Best practice observed where staff are consistently modelling language and have those expectations of the pupils.
- ❖ Criw Cymraeg take assembly each week and reinforce the patterns.
- ❖ Cymraeg is valued in school with many areas of the Cymraeg Campus addressed.
- ❖ There is a slight increased use of cymraeg in classes, however the impact on how well pupils use the language outside the classroom is inconsistent.

These priorities continue to incorporate the Post Inspection action Plan (PIAP)

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Key Priorities for 2019 – 2020

1. **To improve pupil independence to ask and answer questions using an increasing range of vocabulary and sentence patterns in cymraeg in a range of contexts.***

2. **Continue to embed high quality pedagogy across the school. including developing pupil response to feedback to help them understand their own learning and how to improve***

3. **Involve pupils fully in planning purposeful, authentic tasks across the four core purposes increasing independence in learning.**

4. **Improve pupil understanding and attitudes towards physical and emotional health to improve positive well-being.**

These priorities continue to incorporate the Post Inspection action Plan (PIAP)

Other Priorities for 2019-20

- Continue to monitor attendance of groups of pupils and leave of absence policy

- Ensure consistency in sound recognition and letter formation across FP

- Raise enthusiasm for reading for enjoyment

- Continue to work in cluster partnership to prepare for forthcoming changes to ALN

- Build capacity to become self-improving through school partnership programme

(Priorities may change following Self Evaluation cycle)

Three-year Outline Plan	2019-20	2020-21	2021-22
Standards	**To improve pupil independence to ask and answer questions using an increasing range of vocabulary and sentence patterns in cymraeg in a range of contexts.*** Continued focus on literacy, numeracy, digital competency and cymraeg (incorporated into priority 2 & 3)	Continued focus on literacy, numeracy, digital competency and cymraeg	Continued focus on literacy, numeracy, digital competency and cymraeg Monitor impact on any changes to ALN provision on standards.
Wellbeing	**Improve pupil understanding and attitudes towards physical and emotional health to improve positive well-being.** Continue to monitor attendance of groups of pupils and leave of absence policy.	Continue to monitor attendance Implement any change to provision for mental health support. Review Health, Hygiene & Fitness	Monitor impact of mental health training and focus on emotional resilience.
Teaching & Learning Experiences	**Continue to embed high quality pedagogy across the school. including developing pupil response to feedback to help them understand their own learning and how to improve*** **Involve pupils fully in planning purposeful, authentic tasks across the four core purposes increasing independence in learning.** Ensure consistency in sound recognition and letter formation across FP Raise enthusiasm for reading for enjoyment.	Continue to plan for the implementation of the revised curriculum. Continue to monitor implementation of DCF and application of skills. Review Welsh Language policy.	Implement revised curriculum.
Care, Support & Guidance	Continue to work in cluster partnership to prepare for forthcoming changes to ALN	Monitor progress further of ALN pupils	Make any changes to implement any revisions to Code of Practice Review spiritual, moral and cultural provision
Leadership & Management	Build capacity to become self-improving through school partnership programme	Planning for management of effective PPA in light of likely budget efficiency savings	Review vision and aims in line with national, local and school priorities Continue to extend collaboration with schools beyond the local area.

*Key Priorities

PRIORITY 1: To improve pupil independence to ask and answer questions using an increasing range of vocabulary and sentence patterns in cymraeg in a range of contexts.*

Success Criteria:	Year: 2019-20

Success Criteria:
- Nearly all pupils ask and answer questions using a progressive range of vocabulary and sentence patterns in and out of the classroom.
- Many pupils use an increasing range of incidental welsh language independently.
- Staff model target language and expectations consistently.
- Staff challenge every pupil appropriately to rise to expectations.
- School culture promotes a love of Welsh in the whole school community.

