

Wreccsam a Sir Y Fflint

GWYBODAETH AM GYMORTH CDY



Dogfen Ganllaw Llywodraeth Cymru: <http://gov.wales/topics/educationandskills/schoolhome/school-development-plans/?lang=en>

Mae'r Rheoliadau yn ymwneud â:

- 1) *Pharatoi Cynllun Datblygu Ysgol*
- 2) *Y cyfnod o amser a gwmpesir gan y CDY*
- 3) *Trefniadau cyhoeddi'r CDY*
- 4) *Materion yr eir i'r afael â hwy mewn CDY*
- 5) *Gofynion o ran adolygu'r CDY a'i ddiweddarau*

Monitro

Dylai'r rhaglen fonitro fod yn briodol ar sail amserlen pob blaenoriaeth

Gall monitro gynnwys:

- Arsylwi gwersi
- Craffu ar lyfrau
- Cyfarfodydd cymedrol
- Llais y dysgwr
- Ymweliadau gan Lywodraethwyr - teithiau dysgu CDY wedi'i ragio bob tymor (Coch, Oren, Gwyrdd)
- Safonau
- Targedau a sgiliau meddal (e.e. empathi, gwrandao, ymgysylltiad ac ati)

1) Paratoi Cynllun Datblygu Ysgol

Yn cael ei lywio gan fonitro a hunanarfarnu rheolaidd

Arfarnu

darpariaeth, perfformiad a defnyddio data cyd-destunol

Beth sy'n gweithio yn dda? (Sut wyddom ni?)

Beth sydd angen ei wella? (Sut wyddom ni?)

Sut all o wella? (Sut fyddwn ni'n gwybod?)

Mae data ansoddol yn cynnwys:

- adroddiadau arolygiad ac adroddiadau GwE
- gwybodaeth sy'n ymwneud â lles dysgwyr (e.e. Arolwg PASS, Holiadur Estyn, cyngor ysgol)
- llais y dysgwr, arsylwadau gwersi, craffu ar lyfrau ac ati

Mae data meintiol yn cynnwys:

- gwybodaeth gymharol
- safonau (carfanau a grwpiau o ddysgwyr)
- presenoldeb

Rhanddeiliaid

Dylai ystod o randdeiliaid lywio'r arfarnu, gan gynnwys:

- disgyblion
- athrawon
- staff
- Llywodraethwyr rhieni
- busnesau lleol
- trigolion lleol

Dylid adnabod

blaenoriaethau yn glir trwy hunanarfarnu effeithiol a mynd i'r afael â'r rhain yn y CDY

2) Y cyfnod o amser a gwmpesir gan y CDY...

- Mae gofyn i'r CDY weithredu fel cynllun treigl tair blynedd, felly, dylai bob amser gwmpasu tair blynedd
- Bydd y CDY yn cynnwys manylion ynghylch camau gweithredu ar gyfer mynd i'r afael â blaenoriaethau'r flwyddyn academaidd bresennol a blaenoriaethau lefel uchel ar gyfer blynnyddoedd dau a thri.

3) Trefniadau cyhoeddi'r CDY

- Pan fo'r CDY wedi'i baratoi a'i adolygu yn ffurfiol, bydd y Corff Llywodraethu yn rhoi copi ohono i bob aelod o'r Corff Llywodraethu ac i staff yr ysgol.
- Mae rhaid i'r Corff Llywodraethu baratoi fersiwn cryno o'r CDY yn eu Hadroddiad Blynnyddol. Bydd y crynodeb yn cynnwys blaenoriaethau lefel uchel a thargedau a chamau gweithredu ar gyfer y flwyddyn academaidd bresennol.
- Bydd blaenoriaethau'r CDY yn galluogi Ymgynghorwyr Her i ddod o hyd i gysylltiadau ar gyfer cydweithio rhwng ysgolion a chefnogi mynediad i fentrau a nawdd
- Y CDY yw'r man cychwyn ar gyfer Estyn, ynghyd â'r hunanarfarniad

