

Griffithstown Primary School



UNCRC Article 28 – The right to an education.

UNCRC Article 29 – The right to an education which develops my personality, respect for others' rights and the environment.

School Development Plan

2018/19

INSPIRE CHALLENGE ACHIEVE
YSBRYDOLI HERIO CYFLAWNI

<u>GOVERNOR Meeting Dates for 2018/19</u>	<u>INSET Days for 2018/2019</u>
• Monday 24 th September 2018 (AGM)	• Welsh – 1 st October
• Monday 26 th November 2018	• ICT/Safeguarding360/STEM – 28 th January 2019
• Monday 21 st January 2019	• UN Rights and GL Assessment – 22 nd February 2019
• Monday 11 th March 2019	• Standardisation and Target Setting – 19 th July 2019
• Monday 13 th May 2019	<u>TWILIGHT SESSIONS for 2018/19 (3.45pm – 5.45pm)</u>
• Monday 1st July 2019	• Mindfulness – 27 th September 2018
	• Healthy Schools – 6 th November 2018
	• ACE – 18 th October 2018

GRANTS for 2018/19

- **Pupil Deprivation Grant (PDG): £60950** (Staff salaries)
- **PDG – Early Years:** Staff salaries
- **Education Improvement Grant (EIG): £138,489** (Staff salaries) £11,367 available spend remaining

Data: Predicted Outcomes/Levels - see the end of the document.

Roles: see the end of the document

Strand 1:
To develop Welsh 2nd Language (Cymraeg Campus) skills across the school and wider community.

Estyn Recommendation 3: Improve pupils' ability to apply their numeracy skills across the curriculum in the Foundation Phase.

National Mission Statement: Developing a high-quality education profession.

Actions	Lead person/s	Monitoring	Outcome	Evidence
<p>Donna Hall to develop and lead on Cymraeg Campus and complete an action plan to incorporate all aspects of Welsh 2nd Language - ½ day per week non-contact.</p> <p>WAP to include:</p> <ul style="list-style-type: none"> All classrooms must have a Wal Cymraeg, instead of a Bocs Bendigedig. The Wal is to be used to present and develop the taught language pattern along with key vocabulary. Development of Criw Cymraeg – the Criw will promote Welsh and ensure all aspects of Cymraeg Camus are being addressed. Cymraeg Camus display in hall and classrooms. Develop SeeSaw to enable pupils and parent to record out of school activity. Develop joint initiatives with Ysgol Panteg, e.g. pen pals in Y5 and Y6, opportunities for the Criw Cymraeg/School Council of both schools to deliver assemblies, and develop joint sports' clubs. <p>The action plan will reference expectations regarding how we promote Welsh media and Welsh language at home and in the wider community.</p> <p>All teacher in Y2 – Y6 classes will attend training at LNS Welsh 2nd Language school during November '18 and March '19</p>	<p>Donna Hall to develop and monitor a Welsh Action Plan</p> <p>Dates (see DH Action Plan)</p>	<p>To ensure that your plan is impactful, please make sure that you identify in the Welsh Action Plan, what and when you plan to FADE.</p> <p>Brief termly report to the headteacher based on the findings from FADE reports.</p> <p>Donna to make a 10 minute presentation to Governing Body on 11.03.19</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Pupils will use appropriate 2nd language Welsh to converse with staff and peers.</p> <p>Teachers will make Welsh language a noticeable component of all taught lessons.</p> <p>Teachers upskilled in delivering the Welsh 2nd Lang. curriculum</p>	<p>Welsh Action Plan</p> <p>Welsh Termly Reports</p> <p>FADE reports</p> <p>Displays</p> <p>SeeSaw files of pupils' work at home</p> <p>Hwb files of pupils' assemblies</p> <p>After School Club Registers</p> <p>Language skills of pupils and staff in around the school (Listening 2 Learners)</p>
<p>Develop the quality of literacy and numeracy skills in pupils' Welsh books and Welsh displays.</p> <p>Joseph Blackmore (Maths Coordinator) will monitor the standards of numeracy and Donna will monitor literacy. NOTE: Donna will provide input on maths in Foundation Phase</p>	<p>Donna Hall (Welsh Coordinator) and Joseph Blackmore (Maths Coordinator – complete this task during the weekly ½ day non-contact sessions) to complete termly monitoring activities for LNF skills in Welsh books.</p>	<p>Donna and Joseph to complete termly reports to the head.</p>	<p>Diverse opportunities to use literacy and numeracy skills will impact on outcomes in national tests.</p>	<p>Welsh Termly Reports + <u>Joseph's comments regarding the quality of numeracy in Welsh</u></p>

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	Reference in the Welsh Action Plan.			
Incidental Welsh language pocket books for all teaching staff £200 (School Fund) Staff must wear or ensure they have easy and working access to the pocket books to ensure that they are using Welsh language frequently.	Donna Hall will introduce key terms each week in staff meetings and assemblies to ensure that the meaning and pronunciation is accurate. Include in the WAP September 2018	Donna Hall will report outcomes to the head each half term.	Teachers will make Welsh language a noticeable component of all taught lessons.	Welsh Termly Reports
Welsh Pack Training Courses and Supply Costs £2500 (EIG) Donna will skill swap and teach Welsh in Y6.	Donna Hall to identify the training needs and – a rolling programme over two years. Record in the WAP so that we know who has been trained and when. November 2018 and March 2019	Donna Hall will report outcomes to the head each half term.	Staff trained to deliver the packs. Training courses to be accessed where available, alternatively talk to Donna Hall about issues that emerge in the year group pack.	Welsh Termly Reports

Strand 2:
To develop new approaches to assessment, self-evaluation and performance management.
















1. Introduction of the ETLF to support school improvement focusing on Literacy and numeracy provision across school
2. Complete the SLO questionnaire and complete identified areas of improvement
3. Purchase assessment tools to enable staff to effectively assess pupils

Estyn Recommendation 5: Embed appropriate performance management arrangements for teaching staff
Estyn Recommendation 1: Improve the standards achieved by pupils entitled to free school meals and pupils who are more able
Estyn Recommendation 7: Use the outcomes of effective self-evaluation to ensure a clear focus for school improvement.