Year: 2019-20

Lead: LR, AW & LE

Monitoring / Evidence:
Listening to Learners
Book Scrutiny
Classroom Observations / Learning Walks
Pupil Progress Meetings

Specific Action / Task	Involves	Time Scale Complete By	Impact Monitor / Evaluation	Cost/ Resources
Welsh Ethos / Incidental Welsh				
• 'Gair yr wythnos' to be shared each week by Criw Cymraeg in assembly and displayed in each class / hall.	LR All staff	On-going		
• Criw Cymraeg to model language in classes to support correct pronunciation. All adults to model language and 'expect' pupils to use the language.	All staff	On-going		
• Criw Cymraeg to share language with parents / community on school website.	LR	Weekly		
• Staff to reflect on language used in classes to support SLT / GB monitoring.	All staff	Oct 19		
• Criw Cymraeg to work with URDD representative to identify current ideas to develop good attitudes to cymraeg. Follow this up by sharing ideas with classes.	LR	Nov 19		
• Work with the children to identify signs that would be helpful around school / outdoors.	LR	Nov 19		
• Identify a time for 'siarad cymraeg' across school / partner siarad e.g. Bl.1 & Bl.5; Bl.2 & Bl.6	All staff	Dec 19		
Helpwr Heddiw				
• All classes to share what practice they have in place for HH – timing / resources / structure / etc.	All staff	Nov 19		
• Contact Athrawes Bro for refresher.	LR	Nov 19		
• Discuss ideas in staff meeting and implement.	All staff	Dec 19		

Apps & Websites • Criw Cymraeg to discuss variety of websites/apps promoting welsh language led by teacher. Pupil voice in classes. • Criw Cymraeg to share apps with classes and teachers to plan to use these. • Pupils to prepare posters to promote welsh apps displayed around school. • Apps to be promoted to parents and for use outside school.	LR LR All staff LR LR	Jan 20 Jan 20 Feb 20 Feb 20		£200 PTA
Developing Reading • Audit current welsh reading resources and invest if appropriate in suitable reading books and magazines e.g Bore da. • All classes to have regular access to suitable welsh reading materials. • Key Stage 2 pupils to read simple stories to pupils in the Foundation Phase. • Introduce welsh guided reading materials during guided reading sessions when appropriate.	LR All staff All staff Y1-6	Dec 19 Jan 20 Feb 20 Feb 20		£300 PTA
Opportunities across the Curriculum • Each class to look for opportunities to practise target language in other curriculum areas e.g. P.E, when baking, games • Displays to include cymraeg vocab / phrases.	All staff All staff	On-going Dec 19 On-going		
Engaging Parents • Share information through SeeSaw and website. • Investigate ways of involving the children in recording language and modelling this. • Research and develop some 'parent friendly' resources and share at workshop/s.	All staff LR LR	Dec 19 Feb 20 April 20		

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PRIORITY 2: Continue to embed high quality pedagogy across the school. including developing pupil response to feedback to help them understand their own learning and how to improve*

Success Criteria:	Year: 2019-20

Success Criteria:	
• All teaching across the school is good or better.	**Lead: JT & DW**
• Most verbal and written feedback is reflected in improved standards of pupil learning.	**Monitoring / Evidence:**
• Most children are able to say what and how they are learning; and how they can improve this.	Listening to Learners
• Most pupils apply skills of the DCF in their work at an appropriate stage in their learning.	Book Scrutiny
	Classroom Observations / Learning Walks
	Pupil Progress Meetings

Specific Action / Task	Involves	Time Scale Complete By	Impact Monitor / Evaluation	Cost/ Resources
Learning Environment Foundation Phase • FP audit of progress with environment for independent learning in CP and EP. • Identify any areas of focus for improving challenge areas. • Focus on outdoor provision – Is the area best placed outdoor? Improve resources and look at examples of effective use of natural materials / loose parts. • Monitor progress through FP meetings.	NG,SW,CR KL,HR,EH GH,AJ JT,MOC	Oct 19 Nov 19 Nov 19 On-going On-going		
Key Stage 2 • Audit of learning environment for consistency and supporting independent learning. • Review working walls to ensure that they are current and have all of the 'tools' that the children need to follow up on verbal feedback or to seek support, including genre specific vocabulary, examples of WAGOLL. • Investigate further opportunities for outdoor learning in KS2.	CB. SWe DW, GG AW, RB LE, APk SC, FH	Oct 19 Nov 19 On-going Jan 20		

