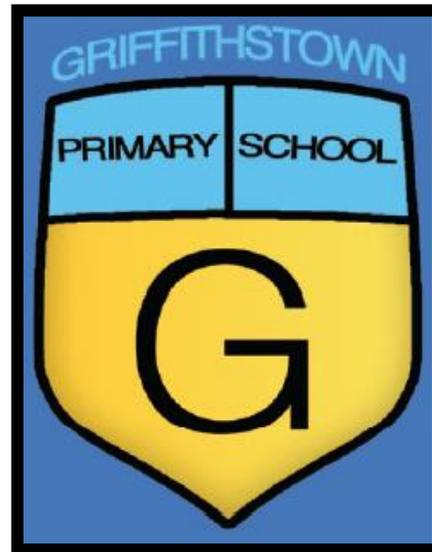


# Griffithstown Primary School

April 2019

## Post Inspection Action Plan



Inspire Challenge Achieve

Recommendation 1				
Address the issues of site safety identified at the time of the inspection				
Estyn Report: April 2019: see <a href="https://www.estyn.gov.wales/sites/default/files/documents/Griffithstown%20Primary.pdf">https://www.estyn.gov.wales/sites/default/files/documents/Griffithstown%20Primary.pdf</a>				
p8 '... the inspection team identified a few issues in the outdoor environment that may affect pupil wellbeing and brought these to the attention of school leaders.'				
National Mission: see <a href="https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf">https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf</a>				
We want: Inspirational leaders working collaboratively to raise standards				
Actions	Lead person/s	Monitoring	Outcome	Evidence
<p>Head and Deputy will complete reviewed Risk Assessments for the identified areas in consultation with the Health and Safety Governor and pupil voice and input from the LA:</p> <ul style="list-style-type: none"> <li>• Culvert</li> <li>• Pond</li> <li>• Jetty</li> <li>• Temporary fence</li> </ul> <p>These risk assessments were completed in spring 2019.</p> <p>Risk assessments will be reviewed and evaluated, and concerns addressed on:</p> <ul style="list-style-type: none"> <li>• 11.11.19</li> <li>• 5.3.20</li> <li>• 4.6.20</li> </ul> <p>Update premise manager training, and risk assessment training for head, deputy and caretaker – summer 2019</p> <p>School council to evaluate the identified areas for concerns and improvements each term.</p> <p>The caretaker completes daily checks to monitor and evaluate site safety.</p> <p>Caretaker will complete daily checks to ensure gate to jetty remains closed and locked.</p> <p>Head will provide regular updates to GB during the ½ termly meetings.</p> <p>SLT will ensure all staff, families, visitors and pupils are aware of these risk assessments, via, newsletters, twitter and website.</p> <p>In addition to risk assessments:</p> <ul style="list-style-type: none"> <li>• The culvert will be made safe with the installation of a grill over the brick work, in consultation with the LA - summer 2019</li> <li>• The fence will be removed and the area landscaped by the Chair of Governors – summer 2019</li> <li>• A staff duty rota will be implemented for the end of the school day, to ensure security for risk assessed areas, i.e. pond, fence, culvert – spring 2019.</li> </ul>	<p>Head, Deputy and link governor</p> <p><b>November:</b> initial FADE Review: 11<sup>th</sup> November 2019</p> <p><b>March:</b> second FADE Review: 5<sup>th</sup> March 2020</p> <p><b>June:</b> final review for inclusion in SER: 4<sup>th</sup> June 2020</p>	<p>Head and Deputy will review actions.</p> <p><b>Full Health and Safety Review on 4.6.20 will include:</b></p> <p><i>Analysis of all risk assessments and updates, Scrutiny of caretaker documentation, Site walk, pupil voice re: school council</i></p> <p><b>Participants will include:</b> Head SLT, Link Governors and pupils.</p>	<p>All H&amp;S concerns addressed.</p> <p>Risk assessments completed with contributions from all stakeholders.</p>	<p>Risk assessments</p> <p>Governors minutes</p> <p>The caretaker's H&amp;S daily checks are quality assured daily by his line manager. The caretaker's logs are reviewed every six weeks by the Head and Deputy.</p>