4) Materion yr eir i'r afael â hwy mewn CDY

- Bydd blaenoriaethau'r ysgol yn cynnwys y tair blaenoriaeth genedlaethol (*naill ai fel blaenoriaethau ar wahân neu fel elfennau oddi mewn i flaenoriaethau eraill*)
- Dylai'r blaenoriaethau gynnwys cyfeiriad at yr adnoddau sydd ar gael i'r ysgol gan gynnwys cyllid (GGA a GAD)
- Dylid dod i farn ar ansawdd y cynllunio o ran ei effaith ar welliant yn hytrach na swmp y manylion sydd yn y cynllunio.
- Bydd yn amlinellu sut y bydd yr ysgol yn bodloni ei thargedau a dylid datblygu meini prawf llwyddiant clir
- Bydd yn canolbwyntio ar yr effaith ar ddeilliannau dysgwyr ac yn defnyddio hwn fel mesur o'i effeithiolrwydd
- Bydd yn gyd-destun i broses rheoli perfformiad staff
- Ar hyn o bryd, gall ysgolion gynhyrchu nifer o gynlluniau e.e. CDY/CGY, cynllun datblygu staff, cynllun gwariant, cynllun gweithredu ôl-arolwg (CGOA), cynllun FfLIRh. Un cynllun gwella strategol sydd ar ysgol ei angen - y CDY ddylai fod yr unig gyfrwng ar gyfer hoelio sylw ar flaenoriaethau a strategaethau gwella'r ysgol, ac mae'n gweithredu fel man cychwyn ar gyfer unrhyw her, cefnogaeth ac ymyriad allanol. Rhaid adolygu CDY yn dilyn arolygiad er mwyn ystyried canfyddiadau'r arolygiad, argymhellion a chamau gweithredu arfaethedig. Gallai CGOA fod ar ffurf Atodiad iddo.
- Dylai targedau wella ansawdd y dysgu a'r addysgu, gan gynnwys datblygu arweinyddiaeth (Ystyried camau gweithredu sy'n golygu nad yw athrawon i ffwrdd o'r dosbarth ormod)
- Cynnwys blaenoriaethau a gweithgareddau i gefnogi datblygu arweinyddiaeth yn effeithiol ar bob lefel yn yr ysgol – efallai defnyddio'r Adolygiad Arweinyddiaeth Unigol (AAU) ar wefan Dysgu Cymru
- Mae rhaid i'r CDY gynnwys manylion am sut y bydd y Corff Llywodraethu yn gweithio gyda'r gymuned ehangach i geisio cyflawni'r blaenoriaethau e.e. rhieni a gofalwyr, trigolion lleol, ysgolion eraill, asiantaethau a busnesu
- Dylai targedau fod yn rhai CAMPUS - Cyraeddadwy, Amserol, Mesuradwy, Penodol, Uchelgeisiol, Synhwyrol

Sicrhau bod y **bobl iawn** sydd â'r **sgiliau iawn** yn y **lle iawn** ar yr **adeg iawn**

Gweithgareddau sy'n gwella dysgu ac addysgu:

- Hyfforddi a mentora
- Defnyddio data a thystiolaeth o'r hyn sy'n gweithio yn dda
- Cydweithio effeithiol
- Myfyrio ar arfer

5) Gofynion o ran adolygu'r CDY a'i ddiweddarau

- Erbyn 1 Medi, mae rhaid i ysgol fod â chynllun datblygu ysgol ar waith a bod hwnnw, o leiaf, yn cydymffurfio'n llawn â gofynion y rheoliadau (Mae'n ddogfen fyw a gellir ei hadolygu a'i diweddarau yn rheolaidd)
- Cyfrifoldeb y Corff Llywodraethu yw monitro ac adolygu'r cynnydd o ran bodloni targedau ac mae'n rhaid i'r Corff gynnwys datganiad yn y CDY sy'n amlinellu i ba raddau y bodlonwyd targedau gwelliant ar gyfer y flwyddyn flaenorol
- Mae rhaid i'r Corff Llywodraethu fonitro, adolygu a diweddarau'r CDY yn flynyddol (o leiaf), neu yn dilyn arolygiad Estyn
- Mae'n 'ddogfen fyw' a dylid ei hadolygu yn rheolaidd i adlewyrchu cynnydd yr ysgol tuag at fodloni'r blaenoriaethau (arfarnu yn dymhorol ac arbed y fersiwn ddiwygiedig i ddangos datblygiad, neu ddefnyddio 'track changes' yn Word).
- Dylai'r CDY fod ar gael yn rhwydd i bawb a dylai staff a Llywodraethwyr ei ddefnyddio fel pwynt cyfeirio cyffredin.
- Bydd y ddogfen yn allweddol o ran amlinellu ymgysylltiad yr Ymgynghorwyr Her yn eu rôl yn herio a chefnogi ysgolion, ac yn bwynt cyfeirio i awdurdodau lleol a chonsortia rhanbarthol o ran gweithgareddau arfaethedig ysgolion ar gyfer gwelliant. Bydd CDY yn cefnogi barn o ran CA3 Arweinyddiaeth a Rheolaeth.
- Mae'r Rheoliadau yn gosod dyletswydd ar y Corff Llywodraethu i baratoi, monitro ac adolygu CDY. Trwy fod yn gyfrifol am ei baratoi a'i adolygu, bydd y Corff Llywodraethu yn gyfrifol am gytuno arno a'i gymeradwyo. (*Yn ymarferol, bydd y Pennaeth yn gweithio gyda'r staff a'r Corff Llywodraethu i gynhyrchu'r CDY ac yn gyfrifol am ei weithredu.*)