National Mission Statement: Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

Actions	Lead person/s	Monitoring	Outcome	Evidence
Observations during 2017/18 identified that teachers need to make connections during lessons, e.g. teachers must refer to growth mindset, use learning pits, refer to spelling board in all lessons, use TAPAS boards when discussing numeracy aspects of topic work. Initiatives must not sit in isolation.	Mrs Linton and Mrs Witherall to monitor and support at intervals during the year. Please include this in your Phase Leader Action Plan	Termly feedback to headteacher. Kelly and Phillipa to make a 10 minute presentation to Governing Body about	Cross-curricular whole school consistent approach. Pupils will make connections across subjects.	Listening to learners completed by phase leaders. The children need to recognise that TAPAS and spelling boards

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<p>All teachers are responsible for organising their classroom to enable easy access to all teaching resources.</p>	<p>Mrs Linton (FP Leader) and Mrs Witherall (KS2 Leader) - ½ day non-contact per week.</p>	<p>Phase Leader actions on: 21.1.19 13.5.19</p>		<p>etc. are used meaningfully and with impact in all subject areas. Phase Leader Action Plan termly reports</p>						
<p>Joined handwriting in FP is developing but needs to be embedded. All pupils Nursery – Year 2 need a ‘Have a Go’ book and individual cursive joined letters need to be visible around FP.</p>	<p>Philippa Linton to inform, support and monitor the FP Team. Include in PLAP. Dates (see PL Action Plan)</p>	<p>Mr Blackburn complete a learning walk with Mrs Linton, regarding the Have a Go books and displayed handwriting style, at the end of the Autumn term and again prior to the end of year.</p>	<p>All pupils in FP to recognise and have age appropriate accuracy in writing letters with appropriate joins.</p>	<p>Books and displays. Phase Leader Action Plan termly reports</p>						
<p>Share ETLF document with the staff, making links between performance management and the new standards document.</p> <p>Miss Phillips and Miss Thomas will lead a staff meeting to discuss their knowledge and understanding of the new professional standards from their year as NQTs.</p> <table border="1" data-bbox="91 783 891 1050"> <tr> <td data-bbox="91 783 356 919">  The ELTF Complete Document Section 1 </td> <td data-bbox="356 783 620 919">  The ELTF Complete Document Section 2 </td> <td data-bbox="620 783 891 919">  The ELTF Complete Document Section 3 </td> </tr> <tr> <td data-bbox="91 919 356 1050">  The ELTF Complete Document Section 4 </td> <td data-bbox="356 919 620 1050">  The ELTF Complete Document Section 5 </td> <td data-bbox="620 919 891 1050"></td> </tr> </table>	 The ELTF Complete Document Section 1	 The ELTF Complete Document Section 2	 The ELTF Complete Document Section 3	 The ELTF Complete Document Section 4	 The ELTF Complete Document Section 5		<p>Head and leadership team to share in staff meeting.</p> <p>Introduce Autumn 2018</p>	<p>Performance management documents are monitored and reviewed by the headteacher.</p>	<p>All staff have targets that link to the SDP and are supported to meet the requirements of the new professional standards document.</p>	<p>Performance management documents.</p>
 The ELTF Complete Document Section 1	 The ELTF Complete Document Section 2	 The ELTF Complete Document Section 3								
 The ELTF Complete Document Section 4	 The ELTF Complete Document Section 5									
<p>During the autumn term the staff must complete the Schools as Learning Organisations (SLO) questionnaire. The results will be used to inform an action plan that will be completed during the course of the year.</p>	<p>Head will explain and facilitate the completion of the questionnaire. The leadership team will develop an action plan based on the outcomes of the questionnaire. Await document from EAS</p>	<p>Headteacher will share the process and be challenged on the action plan and outcomes by the governing body.</p>	<p>Resolve any issues regarding communication, inclusion, support that may have been identified in the process</p>	<p>Schools as Learning Organisations (SLO) Action plan. Performance management. Staff wellbeing and wellness.</p>						
<p>Assessment: Maintain electronic systems which enable teachers to assess and plan. The ALFIE contract is obsolete and so school will</p>	<p>Joseph Blackmore will timetable dates for GLA</p>	<p>Joseph will report teacher actions to the</p>	<p>Targeted planning for all learners is the</p>	<p>Assessments Planning</p>						

N Blackburn

INSPIRE CHALLENGE ACHIEVE

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<p>purchase assessment tools to identify areas of individual development:</p> <ul style="list-style-type: none"> • GL Assessment 'Complete Digital Solution' £3000 (EIG). This assessment package offers a range of tests including CATs, PASS and a replacement for ALFIE. Staff will have training in Autumn term. • Renew INCERTS £1200 (EIG). • This will enable us to monitor and develop interventions for all pupils with particular focus on FSM, MAT, LAC and Traveller pupils <p>Sam Hawksworth (SENCo) will introduce new Individual Development Plans (IDPs) for pupils with learning and behavioural needs – to replace IEPs and IBPs. Sam will also ensure that all teachers have delivered content and classrooms have updated Autistic Aware displays.</p>	<p>Maths to be completed – based on the ALFIE schedule. Ian Pembrey, Rebecca Thomas and Jo Crane-Brown will identify and organise when CATs will be completed by Y4 pupils. Mrs Witherall will identify and organise when PASS will be completed. Include in the Phase Leader action plan. Dates (see KW Action Plan)</p> <p>INCERTS completed by class teachers and monitored by Cerian Pugh. Sam will monitor IDP reviews (autumn/spring/summer or as appropriate) and arrange/attend meetings, e.g. transition from Tafarn Newydd and PCPs etc. (On going)</p>	<p>headteacher each term. Ian/Rebecca/Jo will share outcomes with headteacher and the year 5 teachers. This data must be used to inform target setting. Kelly will report teacher actions to the headteacher each term. Termly data reported to the head and the senior challenge advisor for Torfaen via EASi data questionnaire.</p> <p>SENCo termly report to headteacher. Sam to make a 10 minute presentation to Governing Body about SENCo actions on: 21.1.19 13.5.19</p>	<p>outcome of effective assessment.</p>	<p>Books Pupil and teacher comments SENCo file</p>
<p>Supply cover linked to training or moderation costs for curriculum development. £3000 (EIG). General Resources £600 (EIG)</p>	<p>Staff to liaise with headteacher and office to book appropriate supply. <u>Autumn term – meetings take place at 2.00pm – 4.00pm.</u> English-10/12/18 Maths- 4/12/18 Science-21/11/18 Welsh-12/12/18 <u>Spring term – meetings take place at 2.00pm – 4.00pm</u> English- 31/1/19</p>	<p>Staff to feedback outcomes of training in staff meetings and performance management meetings.</p>	<p>Non-contact will link with and secure outcomes for the school improvement priorities.</p>	<p>Supply spreadsheets Purchase orders</p>