**RAG Rating**

**Summer 2019**

**Autumn 2019**

**Spring 2020**

**Summer 2020**

Red Amber Green

Red Amber Green

Red Amber Green

Red Amber Green

**Comment:**

Recommendation 2																																		
Improve standards of Welsh and ICT																																		
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p5 ‘... across the school, pupils do not develop their Welsh skills well enough. They are not able to sustain a simple conversation in Welsh, read simple texts or write at a suitable level.’																																		
p5 ‘... a minority of pupils are not confident to access their own accounts, store or retrieve their work independently. Their knowledge, understanding and confidence when using spreadsheets and databases are not developed strongly enough.’																																		
P7 ‘... teachers do not provide sufficient opportunities for pupils to develop a broad enough range of ICT skills. In addition, opportunities to develop Welsh language skills in formal teaching activities and informal situations do not develop systematically enough over time.’																																		
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We want to: Develop a high-quality education profession.																																		
Actions	Lead person/s	Monitoring	Outcome	Evidence																														
<p><b>(Aspect 1) writing and quality of coverage</b> Head and W2L coordinator will ensure training and support for all staff and monitor the quality of coverage regarding the Welsh Language Packs.</p> <p>Welsh lessons timetabled weekly with a written element – summer 2019</p> <p>W2L Coordinator will compare information from planning, pupils’ work and L2L with assessments on INCERTS.</p> <p><b>W2L INCERTS:</b> FP will complete the ‘FP’ tab, KS2 will complete the ‘NC’ tab.</p> <p><b>RAG Assessments:</b> W2L will be included in the RAG FP format from September 2019.</p> <p><b>Training: (Cost £1500)</b></p> <ul style="list-style-type: none"> <li>W2L Coordinator will attend ‘Barod’ training and cascade to all TAs and senior midday supervisors over 4 one hour sessions.</li> <li>Three teachers will attend one day observation workshops at LNS school in the summer ’19 term and have regular LNS support over the autumn ’19 term.</li> <li>All Y3,Y4, Y5 and Y6 teachers + both HLTAs to attend ‘Hwyl ac antur’ training in September ’19.</li> <li>Identified teachers in FP to attend ‘Hwyl ac antur’ training in October ’19.</li> </ul> <p>Sgriblio Wal developed in the Hall to promote quick bursts of writing – summer 2019</p>	<p>W2L Coordinator and Link Governor</p> <p><b>November:</b> initial FADE Review: 21<sup>st</sup> November 2019</p> <p><b>March:</b> second FADE Review: 19<sup>th</sup> March 2020</p> <p><b>May:</b> final review for inclusion in SER: 21<sup>st</sup> May 2020</p> <p><b><u>Analysis of all three aspects on one FADE</u></b></p> <ul style="list-style-type: none"> <li>writing/quality of coverage</li> <li>oracy/use of Welsh phrases</li> <li>opportunities to read fiction and non-fiction in Welsh</li> </ul>	<p>W2L Coordinator will review actions.</p> <p><b>Full Welsh Review on 21.5.20 will include:</b></p> <p><i>Analysis of Welsh data</i></p> <p><i>Scrutiny of planning, Impact of reading initiative, Pupils’ books/files of evidence – focus on reading and writing, Evaluation of oracy strategies, Listening to learners, Classroom observations, Learning walk</i></p> <p><b>Participants will include:</b> Head Welsh lead, Link Governors and pupils.</p>	<p>All monitoring shows teaching to have a high impact on learning by Summer 2019.</p> <p>Clear progression seen throughout the school in pupils’ Welsh oracy, reading and writing skills.</p> <p>School to achieve the Silver Award in Campus Cymraeg</p> <p>Develop role of Co-ordinator, SLT and GB so that they are confident in their role. Able to support staff to affect change and bring about increase in standards.</p> <p><i>All target setting data to be inputted in September 2019.</i></p> <table border="1"> <thead> <tr> <th colspan="3">Target Data for 2019 - 2020</th> </tr> <tr> <th colspan="3">Welsh 2<sup>nd</sup> Language Combined (O,R,W)</th> </tr> <tr> <th>YG</th> <th>Exp.</th> <th>Exp. +1</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td></td> <td></td> </tr> <tr> <td>Y5</td> <td></td> <td></td> </tr> <tr> <td>Y4</td> <td></td> <td></td> </tr> <tr> <td>Y3</td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td></td> <td></td> </tr> <tr> <td>Rec</td> <td></td> <td></td> </tr> </tbody> </table>	Target Data for 2019 - 2020			Welsh 2 <sup>nd</sup> Language Combined (O,R,W)			YG	Exp.	Exp. +1	Y6			Y5			Y4			Y3			Y2			Y1			Rec			<p>Training referenced in CPD files</p> <p>Pupils’ work</p> <p>Planning</p> <p>FADEs</p> <p>W2L INCERTS FADEs</p> <p>Data from Criw Cymraeg assessments. Quality assured data (completed by the head and the Welsh coordinator) about the findings of the Criw Cymraeg.</p>
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<p><b>(Aspect 2) use of Welsh phrases</b></p> <p>Develop the role of the Criw Cymraeg and a governor to monitor and evaluate use of Welsh phrases around the school – summer 2019</p>	<p>W2L Coordinator and Link Governor</p>	<p>W2L Coordinator will review actions.</p>	<p>Nearly all pupils will be able to sustain an age appropriate conversation in Welsh.</p>	<p>Pupils’ work</p> <p>Planning</p>																														