Cynllun Datblygu Ysgol - arweiniad i arferion da

Sail resymegol glir

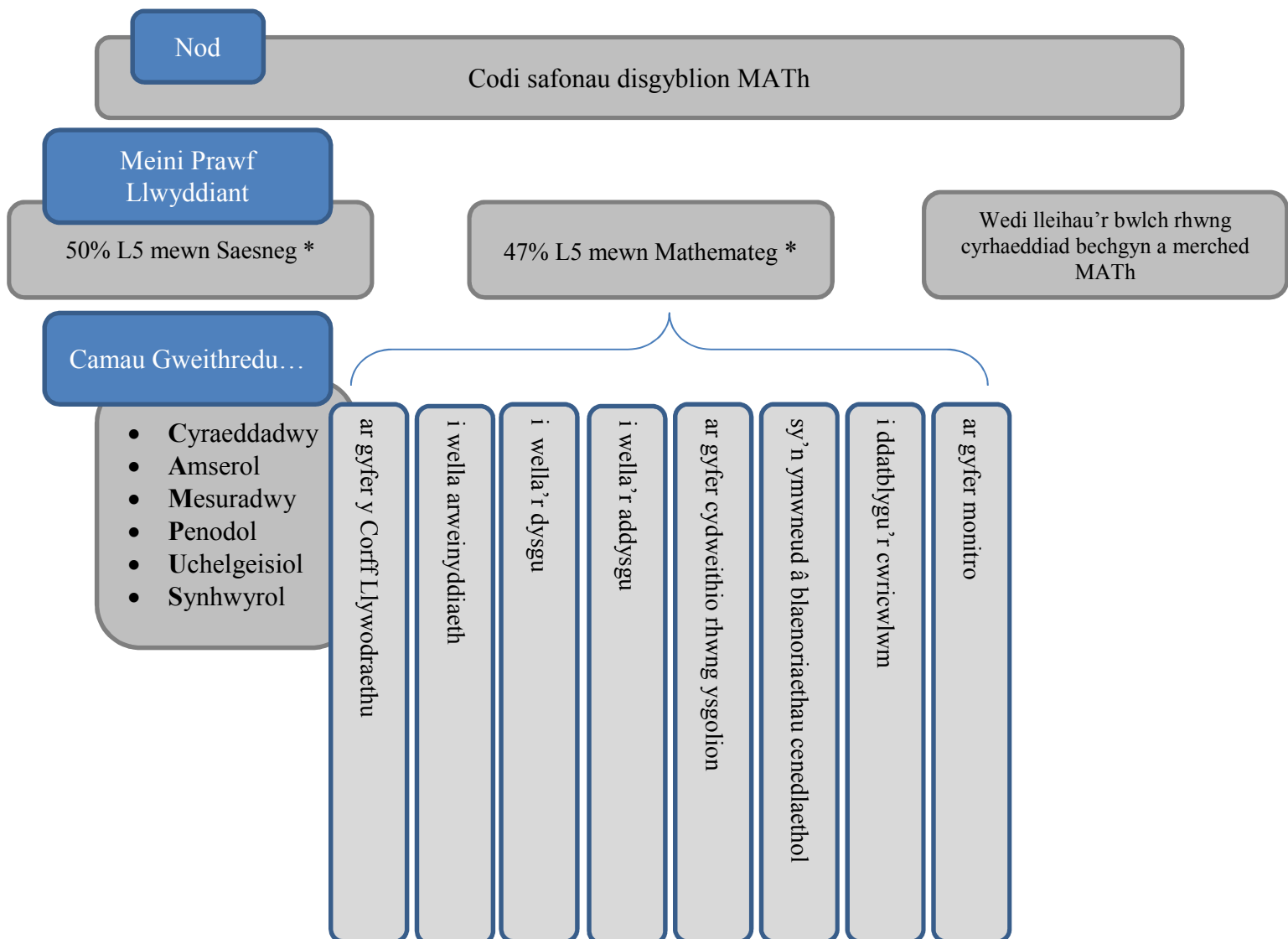
Mae rhaid cael sail resymegol glir i'r blaenoriaethau. Bydd hunanarfarniad trylwyr a gonest yn adnabod y meysydd hynny y mae angen i'r ysgol fynd i'r afael â hwy er mwyn symud ymlaen – mae rhaid i'r cyswllt hwn fod yn benodol a diamwys. Efallai bod gweithgareddau sy'n seiliedig ar ymchwil weithredu yr hoffai'r ysgol eu harchwilio er mwyn gwella dysgu ac addysgu a gwella arweinyddiaeth a rheolaeth.