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Embed Principles of Effective Teaching
• Peer support / observations of colleagues to embed strategies:
  ○ Continue to monitor impact of learning partners
  ○ All lessons have non-specific LI and co-constructed Steps to Success
  ○ Range of effective open questioning
  ○ Pitstops – embed these to encourage self-reflection and focus on STS
  ○ WAGOLL / WABOLL used effectively
  ○ Mastery (Maths – Bar modelling; number sense; White Rose)
  ○ Balance of direct teaching / pupil led learning
  ○ Multi-sensory modelling
  ○ Flipped learning / pre-learning using SeeSaw
	All staff	Sept 19
		On-going
				£1000
				PRLG

Effective Feedback • Embed culture of improvement in each class. Highlighting in green for 'excellence' (two or three examples directly linked to STS) and in orange for improvement (focussed on what will make a difference to up-level work / up-skill child).	All staff	Sept 19 On-going		
• Nursery and Reception to review best use of Seesaw to provide feedback / evidence of learning <u>with</u> the children e.g. learning story to model language of learning	NG, SW, CR KL,HR,EH,FB	Nov 19 On-going		
• All Y1-6 staff ensure children use 'expected success criteria' as appropriate to check any written work in LLC/English and across the curriculum.	GH, AJ JT, MOC, CJ	Sept 19 On-going		£528 PRLG
• Ensure Reception to Y2 use coloured improvement pencil in response to prompts to identify where improvement is needed / direct verbal feedback.	Rec-Y6 staff	Sept 19 On-going		
• Y3-Y6 pupils to use 'purple polishing pen' to improve work during pitstops / reflection.	Y3-6 staff	Sept 19 On-going		
• Any written feedback to be direct and use 'imperative language' to sharpen focus and reduce workload.	All staff			
• Peer support / visit to another setting.	Target Staff	Nov 19		
Effective Self & Peer Assessment • In departments, review the self-assessment that is taking place.	All staff	Jan 20		
• KS2 to follow up on GC work from last year in ensuring children are independently using 'pit stops' to reflect and using the working walls to support improvement.	KS2 staff	Jan 20		
• Look at quality peer assessment – consider scripts / triads / ideas from SC & GC work last year.	KS2 staff	Feb 20		

Growth Mindset (linked to Priority 4) • Staff meeting to refresh and reminders about lessons. • Half termly focus to be identified for target language and 'seren yr wythnos' • Monitor through listening to learners .	All staff	Dec 19 On-going Jan 20		
Digital Skills • Review DCF for each year group and identify any learning gaps. • Plan to ensure long-term overview is clear and current. • Focus on digital citizenship (see Priority 4)	All staff	Feb 20 March 20 Jan 20		£4640 PTA
Tracking for All & Targeted Support Continue to monitor tracking system introduced last year closely across the school. Analyse together with PPM to identify necessary short / longer-term targeted intervention. Review support for L4/5 'cusp' children; continue focus on boys and FSM at higher levels pupils to reach potential with L4 LSAs. Review in PPM. Review targeted boost groups in FP; focus on FSM at higher levels to reach potential. Review in PPM.	CE KS2 FP	Oct 19 On-going		£10,225 EIG £7,000 PDG
Transition Continue to support shared pedagogy from Y6 to Y7. Identify key staff to observe teaching in Y7 at Rhosnesni. Identify focus MAT group in reading, maths and science. Target staff from high school to observe practice in Y6 primaries.	LE APk	Nov 19 Nov 19 June 20		

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PRIORITY 3: Involve pupils fully in planning purposeful, authentic tasks across the four core purposes increasing independence in learning.