<p>15 minute daily sessions being undertaken by all teachers. Pupils encouraged and given opportunities to use Welsh outside the classroom and in cross curricular lessons – Tocyn Cymraeg. Repetition of sentence patterns by all staff in assembly, classrooms and around the school to promote pupil confidence. W2L Coordinator will ensure sample groups of pupils, in all year groups, will be assessed by a team including the Criw Cymraeg. The focus will be on key phrases and how well the pupils can sustain a simple conversation in Welsh. The pupils will be selected randomly from a list of pupils who are working above, within and below the expected level – summer 2019. W2L coordinator will compare the ORACY data of identified pupils with teacher assessments on INCERTS and challenge data as appropriate.</p>	<p><b>November:</b> initial FADE Review: 21<sup>st</sup> November 2019 <b>March:</b> second FADE Review: 19<sup>th</sup> March 2020 <b>May:</b> final review for inclusion in SER: 21<sup>st</sup> May 2020</p> <p><b><u>Analysis of all three aspects on one FADE</u></b></p> <ul style="list-style-type: none"> <li>• writing/quality of coverage</li> <li>• oracy/use of Welsh phrases</li> <li>• opportunities to read fiction and non-fiction in Welsh</li> </ul>	<p><b>Full Welsh Review on 21.5.20 will include:</b> <i>Analysis of Welsh data Scrutiny of planning, Impact of reading initiative, Pupils' books/files of evidence – focus on reading and writing, Evaluation of oracy strategies, Listening to learners, Classroom observations, Learning walk</i> <b>Participants will include:</b> <i>Head Welsh lead, Link Governors and pupils.</i></p>	<table border="1"> <thead> <tr> <th colspan="3">Target Data for 2019 - 2020</th> </tr> <tr> <th colspan="3">Welsh 2<sup>nd</sup> Language Oracy</th> </tr> <tr> <th>YG</th> <th>Exp.</th> <th>Exp. +1</th> </tr> </thead> <tbody> <tr><td>Y6</td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td></tr> <tr><td>Y1</td><td></td><td></td></tr> <tr><td>Rec</td><td></td><td></td></tr> </tbody> </table>	Target Data for 2019 - 2020			Welsh 2 <sup>nd</sup> Language Oracy			YG	Exp.	Exp. +1	Y6			Y5			Y4			Y3			Y2			Y1			Rec			<p>FADEs</p> <p>W2L INCERTS FADEs</p> <p>Data from Criw Cymraeg assessments. Quality assured data (completed by the head and the Welsh coordinator) about the findings of the Criw Cymraeg.</p>
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<p><b><u>(Aspect 3) opportunities to read fiction and non-fiction in Welsh</u></b> W2L coordinator will audit Welsh language reading materials in the summer term 2019 and ensure that all pupils have regular opportunities to read fiction and non-fiction in Welsh – from summer 2019. Baseline a sample of readers and upload video clips to Hwb – September 2019. New reading materials <b>(Cost: £1000)</b> Subscribe to Bore Da magazine for Y5 and Y6 – summer 2019 Welsh coordinator will facilitate opportunities for Criw Cymraeg to listen to pupils in FP – summer 2019. W2L reading will be incorporated into independent silent reading sessions, and a random sample of pupils will be selected to evaluate the development of skills – summer 2019. W2L coordinator will review the READING data on INCERTS each half term and challenge performance as appropriate.</p>	<p>W2L Coordinator and Link Governor</p> <p><b>November:</b> initial FADE Review: 21<sup>st</sup> November 2019 <b>March:</b> second FADE Review: 19<sup>th</sup> March 2020 <b>May:</b> final review for inclusion in SER: 21<sup>st</sup> May 2020</p> <p><b><u>Analysis of all three aspects on one FADE</u></b></p> <ul style="list-style-type: none"> <li>• writing/quality of coverage</li> </ul>	<p>W2L Coordinator will review actions.</p> <p><b>Full Welsh Review on 21.5.20 will include:</b> <i>Analysis of Welsh data Scrutiny of planning, Impact of reading initiative, Pupils' books/files of evidence – focus on reading and writing, Evaluation of oracy strategies, Listening to learners, Classroom observations,</i></p>	<p>Nearly all pupils will be able to select and read W2L text at an age appropriate level.