Adran	Disgrifiad	Enghraifft
1) Blaenoriaethau'r flwyddyn flaenorol	Arfarniad o lwyddiant y blaenoriaethau blaenorol	1.1 Ysgol Gynradd Barkers Lane 1.2 Ysgol ID Hooson
2) Argymhellion Estyn	Arfarniad o gynnydd tuag at bob un o Argymhellion Estyn	2.1 Ysgol Brynffordd 2.2 Ysgol ID Hooson
3) Tasgau Allweddol y Corff Llywodraethu	Trosolwg o flaenoriaethau/tasgau allweddol y Corff Llywodraethu	3.1 Ysgol Maesglas 3.2 Ysgol Rhosddu Gweler hefyd 7.1
4) Amserlen cyfarfodydd	Bydd ffocws gwahanol gyfarfodydd ar flaenoriaethau gwahanol; gall cynllunio'r amserlen cyfarfodydd gefnogi gweithdrefnau monitro	4.1 Ysgol Merllyn
5) Amserlen Monitro	Trosolwg o natur y monitro a ffocws y monitro: Gall monitro gynnwys: <ul style="list-style-type: none"> - Arsylwi gwersi - Craffu ar lyfrau - Cyfarfodydd cymedroli - Ymweliadau gan y Llywodraethwyr - teithiau dysgu - Arfarnu'r CDY yn dymhorol - Safonau – dadansoddi data - Ffocws ar sgiliau penodol neu dargedau meddal (empathi, gwrando, ymgysylltiad, ymddygiad ac ati) 	5.1 Ysgol yr Esgob 5.2 Ysgol Gynradd Barkers Lane
6) Trosolwg 3 blynedd	Mae rhaid i'r CDY gynnwys cynllun treigl 3 blynedd. Y blaenoriaethau presennol fydd y rhan helaethaf o'r ddogfen a dylid cynnwys hefyd flaenoriaethau 'lefel uchel' ar gyfer y ddwy flynedd ganlynol.	6.1 Gweler Nodiadau 6.2 Ysgol y Llan 6.3 Ysgol Gynradd Barkers Lane
7) Blaenoriaethau Ychwanegol	Rhestr o'r camau gweithredu ychwanegol ar gyfer y flwyddyn	7.1 Ysgol Brynffordd
8) Targedau/Camau Gweithredu/Camau /I'w gweithredu	Dylai'r CDY ddarparu camau gweithredu ar gyfer ystod o randdeiliaid. Bydd CDY da yn gwella dysgu, addysgu ac arweinyddiaeth, felly, dylid gallu adnabod camau gweithredu ar gyfer y meysydd a ganlyn: <ul style="list-style-type: none"> - Camau gweithredu ar gyfer y Corff Llywodraethu - Camau gweithredu i wella arweinyddiaeth - Camau gweithredu i wella dysgu - Camau gweithredu i wella addysgu - Camau gweithredu i gefnogi datblygiad staff ac sydd â chysylltiad â Rheoli Perfformiad - Camau gweithredu ar gyfer cydweithio rhwng ysgolion - Camau gweithredu ar gyfer datblygu'r cwricwlwm - Camau gweithredu sydd â chysylltiad â blaenoriaethau cenedlaethol - Camau gweithredu i'r holl Randdeiliaid gan gynnwys y gymuned, rhieni a busnes - Gellid cynnwys Monitro fel camau gweithredu penodol sydd â chysylltiad ag arweinyddiaeth <p>Mae camau gweithredu â chysylltiad â'r Fframwaith Arolygu Cyffredin. FfAC wedi'i gynnwys yn yr enghraifft</p> <p>Cofnodir GAD a GEY/GGA mewn adran islaw'r tabl camau gweithredu</p>	8.1 Ysgol Gronant 8.2 Ysgol ID Hooson

<p>9) Targedau/Camau Gweithredu/Camau /I'w gweithredu</p> <p>Cofnodir GAD a GEY/GGA mewn colofn adnoddau</p>	<p>Dylai pob targed/cam gweithredu gynnwys:</p> <ul style="list-style-type: none"> - Pwy fydd yn cwblhau'r cam gweithredu - Pa bryd y dylid cwblhau'r cam gweithredu - Yr adnoddau sydd angen i gwblhau'r cam gweithredu (gan gynnwys cyllid GGA a GAD) • Mae defnyddio colofnau yn gymorth i sicrhau camau gweithredu CAMPUS - Cyraeddadwy, Amserol, Mesuradwy, Penodol, Uchelgeisiol, Synhwyrol 	<p>9.1 Ysgol Bryn Pennant 9.2 Ysgol Gynradd Barkers Lane</p>
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Nodau, meini prawf llwyddiant a chamau gweithredu

Er bod y diffiniad o 'nod', 'meini prawf llwyddiant' a 'chamau gweithredu' yn aml yn cael ei ddehongli yn wahanol gan bobl wahanol, gall y diagram a ganlyn eich helpu i ddiffinio iaith eich cynllun datblygu ysgol:



**Yn seiliedig ar ddadansoddiad o fanylion cyd-destunol disgyblion yr ysgol tra gosodir targedau uchelgeisiol ar yr un pryd.*

1) Previous Years

Priorities

1) Blaenoriaethau'r

Flwyddyn Flaenorol

Progress with Key Priorities from 2013-14 Plan

1. Improve standards in numeracy, particularly for boys and more-able pupils.

Good progress has been made with this target, which will continue to be a priority for 2014-15.

Attainment in Foundation Phase at FPO5+ was 96% and at FPO6 was 37.5%. Standards met the success criteria set at the 2nd quarter. At KS2 attainment at L4+ was 96% and at L5+ was 52%. Standards at L4+ met success criteria and were in the 2nd quarter; at L5+ they exceeded success criteria in the 1st quarter.

Performance of FSM pupils compared well with non-FSM.

Test results indicated the need to focus on calculations and test skills.

Boys performance in Y1, 2, 3 and 6 remains a priority for 14-15. Improved performance in Y4 and Y5 which was a previous focus.

2. Improve standards in reading and writing for boys and more-able pupils.

Good progress has been made with this target, writing will continue to be a key priority for 2014-15.