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	Maths- 19/2/19 Science- 13/2/19 Welsh- 6/3/19 Summer term – meetings take place at: English-22/5/19 – 8.30am – 3.00pm Maths-23/5/19 – 8.30am – 1.00pm Science-16/5/19 – 8.30am – 1.00pm Welsh-15/5/19 – 8.30am – 3.00pm			
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Strand 3:
To develop new and existing initiatives for health and wellbeing.

1. Develop Rights Respecting School initiative
2. Healthy Schools (including new whole school Sex and Relationship aspect),
3. Links with NHS re: Dementia Awareness
4. Mental Health Awareness: DEAL (Delivering Emotional Awareness and Listening) initiative and related reading material, e.g. 'Scrambled Eggs'
5. Development of the outdoor environment

Estyn Recommendation 4: Improve attendance
Estyn Recommendation 6: Develop the level of challenge provided by the governing body
Estyn Recommendation 2: Develop pupils' extended writing skills

National Mission Statement: Strong and inclusive schools committed to excellence, equity and well-being.

<u>Actions</u>	<u>Lead person/s</u>	<u>Monitoring</u>	<u>Outcome</u>	<u>Evidence</u>
Develop Rights Respecting School initiative. Charlotte Kembrey to develop and lead our Rights Respecting School Action Plan - ½ day per week non-contact . <ul style="list-style-type: none"> • All policies and practices will be reviewed with reference to the Convention. • All FP classes will send a book home each week with one pupil to record what they have done. The family must say how each activity links to one of the UN Rights, e.g. At the weekend we went to the Harvester (Article 24 – right to food and water) • Introduce school 'teddy bears' to all year groups. Teddies will go home with pupils, who must work with parents or independently to complete a piece of extended writing with photographs about what they have done and how their 	Charlotte will lead all aspects and ensure that the initiative has a high profile in classrooms and the main hall. Dates (see CK Action Plan)	Termly report to the headteacher. Charlotte to make a 10 minute presentation to Governing Body about RRS and ACE/Emotional Check-Ins and DEAL on 11.03.19	Ethical, informed citizens who are ready to be citizens of Wales and the world. UN Convention to be understood by staff, pupils and the community. Pupils to recognise comparisons between life in Wales and other parts of the	Rights Respecting School Action Plan Rights Respecting School Termly Reports The plan, and report should include appropriate references to ACE, emotional/behavioural check-ins and DEAL.

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<p>activities link with the UNCRC document, e.g. we went shopping and I bought a new pair of trousers (Article 27)</p> <ul style="list-style-type: none"> We will work with Hendredenny Park Primary, enabling them to secure Gold, while they support us through the Bronze Award. 			<p>world. Positive understand of self and others will impact on attendance (target 94.8%)</p> <p>Writing skills developed through the use of the home/school teddy bear</p>	
<p>Begin Phase 6 of Healthy Schools. Ian Pembrey to develop and lead our SEAL, Healthy Schools, and Eco Schools Action Plan - ½ day per week non-contact. A necessary resource is a sex and relationships electronic resources for FP and KS2 called 'SENSE-Keeping Safe and Growing Up'. £245.12 (EIG) Renew the school's commitment to SEAL</p> <ul style="list-style-type: none"> Display in hall and in classrooms. Portfolio of activities to be managed by Ian Pembrey. Half termly assemblies to reflect and celebrate the SEAL topic. 	<p>Ian will lead all aspects and ensure that the initiative has a high profile in classrooms and the main hall.</p> <p>All teachers must teacher 'sex and relationships' (Ian has been trained and so will inform teachers about age appropriate content etc.)</p> <p>Dates (see IP Action Plan)</p>	<p>Ian to make a 10 minute presentation to Governing Body on 26.11.18</p> <p>Governors will be linked to all sub plans linked to maths, STEM, RRS, Healthy Schools, Cymraeg campus etc.</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</p> <p>Pupils' wellbeing and mental health will continue to be developed.</p> <p>Governors will have good understanding of initiatives and provide appropriate challenge.</p>	<p>SEAL, Healthy Schools, and Eco Schools Action Plan</p> <p>SEAL, Healthy Schools, and Eco Schools Termly Reports.</p> <p>AOLE FADE sheets and reports</p>
<p>Charlotte Kembrey is the Adverse Childhood Experience (ACE) Lead for the cluster:</p> <ul style="list-style-type: none"> Present initial ACE training across all five schools. <p>Charlotte will continue to:</p> <ul style="list-style-type: none"> Provide emotional/behaviour check-ins for all identified pupils. <p>Charlotte will lead the DEAL initiative:</p> <ul style="list-style-type: none"> An upper junior initiative that discusses perceptions of self and suicide. This will be based on the advice of professionals – guidance from Lynne Neagle AM and health professionals. 	<p>Charlotte Kembrey and Ian Pembrey will identify which aspects need to be included in the SEAL, Healthy Schools, and Eco Schools Action Plan</p> <p>Dates (see CK Action Plan)</p>	<p>Charlotte to make a 10 minute presentation to Governing Body about RRS and ACE/Emotional Check-Ins and DEAL on 11.03.19</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</p> <p>Pupils' wellbeing and mental health will continue to be developed, linking closely with the</p>	<p>See - Rights Respecting School Action Plan and Reports</p>