</p> <table border="1"> <thead> <tr> <th colspan="3">Target Data for 2019 - 2020</th> </tr> <tr> <th colspan="3">Welsh 2<sup>nd</sup> Language Reading</th> </tr> <tr> <th>YG</th> <th>Exp.</th> <th>Exp. +1</th> </tr> </thead> <tbody> <tr><td>Y6</td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td></tr> <tr><td>Y1</td><td></td><td></td></tr> <tr><td>Rec</td><td></td><td></td></tr> </tbody> </table> <p>Progress towards targets will be assessed in termly RAG sheet commentaries completed by teachers and the SLT.</p>	Target Data for 2019 - 2020			Welsh 2 <sup>nd</sup> Language Reading			YG	Exp.	Exp. +1	Y6			Y5			Y4			Y3			Y2			Y1			Rec			<p>Audit/Orders</p> <p>Pupils' work</p> <p>Planning</p> <p>FADEs</p> <p>W2L INCERTS FADEs</p> <p>Reading response data completed by the Welsh coordinator</p>
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<p>All classes will plan for a W2L group guided reading week every term. W2L Coordinator and one KS2 member of staff to attend demonstration session in the LNS school – summer 2019.</p> <p>Welsh Coordinator will create a Welsh Standardised portfolio – from September 2019.</p> <p>Inclusion of W2L (oracy) in FP RAG assessments. In KS2 include oracy, reading and writing – September 2019.</p>	<ul style="list-style-type: none"> <li>• oracy/use of Welsh phrases</li> <li>• opportunities to read fiction and non-fiction in Welsh</li> </ul>	<p><i>Learning walk</i>  <b>Participants will include:</b> <i>Head Welsh lead, Link Governors and pupils.</i></p>	<p>Standardised portfolio of learners' work will support all staff in progressively developing Welsh skills across the school.</p>	
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<p>ICT/DCF  Audit and purchase ICT equipment (<b>Cost: £15000</b>).  Order placed for: 45 Chromebooks, 16 laptops and one interactive screen – in school from September 2019  Summer 2019 - Audit staff confidence in areas of ICT and provide in-house training opportunities – summer 2019  The ICT/DCF coordinator will ensure a sample of pupils, in all year groups, are monitored and evaluated termly – by the coordinator, 'Digital Leaders' and link governor. Pupils will be assessed against the strands within the ICT/DCF skills ladder and include the ability of pupils to access accounts and store and retrieve information – Summer 2019.  Teachers will maintain an up-to-date record of skill coverage on the ICT/DCF skills ladder – summer 2019  Work with cluster schools to identify best practice and how best to measure pupil progress throughout all age phases – September 2019  Staff meeting time set for regular moderation sessions to raise expectations and agree levels. Samples stored by ICT coordinator to begin generating an ICT profile for each year group to measure progress – September 2019  EAS Digital Lead to work with ICT coordinator planning ways to improve ICT across the school – summer 2019</p>	<p>ICT / DCF coordinator and Link Governor</p> <p><b>November:</b> initial FADE Review:  19<sup>th</sup> November 2019  <b>March:</b> second FADE Review:  17<sup>th</sup> March 2020  <b>May:</b> final review for inclusion in SER:  20<sup>st</sup> May 2020</p>	<p>ICT/DCF Coordinator will review actions.  <b>Full ICT/DCF Review on 4.6.20 will include:</b>  <i>Analysis of staff training, Analysis of skills coverage and pupils' work in books and stored electronically, Analysis of 'Digital Leader' review Scrutiny of portfolio, Analysis of work with other schools.</i>  <b>Participants will include:</b> <i>Head ICT/DCF coordinator, Link Governors and pupils.</i></p>	<p>Nearly all pupils will be able to demonstrate age appropriate skills on the ICT/DCF skills ladder.</p> <p>Progression of ICT and DCF skills will be evident in pupils' ICT folders and across the curriculum.</p>	<p>FADEs</p> <p>Audit/Orders</p> <p>An evaluation of the 'Digital Leaders' report completed by the ICT/DCF coordinator.</p>
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**RAG Rating**