Success Criteria:	Year: 2019-20
• All staff are aware of the four core purposes and teachers ensure that they are a focus for learning.	**Lead: GH, KL & CB**
• Most pupils display good attitudes to learning and are engaged in motivating, purposeful, authentic tasks.	**Monitoring / Evidence:** Listening to Learners
• In all classes there is an appropriate balance of teacher led and pupil led learning.	Book Scrutiny
• Many pupils work with increasing independence.	Classroom Observations / Learning Walks
• Most pupils apply literacy and numeracy skills across the curriculum.	Pupil Progress Meetings

Specific Action / Task	Involves	Time Scale Complete By	Impact Monitor / Evaluation	Cost/ Resources
Mantle of the Expert • Whole staff training • Staff to look at long-term overview of skills for each year group. • All staff to plan a Mantle in the first half term to trial with class. Engage pupils in planning ideas to take topic forward. • Monitor implementation. • Refine and involve pupils in planning next Mantle activity.	All staff Teachers SLT Staff	Sept 19 Sept 19 Oct 19 Nov 19 On-going		£800 PRLG
Pupil-Led Planning • Immersion days to support thinking / ideas • Individual research / 'pre-learning' questions • FP and KS2 to re-evaluate topics / themes to ensure interests of children are met and focus on fore core purposes. Involve pupils in this. • Share termly skills with the children to ensure that they understand focus – co-generate ideas and incorporate into planning. • Child –led planning sessions at start of half-term / theme; go back to these regularly and evaluate with the children. • FP staff to continue with pupil-led sessions for 'Enhanced Provision' (Challenge Planning).	All staff All staff Y1-6 Y1-6 N-Y2	Termly Termly Termly On-going On-going		£700 PRLG

'Real Writing' • Engage the children in looking for purposeful writing opportunities in all year groups. <u>Foundation Phase</u> • Embed strategies introduced in FP last year with opportunity to develop further using Hwb network as a support structure. • Ongoing review of strategies used across the department. <u>Transition – Year 3/4</u> • Build upon existing real writing skills • Introduce spelling strategies e.g. post-its • Focus on posture and physical aspects of writing • Introduce staff to real writing strategies and principles to develop further	All Staff FP Staff JT,CB,DW	On-going Sept 19 On-going Oct 19 Nov 19		£600 PRLG
'Real Numeracy' <u>Foundation Phase</u> • Establish strategies to develop the language of maths and its use across the curriculum • Develop thinking skills for maths in the context of the learning environment to include outdoors • To encourage resilience, cooperation and perseverance and so therefore can recognise the mathematician within themselves. • Introduce differentiated reasoning mats in Y2 to promote problem solving skills in an inclusive pupil led experience (book or topic related) • Develop outdoor activity mats which would be cross-curricular e.g., science, maths, knowledge and understanding, language, creative, Welsh and PSD · • Having introduced children to activity mats encourage them to plan and create their own learning opportunities • Work with Y3 to develop these further. <u>Key Stage 2</u> • Involve the children in identifying numeracy opportunities at the beginning of each half term. • Monitor numeracy in Science and Topic half termly to ensure broad opportunities and appropriate standards. Incorporate in display.	FP Staff JT, MOC JT,CB,SWe KS2 staff KS2 staff	Oct 19 On-going Jan 20 On-going March 20 Nov 19 On-going Dec 19 March 20		£1200 PRLG

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PRIORITY 4: Improve pupil understanding and attitudes towards physical and emotional health to improve positive well-being.