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<p>Cerian Pugh and Charlotte Kembrey will develop and enhance Dementia awareness across school</p> <ul style="list-style-type: none"> All FP classes to look at the book 'The Elephant Who Forgot' to promote acceptance and understanding of dementia. As members of a steering group led by Ffrind I Mi, we will be key participants in an Intergenerational Conference called 'Building Bridges across the Generations' 28.6.18 Embed links between school (incorporate Y3/4 into aspects, e.g. Shimmer my Zimmer) and Panteg Hospital, Rowan House and Woffington House, initiatives include: <ul style="list-style-type: none"> Penpals Weekly trips Digital Heroes Dementia Aware Week in last week of May Shimmer my Zimmer 	<p>Cerian and Charlotte will support and monitor that all actions are completed/ongoing and discuss developments with staff.</p> <p>On-going initiative</p>	<p>Cerian and Charlotte attends all meetings and will report to governors about developments and outcomes each term.</p>	<p>SEAL curriculum.</p> <p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>This initiative will continue to impact on the wellbeing of pupils and it will continue to give opportunities to explore future career pathways.</p>	<p>Displays Letters Twitter content</p>
<p>Development of outdoor environment:</p> <ul style="list-style-type: none"> Staff to ensure that the pond, canal jetty and the outdoor classroom are incorporated into topics, e.g. science/maths enquiry or stimulus for creative writing. Ian and the headteacher will continue to meet with Hinterlands Wales and Growing Spaces to access grants and planning permission to develop a large allotment on the school premises. We anticipate developments starting in the Spring Term. Produce will be used to inform children about healthy diet, finances, packaging and business. 	<p>Phase leaders Kelly and Phillipa will monitor the use of the pond and jetty and include details in the Phase Leader Termly Report</p> <p>Dates (see PL and KW Action Plan)</p> <p>Ian and Nick will continue to meet with Hinterlands and Growing Spaces over the autumn term</p>	<p>Kelly and Phillipa to include details in their 10 minute presentation to Governing Body on: 21.1.19 13.5.19</p> <p>Headteacher will feedback to governors about developments in the Spring term.</p>	<p>Enterprising, creative contributors who are ready to play a full part in life and work.</p> <p>The developing outdoor area provides lots of real life opportunities to develop literacy, numeracy, STEAM and wellbeing skills.</p>	<p>Planning. Phase Leader Termly Reports.</p>

Strand 4:


To develop initiatives linked to the requirements of the new curriculum:

- Embed AOLE Teams and review our approach to the Four Core Purposes - *The headteacher is the Professional Learning Lead and has attended the Regional Curriculum Reform Support Programme – check that the EAS has inputted £5800 into school budget.*
- Lead Creative Schools – Phase 2

3. Lead Network School (LNS) for Science, Technology, Engineering, Art and Maths (STEAM), and Lead Network School for Maths
4. Digital Competence Framework
5. Develop Erasmus initiative

Estyn Recommendation 3: Improve pupils' ability to apply their numeracy skills across the curriculum in the Foundation Phase.

National Mission Statement: Inspirational leaders working collaboratively to raise standards.

Actions	Lead person/s	Monitoring	Outcome	Evidence
<p>AOLE Teams will meet during staff meeting time to complete book looks, planning scrutiny, learning walks and listening to learner activities.</p>	<p>Teams complete FADE reports that are shared with colleagues via the Hwb shared area. Staff must complete actions and review.</p>	<p>End of term reports to be completed by AOLE groups at the end of each term.</p>	<p>A maintained commitment to a creative curriculum which addresses the four core purposes.</p>	<p>Books. Planning. Displays. Pupil and teacher comments. AOLE FADE sheets and reports.</p>
<p>Lead Creative Schools Using Welsh language, literature and culture, we will inspire our Reception and Year 1 students to improve their oracy and PSDWBCD skills through performance, poetry and storytelling.</p>  <p>Creative Brief Griffithstown (P Lint)</p>	<p>Kelly and Philippa are overall project leaders and responsible for meetings and reports. The lead teacher who will work with the creative practitioner is Karen Taylor. Starts November 2018 Completed June 2019</p>	<p>Termly reports to the headteacher. Kelly, Philippa and Karen to make a 10 minute presentation to Governing Body about Lead Creative Schools on 1.7.19</p>	<p>Raise standards in oracy and PSDWBCD skills in Y1 and raise awareness of creative practice across the school.</p>	<p>Reports. Pupil's work. Twitter.</p>