Summer 2019			Autumn 2019			Spring 2020			Summer 2020		
Red	Amber	Green	Red	Amber	Green	Red	Amber	Green	Red	Amber	Green
<p><b>Comment:</b></p>											

Recommendation 3																																																																																																																		
Improve processes for identifying and supporting those pupils who need extra help to make effective progress, particularly in reading and writing																																																																																																																		
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p7 ‘... teacher’s evaluations are not always accurate enough and as a result, they do not identify well enough a minority of pupils who need extra help.’ p7 ‘... in foundation phase, teachers manage support for pupils within their class and this is not consistently effective in addressing these pupil’s needs.’ p7 ‘... (IDPs) do not always identify clearly enough what support pupils need or their targets for improvement. As a result these pupils do not always make strong enough progress.’																																																																																																																		
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<p>Head and ALNCO will evaluate and review our ALN / ‘Basic Skills’ practice. We will focus on:</p> <ul style="list-style-type: none"> <li>The ALNCO will support staff with the identification of ALN pupils and ensure that all IDPs clearly identify a pupil’s needs and their targets for improvement. ALNCO will complete termly review of IDPs; observe intervention and listen to learners – summer 2019</li> <li>The ALNCO will monitor the provision and evaluate impact against INCERTS data, RAG tracking data and Intervention specific data – summer 2019</li> <li>The ALNCO will evaluate and review the current Provision Map for ALN pupils. The Provision Map must identify the allocation of time and resources for each child’s targets and progress must be supported by data on INCERTS and evidenced in pupil’s books – summer 2019.</li> <li>Head and ALNCO will restructure TAs for Basic Skills pupils. The restructure will provide increased time for intervention opportunities in FP and KS2, focusing on: Reading, Writing, and Numeracy – September 2019 <ul style="list-style-type: none"> <li>KS2 Maths (TAPAS)</li> <li>KS2 Nesy (Reading and Writing)</li> <li>KS2 Catch Up Reading</li> <li>FP Number Recovery</li> </ul> </li> <li>ALNCO will complete a FADE to review/evaluate the progress of ALN pupils’ IDPs, and ‘*Basic Skills’ pupils. The focus will be intervention allocations, pupil’s books and INCERTS, and challenge performance as appropriate.</li> </ul> <p><i>*Basic Skills pupils are working below the expected level but not in receipt of IDPS</i></p> <ul style="list-style-type: none"> <li>Teacher planning evaluations will include specific reference to ALN pupils, to support IDP reviews and adaptations to intervention – summer 2019</li> </ul>	<p>ALNCO and link governor</p> <p><b>November:</b> initial FADE Review: 19<sup>th</sup> November 2019</p> <p><b>March:</b> second FADE Review: 17<sup>th</sup> March 2020</p> <p><b>May:</b> final review for inclusion in SER: 21<sup>st</sup> May 2020</p>	<p>ALNCO will review actions.</p> <p><b>Full ALNCO Review on 21.5.20 will include:</b></p> <p><i>Analysis of ALN and Basic Skills data, overview of analysis of IDPs, Scrutiny of teacher planning linked to IDPs and Basic Skills,, Pupils’ books/files of evidence, Listening to learners, Intervention observations,</i></p> <p><b>Participants will include:</b> Head, ALNCO, Link Governors and pupils.</p>	<p>All ALN pupils will have IDPs with clear targets, and support will be identified on the Provision Map.</p> <table border="1"> <thead> <tr> <th colspan="5">Target Data for 2019 - 2020</th> </tr> <tr> <th colspan="5">ALN pupils</th> </tr> <tr> <th>YG</th> <th colspan="4">Exp.</th> </tr> <tr> <th></th> <th>Read</th> <th>Write</th> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr><td>Y6</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y1</td><td></td><td></td><td></td><td></td></tr> <tr><td>Rec</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>All interventions for Basic Skills pupils will have set time frame and clear success criteria&gt; Most pupils will be working at expected level following intervention.</p> <table border="1"> <thead> <tr> <th colspan="5">Target Data for 2019 - 2020</th> </tr> <tr> <th colspan="5">Basic Skills pupils</th> </tr> <tr> <th>YG</th> <th colspan="4">Exp.</th> </tr> <tr> <th></th> <th>Read</th> <th>Write</th> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr><td>Y6</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y1</td><td></td><td></td><td></td><td></td></tr> <tr><td>Rec</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Target Data for 2019 - 2020					ALN pupils					YG	Exp.					Read	Write	Maths		Y6					Y5					Y4					Y3					Y2					Y1					Rec					Target Data for 2019 - 2020					Basic Skills pupils					YG	Exp.					Read	Write	Maths		Y6					Y5					Y4					Y3					Y2					Y1					Rec					<p>FADE</p> <p>Provision Map</p> <p>IDPs</p> <p>ALN Identification forms</p> <p>Intervention Specific data</p> <p>INCERTS – Literacy and Numeracy</p> <p>RAG Tracking data</p>
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**Summer 2019**