Attainment in Foundation Phase at FPO5+ was 96% and at FPO6 was 46%. Standards met the success criteria set at the 2nd quarter at FP)5+ and exceed at FPO6.

At KS2 attainment at L4+ was 100% and at L5+ was 52%. Standards at L4+ and L5+ they exceeded success criteria in the 1st quarter.

Performance of FSM pupils compared well with non-FSM.

Test results indicated the need to focus on comprehension and test skills.

Boys performance, particularly in writing remains a priority for 14-15.

3. Implement the LNF across the school in all areas of learning / subjects.

Very good progress has been made with the implementation of the LNF with many areas now highlighted as green in the NSP progress tracker. Good standards were observed in peer observations, and the impact of the focus on excellent teaching training / LNF was evident. Staff gained confidence through year, the LNF will still need embedding in 14-15 and this will support preparation for the revised curriculum. Next steps will be to focus on assessment / tracking; building LSA K&U; and MAT provision.

2) Estyn

Recommendations

2) Argymhellion Estyn

EVALUATION OF 2014 ESTYN INSPECTION KEY ISSUES

All issues are being addressed

Recommendations

A1 Improve attendance

A summary of actions taken and impact

- ‘Request for leave of absence from school’ form adapted immediately
- Headteacher attended training by LA regarding improving attendance
- The need for pupils to attend school highlighted again to parents and explanation of the Estyn recommendation explained
- The Governing Body have decided upon a number of new strategies – attendance certificates every full term – Gold for attendance of 100%, Silver for attendance between 98% and 99.99% and Bronze for attendance between 96% and 97.99%. Gold, silver and bronze badges to be given to pupils to wear the following term for their achievement. ‘A most improved attendance’ certificate at the end of the academic year. Prizes also for Gold, Silver and Bronze status at the end of the academic year. This started at the end of the academic year 2013/14
- 100% attendance per term displayed in the office window for all to see
- Weekly attendance included on weekly newsletter
- Weekly attendance trophy given to the class with the best attendance
- Overall profile of the importance of a pupil attending school has risen with parents carefully considering whether or not to take their children out of school during term time

Last terms attendance was higher than the same term 2013. The overall attendance for 2013/14 = 95.93% (authorised = 3.90% unauthorised = 0.16%) - this is higher than our target for 2013/14 of 94.2%, and last year’s actual attendance of 93.9%. When compared to Flintshire and Wales overall we are higher but compared to our family this percentage would place us in the 3rd quarter which is an improvement on the last two years.

A2 Provide more opportunities for extended writing across the curriculum

- All staff have ensured that their planning includes all opportunities for extended writing across the curriculum
- All staff are more aware to ensure pupils have the opportunities to extend their writing fully in all aspects of the curriculum
- A class teacher is released twice a week to work with reluctant writers and those who are more able and talented to focus on their needs and therefore increase the quality and quantity of what is written. These pupils range from Year 2 up to Year 6 where necessary

More able pupils at Ysgol Brynffordd School are challenged effectively and there has been a marked increase in the quality and length of their writing.

A3 Strengthen aspects of assessment for learning, in particular the effective use of success criteria

- Teaching staff have attended training on success criteria
- All staff have shared good practice within the school
- Headteacher to seek further good practice from other schools
- All staff aware of the importance of assessment for learning and are implementing ways more clearly on how the school addresses the effective use of success criteria
- All staff engage the pupils at the start and end of the lesson with the lesson objective and the success criteria of the lesson
- Pupils are more aware of the what it is they are assessing and why – be it self assessment, peer assessment or measuring their own strengths and shortfalls with specific aspects of learning
- Various ways are used within the school – How did I do? tree, traffic light system, thumbs up / down strategy, happy /sad faces, three stars and a wish, and targets etc

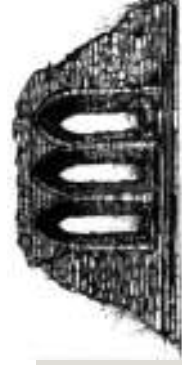
Ysgol Brynffordd School has a sharper focus on assessment for learning although these aspects were used within the school regularly.

**3) Governing Body
meeting Schedule**

(see 7.1)

**3) Tasgau Allweddol y
Corff Llywodraethu**

(gweler 7.1)



YSGOL MAESGLAS

Our Pathway to Progress

Key Tasks for the governing body: 2014-15

Term	Key tasks	Date completed	Evaluation/other comments
Autumn 2014:	Elect chair and vice chair (and schedule next elections)		
	Set dates of meetings for the year		
	Decide committee structure, membership and terms of reference		
	Set objectives for the governing body for the year		
	Receive head teacher's report		
	Review head teacher's performance		
	Review the school's charging policy, for example, for school trips		
	Draw up freedom of information publication scheme		
	Approve School improvement plan		
	Agree curriculum plans		
Spring term 2015	Review school improvement plan progress		
	Publish proposals and admission arrangements for next Autumn		
	Review SEN policy		
	Review equality information and objectives		
	Review pay policy		
	Agree budget and staffing structure		
	Review governing body performance and procedures		
	Review attendance of pupils, staff and governors		
	Review pupil exclusions for the year		
	Review school improvement plan progress		
Summer term 2015	Review careers advice		
	Review governors' visits		
	Receive head teacher's report on performance management		