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<p>Rebecca Coughlin will lead the development of the Digital Competency Framework.</p> <ul style="list-style-type: none"> • Timetable sessions for classes to have equipment for IT skills' taught lessons. • Monitor planning and coverage. • Ensure that all staff have completed necessary components of the 360 Safeguarding resources • Review policy to note any changes to the IT, Acceptable Use, and e- Safety Policy • Purchase ICT resources to support initiatives across school. £30,000 (TCBC Capital Loan) for an ICT solution re: chromebooks to support the development of Hwb: easier access to literacy/numeracy/ICT programs and better storage facilities – all work can be stored in the cloud/not on a hard drive. 	<p>Rebecca will incorporate DCF developments into a STEAM (LNS), DCF Action Plan</p> <p>Dates (see RC Action Plans)</p>	<p>Termly reports to the headteacher.</p> <p>Rebecca to make a 10 minute presentation to Governing Body about STEAM (LNS) and DCF on 26.11.18 The report will reference the impact of the capital loan spend - £30000 of new IT equipment</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Pupils will develop appropriate IT skills that will enhance all areas of the curriculum.</p>	<p>QR Codes. Hwb folders STEAM (LNS), DCF Action Plan and Termly reports AOLE FADE sheets and reports</p>
<p>Rebecca Coughlin and Joseph Blackmore will lead the EAS Lead Network School programmes for STEAM and Maths ½ day per week non-contact:</p> <ul style="list-style-type: none"> • Plan events in school for inclusion in the EAS training programme. • Meet with visitors from other schools to discuss our approach to learning, arranged in discussion with the headteacher. • Visit other schools to support planning, teaching and assessment. <p>Rebecca C will ensure all year groups plan STEAM projects into the curriculum (these must not be 'bolt on' tasks).</p> <ul style="list-style-type: none"> • Nursery to Y1 – control equipment £1000 (FOGS) • Year 2 – Dash and Dot algorithms • Year 3/4 - ExCaelo • Year 5 - Lego WeDo • Year 6 – Lego Mindstorm and Listening to the Depths with Hinterlands Wales • All staff need to research/develop additional STEAM initiatives – time will be allocated in staff meetings. <p>All year groups must plan for <u>Cities of Tomorrow</u> – see Rebecca Coughlin for timescales. Development from last year is that we must use this as a stimulus for numeracy and written work – need evidence.</p>	<p>Rebecca will complete a STEAM (LNS) and Digital Competency Action Plan.</p> <p>Joseph will complete a Maths (LNS) Action Plan.</p> <p>Dates (see RC and JB Action Plans)</p> <p>Head teacher will lead the purchase of STEAM resources: £1500 (FOGS) WeDo 2.0 Lego Control to develop coding skills across upper KS2 (Autumn 2018) £1000 (FOGS) DASH Robots to develop coding skills across lower KS2 and Year 2. (Autumn 2018) £800 (EIG) Purchase two Lego Mindstorm kits</p>	<p>Termly reports to the headteacher.</p> <p>Joseph to make a 10 minute presentation to Governing Body about Maths (LNS) on 26.11.18</p>	<p>Effective 'School 2 School' work enhancing the leadership skills of Rebecca and Joseph and professional self-esteem and experiences of the whole staff and pupils.</p> <p>LNS maths status will enable us to pigeon ideas from other schools/experts and further develop our numeracy across the school curriculum.</p>	<p>STEAM (LNS) and DCF Action Plan and termly reports Maths (LNS) Action Plan and termly reports Books Planning Twitter</p>

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Headteacher and Miss Coughlin leading presenting and leading two workshops at the EAS conference on 28.9.18	(Autumn 2018)			
All year groups need to complete 2/3 CREST tasks each year to ensure that Y2 and Y5 have completed 8 tasks by the summer term – (This will be the final year when Year 6 need to complete 8 tasks). Encourage Y2 and Y5 to wear the CREST badge on the uniform. Rebecca will support staff to ensure that Science Week is successfully linked into teaching and learning – not a bolt-on.	Rebecca Phillips (Science coordinator) will monitoring CREST coverage and resource requirements for CREST and the science scheme of work. Led by Rebecca Phillips, the AOLE group will monitor standards etc. On-going initiative	Rebecca P to make a 10 minute presentation to Governing Body about CREST on 13.05.19	Ambitious, capable learners who are ready to learn throughout their lives. CREST activities enhance the science and technology curriculum.	Science books. Planning. AOLE FADE sheets and reports.
Begin Erasmus project – developed and led by Mrs Taylor and Mrs Cox, to investigate and learn from teachers across Europe, re: pedagogy – approaches to learning and content of curriculum. Staff will visit and be visited by colleagues from across Europe.	Karen and Clare will lead the initiative. Karen and Clare need to develop and monitor an action plan once the initiative is approved by the British Council. Register September 2018	Termly reports to the head. Karen and Clare will report to governors on 11.3.19	Ethical, informed citizens who are ready to be citizens of Wales and the world. Staff will develop links and establish new pedagogies or new learning opportunities.	Action plan. Termly reports. Displays.

<p>Second Year Plan - 2019/20</p> <ul style="list-style-type: none"> • Develop the Erasmus Project • Silver Award for Cymraeg Campus • Complete Heathy Schools Accreditation • Review Science Scheme of Work 	<p>Third Year Plan - 2020/21</p> <ul style="list-style-type: none"> • Gold Award for Cymraeg Campus • STEAM review • Writing across the curriculum
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2018 – 2019

AOLE: Areas of Learning and Experience - Core Subject Teams
and
Literacy, Numeracy and Digital Competency Teams

Purpose:

Core Subject – to complete book/evidence scrutiny and planning scrutiny for all year groups over the academic year.

Cross Curricular Skill – to monitor skill development in science and topic books

Organisation:

In some situations, a team may need to subdivide to cover the work, e.g. when looking at science and topic books. However, please make sure that information is transferred onto only one FADE sheet.

Expectation:

Core Subject – FADE sheet 'development points' must be addressed immediately and the changes must be evaluated the following half term. In situations where development points have not been addressed, the team leader must report to the Phase leader. This information needs to be reported immediately because it will be a discussion point for the EAS.

Cross Curricular Skill – FADE sheet 'development points' must be addresses immediately and evaluated the following half term. Inform Phase leader of issues, as above.

End of term report: Teams will write an end of term report that summarises the issues addressed or outstanding from the FADE sheets – include sub headed sections for the Cross Curricular Skill.

Area	Team
Languages, literacy and communication (English) <i>or</i> Literacy (Cross Curriculum)	Jo Crane-Brown (Lead for English) Karen Taylor Kelly Witherall Philippa Linton
Mathematics and numeracy <i>or</i> Numeracy (Cross Curriculum)	Joseph Blackmore (Lead for Maths)+Donna Hall for FP support Cerian Pugh Rebecca Thomas
Science and technology <i>or</i> Digital Competency (Cross Curriculum)	Rebecca Phillips (Lead for Science) Rebecca Coughlin (Lead for ICT) Claire Cox (Lead for D and T) Liz Jordan-Richardson
Languages, literacy and communication (Welsh) <i>or</i> Cwricwlwm Cymreig	Donna Hall (Lead for Welsh) Sam Hawksworth Ian Pembrey Charlotte Kembrey

2018 - 2019

AOLE: Areas of Learning and Experience – Non Core

Purpose:

AOLE Teams – to complete book/evidence scrutiny and planning scrutiny for all year groups over the academic year. Note that a substantial amount of evidence may not be recorded in books and so you must make sure, prior to the meeting, that you have QR code access to view video evidence.

Organisation:

In some situations, a team may need to subdivide to cover the work, e.g. when looking at SEAL and PE. However, please make sure that information is transferred onto only one FADE sheet.