**Autumn 2019**

**Spring 2020**

**Summer 2020**

Red

Amber

Green

Red

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**Comment:**

Recommendation 4																																																																																																																				
Improve assessment processes and ensure that teachers use this information effectively to challenge and support all pupils																																																																																																																				
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p8 ‘... (teachers’) monitoring does not focus well enough on identifying standards achieved by individuals or groups of pupils.’																																																																																																																				
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We want: Robust assessment, evaluation and accountability arrangements supporting a self-improving system.																																																																																																																				
Actions	Lead person/s	Monitoring	Outcome	Evidence																																																																																																																
<p><b>Assessment</b></p> <p>All staff to be consulted in a review of the current Assessment Policy and MER Policy by the Deputy and SLT – summer 2019.</p> <p>Deputy will ensure adherence to dates for:</p> <ul style="list-style-type: none"> <li>• INCERTS updates</li> <li>• Analysis of test data</li> <li>• Completion of FADEs</li> </ul> <p>Deputy will ensure class teachers record formative assessment on INCERTS every half term and quality assure data entries – September 2019:</p> <ul style="list-style-type: none"> <li>• evaluate INCERTS data with pupil’s work and RAG assessments.</li> <li>• Liaise with ALNCO to evaluate the progress of groups of learners, e.g. FSM, ALN, Basic Skills and MAT to ensure that sufficient progress is achieved at expected and expected +1.</li> <li>• Review the commentaries on the RAG assessment to evaluate and challenge the performance of pupils who are not achieving the expected level.</li> <li>• liaise with line managers to compare INCERTS data with targeted data in PM documents, and challenge performance.</li> </ul> <p>MER Policy will specify dates for diagnostic analysis of National Tests and GL Assessments. – summer 2019</p> <p>Deputy will quality assure diagnostic analysis and impact on pupils – summer 2019.</p> <p>Deputy and SLT will ensure that <i>teachers’ planning</i> reflects findings of analysis – summer 2019.</p>	<p>Deputy, SLT and link governor.</p> <p><b>November:</b> initial FADE Review: 19<sup>th</sup> November 2019</p> <p><b>March:</b> second FADE Review: 18<sup>th</sup> March 2020</p> <p><b>May:</b> final review for inclusion in SER: 20<sup>st</sup> May 2020</p>	<p>Deputy will review actions.</p> <p><b>Full Assessment Review on 20.5.20 will include:</b></p> <p><i>Analysis of data which triangulates INCERTS, RAG assessments and pupils’ work – samples from top, middle and lower, Analysis of teachers’ planning linked to test data, analysis of self and peer assessment tool, pupils’ comments about the value of the assessment tool in their learning.