Success Criteria:	
• Most children can express how they are feeling and are confident in describing how to improve their wellbeing.	**Year: 2019-20**
	Lead: APk, NG & CE
• Positive relationships exist between all staff and pupils.	**Monitoring / Evidence:**
• Nearly all children make positive choices about their physical health and wellbeing.	Listening to Learners
	Classroom Observations / Learning Walks
• Many pupils are self-aware, are able to express their emotions appropriately and have empathy for others.	Pupil Progress Meetings

Specific Action / Task	Involves	Time Scale Complete By	Impact Monitor / Evaluation	Cost/ Resources
Five Ways to Wellbeing • Reminder of the 'five ways to wellbeing' – identify pupil ambassadors. • Work with School Council to focus on each of five ways e.g. giving • Breathing exercises • Growth mindset / positivity • Review whole school overview on ethos / learning / engagement of partners	CE All staff All staff CE	Nov 19 On-going On-going Jan 20		
Positive Relationships between Staff and Pupils • Whole staff De-escalation training • Continue with greetings / power of a smile • Staff well-being plan – review from last term.	All staff All staff All staff	Sept 19 On-going Nov 19		£250 PRLG
Positive Peer Relationships • CAMHS Friends programme – share resources / strategies in classes • Anti-Bullying – pupil questionnaires; posters; strengthening peer support • Implement Boxall Profile across school to identify target groups for support. • Continue to implement nurture support in target groups, focus on FSM and identified pupils to work together.	FH, HR CE LR, CE SC, FH	Jan 20 Nov 19		£6,050 PDG
Emotional Literacy • SAP training for additional two members of staff • Continue with Jigsaw programme • Review how emotional language taught in FP; develop long-term overview to support circle time	LR, SWe All staff FP staff	Oct 19 On-going Dec 19		£1000 PDG

Physical Health • All classes to introduce daily mile. • Sports captain training for Y6 pupils. • Reminders about healthy snacks – introduce fruit tuck shop. • Review provision for range of activities in P.E e.g. yoga, meditation, circuits, walking, sailing (RYA onboard scheme) • Hygiene (pupil input on toilets) and the importance of sleep	All staff APk, GG CE All staff NG, CE	Sept 19 Feb 20 On-going On-going Jan 20		
Real P.E • Staff training • Review on-line resources • Audit equipment • Implement across school. • Review FP P.E sessions. • Monitor implementation	All staff All staff GG All staff JT, CE APk, SLT	Sept 19 Oct 19 Oct 19 On-going Nov 19		£750 SDB £500 LA funded
Online Safety • Review E-Safety Policy. • Attend 'Keeping Learners Safe in a Digital World' conference • Parent and pupil consultation to support planning. • Work with Community and H&S Committee to look at digital citizenship from different viewpoint (Conference materials) • Parent 'online safety' workshop / presentation.	APk, CE APk APk, CE APk APk	Nov 19 Oct 19 Jan 20 Feb 20 Feb 20		£250 PRLG
Working with Partners • Share LA Wellbeing document with staff • NSPCC 'Speak Out, Stay Safe' • AmaSing – expressive arts • Share information through curriculum evenings and website. Keep class pages updated. • LAP / NAP session to continue in Summer Term.	CE CE LE, CE All staff NG, AJ	Nov 19 Oct 19 March 20 On-going June 20		