Expectation:

AOLE: Non Core – FADE sheet ‘development points’ must be addressed immediately and the changes must be evaluated the following half term. In situations where development points have not been addressed, the team leader must report to the Phase leader. This information needs to be reported immediately because it will be a discussion point for the EAS.

End of term report: Teams will write an end of term report that summarises the issues addressed or outstanding from the FADE sheets – include sub headed sections for the Cross Curricular Skill.

Area	Team
Expressive Arts	<ul style="list-style-type: none"> • Lead: Liz Jordan-Richardson (<i>Lead for Art</i>) • Rebecca Thomas (<i>Lead for Music, Dance and Drama</i>) – • Jo Crane-Brown • Donna Hall
Health and Wellbeing	<ul style="list-style-type: none"> • Lead: Philippa Linton (<i>Lead for PSD</i>) – PL to complete an additional FADE for PSD utilising leadership sessions. • Ian Pembrey (<i>Lead for SEAL, Healthy + Eco Schools</i>) • Charlotte Kembrey (<i>Lead for PE/Dementia/ACE</i>) • Sam Hawksworth (<i>Leader for Inclusion - ALNCo</i>) – SH to complete a separate utilising time in non-contact leadership sessions.
Humanities	<ul style="list-style-type: none"> • Lead: Karen Taylor (<i>Lead for Geography and History</i>) • Claire Cox (<i>Lead for RE</i>) • Rebecca Coughlin

SCHOOL DEVELOPMENT PLAN 2018/19

YEAR 6 – End of Summer 2019

Total: 51							ALL % value of one pupil: 1.96%								
Total GIRLS: 27							GIRLS % value of one pupil: 3.7 %								
Total BOYS: 24							BOYS % value of one pupil: 4.1%								
Total FSM: 2							FSM % value of one pupil: 50%								
	Oracy		Reading		Writing		ENGLISH OVERALL		MATHS		SCIENCE		WELSH		
	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	
	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	
Overall	100%	68.6% (35/51)	100%	50.96% (26/51)	100%	45.1% (23/51)	100%	49% (25/51)	100%	50.96% (26/51)	100%	50.96% (26/51)	98% (50/51)	31.3% (16/51)	
Boys	100%	65.6% (16/24)	100%	36.9% (9/24)	100%	24.6% (6/24)	100%	28.7% (7/24)	100%	36.9% (9/24)	100%	36.9% (9/24)	100%	16.4% (4/24)	
Girls	100%	70.3% (19/27)	100%	62.9% (17/27)	100%	62.9% (17/27)	100%	66.6% (18/27)	100%	62.9% (17/27)	100%	62.9% (17/27)	96% (26/27)	44.4% (12/27)	
Gender gap	0	4.7% (G)	0	26% (G)	0	38.3% (G)	0	37.9% (G)	0	26% (G)	0	26% (G)	4% (B)	28% (G)	
FSM overall	100%	50%	100%	50%	100%	50%	100%	50%	100%	50%	100%	50%	100%	50%	

	Core Subject Indicator (CSI) – English + Maths + Science	
	Expected level	Above expected level
	Level: 4c, 4b, 4a	Level: 5c +
Overall	100%	43% (22/51)
Boys	100%	20.5% (5/24)
Girls	100 %	62.9% (17/27)
Gender Gap	0	42.4% (G)
FSM (2 children in this year group)	100%	50% (1/2)

SCHOOL DEVELOPMENT PLAN 2018/19

YEAR 5 – End of Year Summer 2019

Total: 52							ALL % value of one pupil: 1.9%								
Total GIRLS: 27							GIRLS % value of one pupil: 3.7%								
Total BOYS: 25							BOYS % value of one pupil: 4%								
Total FSM: 11							FSM % value of one pupil: 9.1%								
	Oracy		Reading		Writing		ENGLISH OVERALL		MATHS		SCIENCE		WELSH		
	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	
	L3a, 4c	L4b +	L3a, 4c	L4b +	L3a, 4c	L4b +	L3a, 4c	L4b +	L3a, 4c	L4b +	L3a, 4c	L4b +	L3a, 4c	L4b +	
Overall	98.1% (51/52)	53.2% (28/52)	98.1% (51/52)	51.3% (27/52)	95% (50/52)	45.6% (24/52)	98.1% (51/52)	51.3% (27/52)	95% (50/52)	50% (26/52)	95% (50/52)	51.3% (27/52)	87.4% (46/52)	17.1% (9/52)	
Boys	96% (24/25)	48% (12/25)	96% (24/25)	40% (10/25)	92% (23/25)	28% (7/25)	96% (24/25)	36% (9/25)	92% (23/25)	36% (9/25)	92% (23/25)	36% (9/25)	84% (21/25)	12% (3/25)	
Girls	100%	59.2% (16/27)	100%	62.9% (17/27)	100%	62.9% (17/27)	100%	66.6% (18/27)	100%	62.9% (17/27)	100%	66.6% (18/27)	92.5% (25/27)	22.2% (6/27)	
Gender gap	4% (G)	11.2% (G)	4% (G)	22.9% (G)	8% (G)	34.9% (G)	4% (G)	30.6% (G)	8% (G)	26.9% (G)	8% (G)	30.6% (G)	8.5% (G)	10.2% (G)	
FSM overall	100%	27.3% (3/11)	100%	36.4% (4/11)	100%	36.4% (4/11)	100%	45.5% (5/11)	100%	36.4% (4/11)	100%	36.4% (4/11)	18.2% (9/11)	0%	

	Core Subject Indicator (CSI) – English + Maths + Science	
	Expected level	Above expected level
	Level: 3a, 4c	Level: 4b +
Overall	93.1% (49/52)	45.6% (24/52)
Boys	88% (22/25)	28% (7/25)
Girls	100%	62.9% (17/27)
Gender Gap	12% (G)	34.9% (G)
FSM (11 children in this year group)	100%	27.3% (3/11)