</i></p> <p><b>Participants will include:</b> Head, Deputy, ALNCO, Link Governors and pupils.</p>	<p>Revised Assessment Policy and MER Policy.</p> <p>Improved identification of standards achieved by individuals or groups of pupils.</p> <table border="1"> <thead> <tr> <th colspan="4">Target Data for 2019 - 2020</th> </tr> <tr> <th colspan="4">CSI / FPI</th> </tr> <tr> <th>YG</th> <th>Exp.</th> <th colspan="2">Exp. +1</th> </tr> </thead> <tbody> <tr><td>Y6</td><td></td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td><td></td></tr> <tr><td>Y1</td><td></td><td></td><td></td></tr> <tr><td>Rec</td><td></td><td></td><td></td></tr> <tr> <th colspan="4">Target Data for 2019 - 2020</th> </tr> <tr> <th colspan="4">Free School Meals (*GT)</th> </tr> <tr> <th>YG</th> <th colspan="3">Expected</th> </tr> <tr> <td></td> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> <tr><td>Y6</td><td></td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td><td></td></tr> <tr><td>Y1</td><td></td><td></td><td></td></tr> <tr><td>Rec</td><td></td><td></td><td></td></tr> <tr> <th colspan="4">Target Data for 2019 - 2020</th> </tr> <tr> <th colspan="4">Free School Meals (*GT)</th> </tr> <tr> <th>YG</th> <th colspan="3">Expected +1</th> </tr> <tr> <td></td> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> <tr><td>Y6</td><td></td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td><td></td></tr> </tbody> </table>	Target Data for 2019 - 2020				CSI / FPI				YG	Exp.	Exp. +1		Y6				Y5				Y4				Y3				Y2				Y1				Rec				Target Data for 2019 - 2020				Free School Meals (*GT)				YG	Expected				Read	Write	Maths	Y6				Y5				Y4				Y3				Y2				Y1				Rec				Target Data for 2019 - 2020				Free School Meals (*GT)				YG	Expected +1				Read	Write	Maths	Y6				Y5				Y4				<p>Assessment Policy</p> <p>INCERTS</p> <p>RAG assessment data</p> <p>FADEs</p> <p>Performance Management documentation</p>
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<p>Consult and develop a new formative assessment 'tool' to be included in pupils' books, linked to success criteria. The tool will support pupils with assessing their own work and the work of others (self / peer assessment) – summer 2019.</p> <p><b>RAGs</b> RAG assessment data to include W2L oracy in FP to ensure that data can be compared with INCERTS. In KS2, W2L oracy, reading and writing to be included – September 2019. Amend the RAG key to identify Basic Skills / ALN pupils. The RAG data will show more clearly, those children who are on track to meet their targets, and those on track to meet the expected level – summer 2019.</p>			<table border="1" data-bbox="1507 97 1892 215"> <tr><td>Y3</td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td><td></td></tr> <tr><td>Y1</td><td></td><td></td><td></td></tr> <tr><td>Rec</td><td></td><td></td><td></td></tr> </table> <p><b>*GT = Gypsy Traveller</b></p> <p>Nearly all pupils will be able to assess their own/others work and respond to identified improvements.</p> <p>RAG assessments developments will improve challenge for Basic Skills and ALN pupils.</p>	Y3				Y2				Y1				Rec				
Y3																				
Y2																				
Y1																				
Rec																				