Timetable for Policy review by the Governing Body

2014-2015	2015-2016	2017-2018	2018-2019
TERM 1	TERM 1	TERM 1	TERM 1
Pay Policy 3.12.14	Pay Policy	Pay Policy	Pay Policy
Literacy 3.12.14	Welsh	Equality	Whistle Blowing
English as an Additional Language 3.12.14	Home/School Agreement	Performance Management	ICT
Transition 3.12.14	Transition	Maths	Transition
	More Able and Talented (MAT)	Prevention of Bullying	Smoke Free policy
		Transition	
TERM 2	TERM 2	TERM 2	TERM 2
Disability Equality Scheme 20.05.15	Disability Equality Scheme	Disability Equality Scheme	Disability Equality Scheme
Child Protection 11.03.15	Science	Key Skills	Cwricwlwm Cymraeg
Freedom of Information 11.03.15	Child Protection	Child Protection	Child Protection Geography
Design and Technology 11.03.15	Assessment	PSE (also SRE)	History
Health and Safety 20.05.15	Use of reasonable force to restrain pupils	Special Educational Needs (ALN policy)	Homework
			Behaviour
TERM 3	TERM 3	TERM 3	TERM 3
Attendance 20/05/15	PE	RE	Short Term Absence Procedure
Art 1.07.15	Marking	Collective Worship	Music
Complaints Procedure 1.07.15	Looked After Children (LAC)	Management of school funds	Charging and Remission
		School Framework	Staff Discipline, conduct, capability and Grievance procedure
		Basic Skills	

4) Meeting Schedule

4) Amserlen Cyfarfodydd

Example 4.1 – Merilyn

Autumn term meetings planner 1 - Teaching Impact cycle focus Solo Taxonomy			
	SLT Focus	Staff meeting focus	Team Time focus
Week 1	Solo Taxonomy training 2 nd September 2015	Impact Cycle planning	Guiding coalition meeting
Week 2	Impact cycle monitoring	VL meetings (CC,JS,PE,TJ out)	Inspired and Passionate teachers
Week 3	Data analysis	Data analysis	The Visible Learner
Week 4			Know Thy Impact
Week 5			Feedback
Week 6		Parents Open Evening	The Visible learner
Week 7		Impact Cycle Feedback	Inspired and Passionate teachers
Feedback that makes learning visible training 27 th October 2015			
Autumn term meetings planner 2 -Learning Impact cycle focus Feedback			
	SLT Focus	Staff meeting focus	Team Time focus
Week 1			Know Thy Impact
Week 2			Feedback
Week 3			The Visible Learner
Week 4			Inspired and Passionate teachers
Week 5			Know Thy Impact
Week 6			Feedback
Week 7		Impact Cycle Feedback	Guiding coalition meeting

5) Monitoring Schedule

5) Amserlen Monitro

Annual Self Evaluation and Strategic Planning Cycle

Term 1 AUTUMN - overview	Term 2 SPRING - overview	Term 3 SUMMER - overview
<ul style="list-style-type: none"> ▪ Publish new School Improvement Plan (SIP) and action plans. ▪ Implement and monitor Y1 action plans ▪ Performance Management-head teacher & staff interviews and targets set. ▪ Provide opportunities to gather opinions about aspects of school from parent/pupil/staff – analyse and share ▪ Identify any new key issues which might result in changes to school priorities ▪ Review and update Key question 1 of Self Evaluation Form. “How Good are Outcomes?” ▪ Benchmark pupil data with national data using Dewi Data. ▪ Set individual pupil targets for the year. ▪ Benchmark pupils against Mapping Attainment Grids. ▪ Lesson observations ▪ Pupil voice – engaging with learners about priorities. 	<ul style="list-style-type: none"> ▪ Implement and monitor Y1 action plans ▪ Identify any new key issues which might result in changes to school priorities ▪ Monitor internal pupil data against targets set. Report on progress. ▪ Review resources/priorities e.g. staffing levels/building provision/ALN, which will inform finance plan for following financial year. ▪ Set budget for next financial year- allocate funds against priorities ▪ Review and update Key Question 2 of Self Evaluation Form “How good is provision?” ▪ Performance Management-interim meetings with staff ▪ Lesson Observations (performance management related) 	<ul style="list-style-type: none"> ▪ SIP – review and evaluate existing action plans ▪ Prioritise national and local initiatives ▪ Subject leaders to write action plans for following year. ▪ Analyse NFER and other tests. Identify individual, cohort, key stage and whole school targets. ▪ Analyse individual pupil attainment and progress against targets set for the year. ▪ Produce new Mapping Attainment Grids to plan ALN provision maps throughout school. ▪ Review and update Key Question 3 of Self Evaluation Form – “How good are leadership and management?” ▪ Book scrutiny – impact. ▪ Pupil voice – listening to learners.