SCHOOL DEVELOPMENT PLAN 2018/19

YEAR 4 – End of Year Summer 2019

Total: 43							ALL % value of one pupil: 2.3%							
Total GIRLS: 24							GIRLS % value of one pupil: 4.2 %							
Total BOYS: 19							BOYS % value of one pupil: 5.3%							
Total FSM: 11							FSM % value of one pupil: 9.1%							
	Oracy		Reading		Writing		ENGLISH OVERALL		MATHS		SCIENCE		WELSH	
	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected
	L3b, 3a	L4c +	L3b, 3a	L4c +	L3b, 3a	L4c +	L3b, 3a	L4c +	L3b, 3a	L4c +	L3b, 3a	L4c +	L3b, 3a	L4c +
Overall	92% (40/43)	46% (20/43)	89.7% (39/43)	43.7% (19/43)	82.8% (36/43)	20.7% (9/43)	92% (40/43)	39.1% (17/43)	92% (40/43)	39.1% (17/43)	92% (40/43)	39.1% (17/43)	78.2% (34/43)	16.1% (7/43)
Boys	90.1% (17/19)	42.4% (8/19)	90.1% (17/19)	31.8% (6/19)	79.5% (15/19)	10.6% (2/19)	90.1% (17/19)	31.8% (6/19)	90.1% (17/19)	31.8% (6/19)	90.1% (17/19)	31.8% (6/19)	84.8% (16/19)	10.6% (2/19)
Girls	96.6% (23/24)	50.4% (12/24)	92.4% (22/24)	54.6% (13/24)	88.2% (21/24)	29.4% (7/24)	96.6% (23/24)	46.2% (11/24)	96.6% (23/24)	46.2% (11/24)	96.6% (23/24)	46.2% (11/24)	75.6% (18/24)	21% (5/24)
Gender gap	5.7% (G)	8% (G)	2.3% (G)	22.8% (G)	8.7% (G)	18.8% (G)	6.5% (G)	14.4% (G)	6.5% (G)	14.4% (G)	6.5% (G)	14.4% (G)	9.2% (B)	10.4% (G)
FSM overall	91% (10/11)	27.3% (3/11)	91% (10/11)	27.3% (3/11)	81.9% (9/11)	9.1% (1/11)	91% (10/11)	18.2% (2/11)	91% (10/11)	18.2% (2/11)	91% (10/11)	18.2% (2/11)	63.7% (7/11)	9.1% (1/11)

	Core Subject Indicator (CSI) – English + Maths + Science	
	Expected level	Above expected level
	Level: 3b, 3a	Level: 4c +
Overall	92% (40/43)	39.1% (17/43)
Boys	90.1% (17/19)	31.8% (6/19)
Girls	96.6% (23/24)	46.2% (11/24)
Gender Gap	6.5% (G)	14.4% (G)
FSM (11 children in this year group)	72.8% (8/11)	18.2% (2/11)

YEAR 3 – End of Year Summer 2019

Total: 53						ALL % value of one pupil: 1.9 %									
Total GIRLS: 26						GIRLS % value of one pupil: 3.8 %									
Total BOYS: 27						BOYS % value of one pupil: 3.7 %									
Total FSM: 15						FSM % value of one pupil: 6.7%									
	Oracy		Reading		Writing		ENGLISH OVERALL		MATHS		SCIENCE		WELSH		
	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	
	L3c, 3b	L3a+	L3c, 3b	L3a+	L3c, 3b	L3a+	L3c, 3b	L3a+	L3c, 3b	L3a+	L3c, 3b	L3a+	L3c, 3b	L3a+	
Overall	89.3% (47/53)	55.1% (29/53)	79.8% (42/53)	55.1% (29/53)	76% (40/53)	38% (20/53)	83.6% (44/53)	55.1% (29/53)	83.6% (44/53)	45.6% (24/53)	83.6% (44/53)	43.7% (23/53)	81.7% (43/53)	41.8% (22/53)	
Boys	88.8% (24/27)	44.4% (12/28)	77.7% (21/27)	40.7% (11/27)	66.6% (18/27)	25.9% (7/27)	81.4% (22/27)	40.7% (11/27)	81.4% (22/27)	40.7% (11/27)	81.4% (22/27)	40.7% (11/27)	77.7% (21/27)	37% (10/27)	
Girls	87.4% (23/26)	64.6% (17/26)	79.8% (21/26)	68.4% (18/26)	83.6% (22/26)	50% (13/26)	83.6% (22/26)	68.4% (18/26)	83.6% (22/26)	50% (13/26)	83.6% (22/26)	45.6% (12/26)	83.6% (22/26)	45.6% (12/26)	
Gender gap	1.4% (B)	20.2% (G)	2.1% (G)	27.7% (G)	17% (G)	24.1% (G)	2.2% (G)	22.7% (G)	2.2% (G)	9.3% (G)	2.2% (G)	4.9% (B)	5.9% (G)	8.6% (G)	
FSM overall	67% (10)	13.4% (2)	53.6% (8)	13.4% (2)	53.6% (8)	13.4% (2)	53.6% (8)	13.4% (2)	60.3% (9)	20.1% (3)	53.6% (8)	13.4% (2)	53.6% (8)	6.7% (1)	

	Core Subject Indicator (CSI) – English + Maths + Science	
	Expected level	Above expected level
	Level: 3c, 3b	Level: 3a+
Overall	81.7% (43/53)	43.7% (23/53)
Boys	77.7% (21/27)	40.7% (11/27)
Girls	83.6% (22/26)	45.6% (12/26)
Gender Gap	5.9% (G)	4.9% (G)
FSM (15 children in this year group)	53.6% (8/15)	13.4% (2/15)