**RAG Rating**

<b>Summer 2019</b>			<b>Autumn 2019</b>			<b>Spring 2020</b>			<b>Summer 2020</b>		
Red	Amber	Green									

**Comment:**

Recommendation 5				
Ensure that improvement processes focus rigorously on evaluating and improving pupils' standards and progress				
Estyn Report: April 2019: see <a href="https://www.estyn.gov.wales/sites/default/files/documents/Griffithstown%20Primary.pdf">https://www.estyn.gov.wales/sites/default/files/documents/Griffithstown%20Primary.pdf</a>				
p9 '...the school's self-evaluation processes do not support the school in identifying important issues that need improvement, for example improving the standards of pupils who are less able or need support.'				
p9 '... school's self-evaluation processes do not always link clearly enough to improvement strategies.'				
p 9 '... governors' roles in challenging the school about pupil standards and progress are limited.'				
National Mission: see <a href="https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf">https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf</a>				
We want: Inspirational leaders working collaboratively to raise standards				
Actions	Lead person/s	Monitoring	Outcome	Evidence
<p>See R4 for the review the Assessment policy and MER policy.</p> <p>Head and SLT will ensure FADE evaluations and 'Full Reviews' inform the SER and SDP on the impact of initiatives and identify areas for improvement. Reviews will detail outcomes re: pupils' standards and progress, and ensure that SLT facilitate necessary actions and interventions for individuals, groups of pupils and cohorts – from November 2019.</p> <p>Head and SLT will review the cycle for FADEs and ensure that all stakeholders have opportunities to contribute to final reviews and school evaluation/development – from November 2019</p> <p>Head and Deputy will complete further INCERTS training to develop understanding of all features of the software. Decide which additional features to adopt and present to staff – summer 2019.</p> <p>FADE documents must contain standards linked to ongoing school practice/policy or the impact of innovation. FADE assessments must include accurate data, that triangulates information held on INCERTS, RAG assessments and in pupils' books – from November 2019</p> <p>Governors will attend data training sessions to support their scrutiny of school standards – re: LA and EAS training schedule.</p> <p>Assessment Review to be completed by 4<sup>th</sup> June 2020  SER to be completed by 18<sup>th</sup> June 2020  SDP to be completed by 2<sup>nd</sup> July 2020</p>	<p>Head, SLT and link governor</p> <p><b>November:</b> initial FADE Review: 5<sup>th</sup> December 2019</p> <p><b>March:</b> second FADE Review: 23<sup>rd</sup> April 2020</p> <p><b>June:</b> final review for inclusion in SER: 4<sup>th</sup> June 2020</p>	<p>Head will review actions.</p> <p><b>Full Assessment Review on 4.6.20 will include:</b></p> <p><i>Analysis of completed FADE cycle, Analysis of standards – test data and teacher assessments, Identification of strengths and areas for development for inclusion in the SER.</i></p> <p><b>Participants will include:</b> Head, SLT, Link Governors and pupils.</p>	<p>All staff are confident to assess pupil's progress, monitor and review their areas of responsibility.</p> <p>All leaders communicate high expectations for securing improvement for all pupils and challenge staff positively to good effect.</p> <p>All leaders evaluate the impact of action plans and interventions appropriately.</p> <p>Identification and provision for more able and vulnerable pupils is robust and monitored appropriately.</p> <p>Governors will effectively challenge the school about pupil standards and progress.</p>	<p>FADEs SER SDP</p> <p>Relevant data:</p> <ul style="list-style-type: none"> <li>• INCERTS</li> <li>• RAG Tracking data</li> <li>• Pupils books</li> <li>• Planning</li> <li>• Vulnerable groups data</li> </ul> <p>Governor minutes</p>

**RAG Rating**

**Summer 2019**

**Autumn 2019**

**Spring 2020**

**Summer 2020**

Red

Amber

Green

Red

Amber

Green

Red

Amber

Green

Red

Amber

Green

**Comment:**