Example 5.2 - Barkers Lane

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

	Autumn Term 14	Spring Term 15	Summer Term 15
Staff	<p>Learning Walks</p> <p>Classroom Observations (Maths / Numeracy)</p> <p>Scrutiny of Pupil Work – Marking / Success Criteria</p>	<p>Classroom Observations (Writing & Bilingual Skills)</p> <p>Peer Observations</p> <p>Scrutiny of Pupil Work – LNF / Differentiation</p>	<p>Classroom Observations (Numeracy Framework)</p> <p>Peer Observations</p> <p>Scrutiny of pupil work – Literacy Framework</p>
Governing Body	<p>Review Link Governors / Committees</p> <p>Data Analysis (SER KQ1)</p> <p>Classroom Visits</p>	<p>Monitor SIP through GB Meetings</p> <p>Self-Evaluation KQ2</p> <p>Classroom Visits</p>	<p>Monitor SIP through GB Meetings</p> <p>Self-Evaluation KQ3</p> <p>Open Learning Walk</p>

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

6) 3 Year Overview

6) Trosolwg 3 Blynedd

Example 6.1

Example of a three year high level priority.

Some priorities require a longer time scale. Decide where you what to be in 3 years and set targets for each year that will help you achieve your overall aim. The example below takes into account the capacity of a school, not everything can be done in one year, but if you don't plan for subsequent years the work achieved may be lost as new pressures and priorities take over.

Overall 3 year aim: We want to be a fully inclusive school, ensuring that all pupils are able to achieve their potential.

Year 1: To identify and receive training on the range of needs based on our pupils.

- Possible actions
 - Assign governors for specific groups of learners
 - For particular people to become 'experts' for specific groups of learners, FSM, Asperger's, dyslexia etc...
 - 'Experts' receive external training, arrange and attend school to school support and present their findings to the school
 - 'Experts' create teachers packs to support the teaching of pupils with specific needs, this could take the form of 5 things to do in the classroom to support...
 - Ensure that tracking and analysis of data for each group is updated regularly
 - One member of staff to investigate 'invisible children' or the 'middle 50%', the children who do Ok, they are never an issue, but can be overlooked
 - Governors monitor the creation of 'packs'
 - Planning starts to be informed from the findings
 - Learners set specific targets, to support their individual needs

Year 2: To update the planning to ensure inclusive and differentiated learning

- Possible actions
 - New pupils are identified for their specific needs and repeat actions in year 1 if necessary
 - Pupils involved in setting their own targets
 - Teachers use the support packs to inform planning
 - Teachers implement changes to lessons as appropriate
 - Teachers plan, teach and evaluate a lesson to consider the impact changes have had
 - New members of staff are informed on the work undertaken in year 1
 - Parents are informed of how they can support pupils identified with in specific groups
 - Monitor the effect on learning

Year 3: Evaluate the impact changes to the curriculum have been and plan for sustainability

- Possible actions
 - New pupils are identified for their specific needs and repeat actions in year 1 if necessary
 - Pupils are able to create their own success criteria based on their own learning needs
 - Planning is fully implemented across the school
 - Experts continue to research their area for new developments
 - Support other schools that are just starting this process through School to school collaboration.

School Improvement Priorities

2014-2015	2015-2016	2016-2017
<p>1. Literacy – To improve standards of writing across the school, ensuring consistent coverage of genres and evidence of the writing processes.</p> <p>2. Personal and Social - To raise standards in PSD at Outcome 6 (particularly boys) by developing the ability to communicate their feelings and empathise with others.</p> <p>3. Numeracy – To raise standards and develop the pupils’ ability to use and apply their Numeracy skills across the curriculum.</p> <ul style="list-style-type: none"> • Continue to raise standards in Welsh and improve bilingualism across the school. • Continue to build on standards in Science, particularly scientific enquiry. • Continuous School Improvement, Distributed Leadership and the role of the Governing Body. <p>Provision - Develop Outdoor Learning Leadership - New Leadership Team, many new members in Governing body, School Improvement Teams.</p>	<p>Literacy - New curriculum Numeracy - New curriculum PSWCD – Continuous School Improvement, Distributed Leadership and the role of the Governing Body.</p> <p>Provision- ICT Leadership - School Improvement Teams</p>	<p>Literacy - Implement new curriculum Numeracy - Implement new curriculum</p> <p>Continuous School Improvement, Distributed Leadership and the role of the Governing Body.</p> <p>Provision- ICT Leadership - Governors ‘Bronze Quality Mark’,</p>

Example 6.3 – Barkers Lane

Three-year Outline Plan

(Priorities may change following annual process of Self Evaluation)