SCHOOL DEVELOPMENT PLAN 2018/19

YEAR 2 – End of Summer 2019

Total: 60				ALL % value of one pupil: 1.67%								
Total GIRLS: 31				GIRLS % value of one pupil: 3.2%								
Total BOYS: 29				BOYS % value of one pupil: 3.4%								
Total FSM: 7				FSM % value of one pupil: 14.2%								
	Oracy		Reading		Writing		ENGLISH OVERALL		MATHS		PSE	
	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected
	O5+	O6+	O5+	O6+	O5+	O6+	O5+	O6+	O5+	O6+	O5+	O6+
Overall	93.52% 56/60	43.42% 26/60	95.19% 57/60	41.75% 25/60	96.86% 58/60	41.75% 25/60	96.86% 58/60	41.75% 25/60	96.86% 58/60	41.75% 25/60	98.53% 59/60	85.17% 51/60
Boys	88.4% 26/29	40.8% 12/29	91.8% 27/29	37.4% 11/29	91.8% 27/29	37.4% 11/29	91.8% 27/29	37.4% 11/29	91.8% 27/29	37.4% 11/29	95.2% 28/29	81.6% 24/29
Girls	96% 30/31	44.8% 14/31	96% 30/31	44.8% 14/31	100% 31/31	44.8% 14/31	100% 31/31	44.8% 14/31	100% 31/31	44.8% 14/31	100% 31/31	91.8% 27/31
Gender gap	7.6% (G)	4%(G)	4.2%(G)	7.4% (G)	8.2%(G)	7.4% (G)	8.2%(G)	7.4%(G)	8.2%(G)	7.4% (G)	4.8%(G)	10.2%(G)
FSM overall	100%	14.3% (1/7)	85.8% (6/7)	14.3% (1/7)	100%	14.3% (1/7)	100%	14.3% (1/7)	100%	14.3% (1/7)	100%	28.6% (2/7)

	Foundation Phase Indicator (FPI) – LLC + MD + PSD	
	Expected outcome	Above expected outcome
	Outcome: 5c, 5b, 5a	Outcome: 6c+
Overall	96.86% 58/60	41.75% 25/60
Boys	91.8% 27/29	37.4% 11/29
Girls	100%	44.8% 14/31
Gender Gap	8.2% (G)	7.4% (G)
FSM (7 children in this year group)	100%	14.3%

SCHOOL DEVELOPMENT PLAN 2018/19

YEAR 1 – End of Summer 2019

Total: 39					ALL % value of one pupil: 2.5%							
Total GIRLS: 18					GIRLS % value of one pupil: 5.5 %							
Total BOYS: 21					BOYS % value of one pupil: 4.7%							
Total FSM: 14					FSM % value of one pupil: 7.1%							
	Oracy		Reading		Writing		ENGLISH OVERALL		MATHS		PSE	
	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected
	O4+	O5+	O4+	O5+	O4+	O5+	O4+	O5+	O4+	O5+	O4+	O5+
Overall	90% (36/39)	45% (18/39)	90% (36/39)	42.5% (17/39)	90% (36/39)	42.5% (17/39)	90% (36/39)	42.5% (17/39)	90% (36/39)	45% (18/39)	97.5% (38/39)	55% (22/39)
Boys	89% (19/21)	51.7% (11/21)	89% (19/21)	47% (10/21)	89% (19/21)	47% (10/21)	84.6% (18/21)	47% (10/21)	89% (19/21)	51.7% (11/21)	94% (20/21)	47% (10/21)
Girls	94.5% (17/18)	38.5% (7/18)	94.5% (17/18)	38.5% (7/18)	94.5% (17/18)	38.5% (7/18)	94.5% (17/18)	38.5% (7/18)	94.5% (17/18)	38.5% (7/18)	100%	66% (12/18)
Gender gap	5.5% G	13.2% B	5.5% G	8.5% B	5.5% G	8.5% B	5.5% G	8.5% B	5.5% G	13.2% B	6% G	19% G
FSM overall	93% (13)	21.3% (3)	93% (13)	21.3% (3)	93% (13)	21% (3)	85.2% (12)	21% (3)	93% (13)	21% (3)	100%	43% (6)

	Foundation Phase Indicator (FPI) – LLC + MD + PSD	
	Expected outcome	Above expected outcome
	Outcome: 4c, 4b, 4a	Outcome: 5c+
Overall	87.5% (35)	35% (14)
Boys	84.6% (18)	32.9% (7)
Girls	94.5% (17)	38.5% (7)
Gender Gap	9.9% G	5.6% G
FSM (14 children in this year group)	85.2% (12)	21.3% (3)

SCHOOL DEVELOPMENT PLAN 2018/19

REC – End of Summer 2019

Total: 43				ALL % value of one pupil: 2.3%								
Total GIRLS: 20				GIRLS % value of one pupil: 5%								
Total BOYS: 23				BOYS % value of one pupil: 4.3%								
Total FSM: 11				FSM % value of one pupil: 9.1%								
	Oracy		Reading		Writing		ENGLISH OVERALL		MATHS		PSE	
	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected	Expected level	Above expected
	O3+	O4+	O3+	O4+	O3+	O4+	O3+	O4+	O3+	O4+	O3+	O4+
Overall	92% (40/43)	46% (20/43)	92% (40/43)	46% (20/43)	94.3% (41/43)	46% (20/43)	92% (40/43)	46% (20/43)	94.3% (41/43)	46% (20/43)	94.3% (41/43)	48.3% (21/43)
Boys	90.3% (21/23)	38.7% (9/23)	90.3% (21/23)	38.7% (9/23)	90.3% (21/23)	38.7% (9/23)	90.3% (21/23)	38.7% (9/23)	90.3% (21/23)	38.7% (9/23)	90.3% (21/23)	43% (10/23)
Girls	95% (19/20)	55% (11/20)	95% (19/20)	55% (11/20)	100%	55% (11/20)	95% (19/20)	55% (11/20)	100%	55% (11/20)	100%	55% (11/20)
Gender gap	7.8% G	19.4% B	3% B	1.4% G	3% B	4.4% B	7.8% G	1.4% G	3% B	3.6% B	8.6% G	15.4% G
FSM overall	91% (10)	18.2% (2)	91% (10)	18.2% (2)	91% (10)	18.2% (2)	91% (10)	18.2% (2)	100%	18.2% (2)	100%	18.2% (2)

	Foundation Phase Indicator (FPI) – LLC + MD + PSD	
	Expected outcome	Above expected outcome
	Outcome: 3c, 3b, 3a	Outcome: 4c+
Overall	92% (40/43)	46% (20/43)
Boys	90.3% (21/23)	38.7% (9/23)
Girls	95% (19/20)	55% (11/20)
Gender Gap	4.7% (G)	16.3% (G)
FSM (11 children in this year group)	91% (10)	18.2% (2)