Other Priorities 2019-20

Targets	Specific Action / Task	Involves	Time Scale	Success Criteria	Impact Monitor / Evaluation	Cost/ Resource
Wellbeing						
Continue to monitor attendance of groups of pupils and leave of absence policy.	• Continue with termly summaries. • Reminders about term time leave. • Monitor pupil groupings termly.	CE SH DB	On-going	• Attendances remains consistently high for all pupils.		
Teaching & Learning Experiences						
Ensure consistency in sound recognition and letter formation across FP	• Review current practices across FP. • As a team develop a common set of instructions / guidance. • Monitor implementation and pupil progress through FP and Pupil Progress Meetings.	JT FP Staff	Sept 19 Sept 19 On-going	• Nearly all pupils make good progress with sound recognition. • Many pupils form letters accurately and clearly.		
Raise enthusiasm for reading for enjoyment.	• Involve pupils in auditing fictional texts and improve resources. • School Council to take views from peers and engage children in reading activities e.g. book hunt • Raise profile of rewards. • Engage Children's Laureate to work with pupils. • Bedtime Reading Day	LE, RB LE CE LE	Nov 19 Dec 19 Nov 19 Jan 20	• Many pupils enjoy reading or being read to. • Most pupils understand that reading can help them learn and develop imagination.		**£2000 PTA**
Care, Support & Guidance						
Continue to work in cluster partnership to prepare for forthcoming changes to ALN	• Appoint ALNCo from within SLT • ALNCo to attend new post training • Keep up to date with background reading / liaise with cluster lead, Inclusion Officer and lead teachers in LA. • Attend SENCO Forum and keep staff up to date. • Review how one-page profiles are used across the school. • Purchase Boxall Profile and implement to support target groups. • Audit universal provision within school and share strategies with staff.	CE/GB LR LR, CE LR, CE LR LR	Sept 19 Oct 19 On-going Termly Jan 19 Jan 19	• ALNCo, HT and staff aware of reform and up to date with changes. • On-page profiles inform learning and teaching. • Staff are clear about strategies which are 'universal provision'.		£150 SDB
Leadership & Management						
Build capacity to become self-improving through school partnership programme	• Identify schools partnership • SLT to attend SPP training • Review areas to develop using framework and share with GB; incorporate in SER • Self review team to conduct review at BL. • Staff to work with Improvement Facilitator • Implement strategies / plan • Review at 90 day check in • Support other schools to improve – learn from best practice observed during visits and share.	CE SLT SLT All staff All staff SLT SLT	Sept 19 Oct 19 Oct 19 Dec 19 Dec 19 March 20 March 20 On-going	• School partnership brings about improvement to identified area. • School partnership is sustained and supports elf-improvement amongst staff. • Leadership capacity is improved.		£2000 GwE funded

Monitoring the School Improvement Plan (supporting termly Performance Management & Pupil Progress Reviews)

	Autumn Term 19	Spring Term 20	Summer Term 20
Staff	**Listening to Learners** Response to Feedback	**Listening to Learners** Pupil-led Planning	**Listening to Learners** Self & Peer Assessment Wellbeing
	Peer Observations Effective Pedagogy	**Peer Observations** Effective Pedagogy / Mantle	**Peer Observations** Application of Digital Skills
	Learning Walks Cymraeg Learning Environment	**Learning Walks / Classroom Observations** Effective Pedagogy / Response to Feedback	**Learning Walks** Cymraeg
	Pupil Observations Wellbeing Walk	**Pupil Observations** Cymraeg	**Pupil Observations** Digital Citizenship
	Scrutiny of Pupil Work – Standards / Response to Feedback	**Scrutiny of Pupil Work** – Standards / Numeracy / Response to Feedback	**Scrutiny of pupil work** – Standards / Cymraeg / Response to Feedback
Governing Body	Review Link Governors / Committees	Monitor SIP through GB Meetings	Monitor SIP through GB Meetings
	Self Evaluation School Progress Data (Standards) **Classroom Visits / Learning Walk** Cymraeg Learning Environment	**Self Evaluation** Wellbeing Teaching & Learning Experiences Care, Support & Guidance **Classroom Visits** Wellbeing & Attitudes to Learning	**Self Evaluation** Leadership & Management **Listening to Learners** Wellbeing & Pupil Engagement Cymraeg

The School Improvement Plan will be monitored termly in line with the School Improvement Planning Cycle by the SLT, Staff, Governors and GwE.

Performance Management & Training

Targets are set early in the Autumn Term based on priorities identified in the SER. Whole school / team PM targets in 2019-20 are closely related to the SIP priorities of cymraeg, consistent effective pedagogy and the four core purposes. Staff members also identify personal targets.

2019-20 Professional Development / Training – based on Performance Management Objectives / School Improvement / Monitoring based on needs of the school and individuals

Our allocation of the Professional Learning Grant is £5,328 to support professional learning for teachers and teaching assistants to meet the demands of the national approach and Curriculum 2022.

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