Medium Term Priorities	2014-15	2015-16	2016-17
<p>Outcomes:</p> <ul style="list-style-type: none"> • Standards • Wellbeing 	<p>Improve standards in pupil's bilingual skills and Welsh Second language across the school*</p> <p>Improve standards in writing across the curriculum, particularly for boys, more-able and FSM pupils*</p> <p>Improve standards in numerical calculations, particularly for boys, more-able and FSM pupils*</p> <p>Improve standards in reading comprehension.</p> <p>Reduce the impact of social disadvantage on learner's attainment at the expected outcome / level +1.</p> <p>Develop further opportunities for pupils to have an impact on decision making and school improvement.</p>	<p>Implement revised AoL & PoS for LLC/English and MD/Maths</p> <p>Monitor standards in Welsh Second Language & bilingual skills.</p> <p>Review strategies for reducing impact of social disadvantage, particularly with MAT pupils</p> <p>Monitor standards in K&U (History and Geography) and Creative Skills</p> <p>Monitor impact on standards of provision on FP PSD (particularly FPO6)</p> <p>Evaluate impact of pupil involvement in decision-making.</p>	<p>Continued focus on literacy and numeracy</p> <p>Monitor standards in Science, P.E & R.E</p> <p>Review Health, Hygiene & Fitness</p> <p>Monitor impact on changes to ALN provision on standards.</p>
<p>Provision:</p> <ul style="list-style-type: none"> • Learning experiences • Teaching & Assessment • Care, Support & Guidance • Learning Environment 	<p>Embed planning, implementation and assessment of the LNF, ensuring progression of skills.</p> <p>Improve further the quality of teaching.</p> <p>Further develop assessment processes through robust moderation.</p> <p>Increase provision for social and life skills, including emotional literacy.</p> <p>Continue to review provision for ICT.</p> <p>Continue to further develop the role of governors in self-evaluation and school improvement.</p> <p>Extend partnership working to increase the impact on pupils' learning and wellbeing. * linked to Key Priorities 2&3</p>	<p>Review Schemes of Work in line with LNF and revised curriculum</p> <p>Continue to monitor ICT provision and impact on standards</p> <p>Review assessment and tracking procedures in line with new FP Baseline Assessment procedures.</p> <p>Evaluate ALN provision in line with revised regulations</p> <p>Improve leadership capacity – Middle Leader Training</p> <p>Evaluate involvement of all stakeholders in Self Evaluation and School Improvement Planning</p> <p>Evaluate and extend partnership working through school-school collaboration.</p>	<p>Plan for implementation of new curriculum and assessment arrangements</p> <p>Review bilingual skills and Welsh ethos</p> <p>Continue to monitor ICT provision and impact on standards</p>
<p>Leadership & Management</p> <ul style="list-style-type: none"> • Leadership • Improving Quality • Partnership Working • Resource Management 	<p>Continue to review provision for ICT.</p> <p>Continue to further develop the role of governors in self-evaluation and school improvement.</p> <p>Extend partnership working to increase the impact on pupils' learning and wellbeing. * linked to Key Priorities 2&3</p>	<p>Review vision and aims in line with national, local and school priorities</p> <p>Continue to strengthen systems for self-improvement.</p>	<p>Review vision and aims in line with national, local and school priorities</p> <p>Continue to strengthen systems for self-improvement.</p>

* Key Priorities

7) Additional Priorities

(including Governing Body)

7) Blaenoriaethau Ychwanegol

(gan gynnwys y Corff Llywodraethol)

ADDITIONAL OPERATIONAL PRIORITIES

	Autumn Term 2014	Spring Term 2015	Summer Term 2015
Governing Body Statutory Duties	<ul style="list-style-type: none"> • Election of Chair / Vice Chair of Governors • Review of Committee members and Terms of Reference • Review Governors business interests • Headteacher’s Performance Objectives and review • Agree pupil performance targets • Governing Body – Annual report to parents • Headteacher’s report to Governing Body • Finance committee • Health & Safety Audit , review policy 	<ul style="list-style-type: none"> • Indicative budget received from LA • Set budget and staffing levels • Allocate budgets, subject priorities etc. and planning classes/staffing • Review Pay Policy • Review Admissions Policy • Review Additional Needs Policy • Finance meeting 	<ul style="list-style-type: none"> • Fire Risk Assessment • Premises Audit • Prospectus – school & Early years • Headteacher’s report to Governing Body • Finance meeting • Discuss Governor’s allowances • Post Inspection Action Plan approved
Governing Body Termly Tasks	<ul style="list-style-type: none"> • Set dates for meetings for the year • Set objectives / targets for the Governing Body for the year • Review Teacher Assessments • Approve School Development Plan • Review School Development Plan (SDP) progress • Governor visits to school 	<ul style="list-style-type: none"> • Review School Development Plan progress • Review Equal Opportunities policy / Racial Equalities Policy • Receive and review teacher / governor report • Governor visits to school 	<ul style="list-style-type: none"> • Review of Governing Body’s performance / procedures • Review attendance of pupils / staff / governors • Review pupils exclusions for the year • Review School Development Plan progress • Approve Self Evaluation Report (SER) • Review Governors visits • Governor visits to school

<p style="text-align: center;">Celebrations and Events</p>	<ul style="list-style-type: none"> • Harvest celebration • Christmas carol service • Christmas Show • Pupils' visit to pantomime • Operation Christmas Child • JeansforGenes Charity • MacMillan coffee morning • Children in Need • Parents meetings – IEP reviews • Parent's Open evening • Area HT cluster meetings X2 • School Council committee set up • Eco Council committee set up • Football and other sporting festivals • Flintshire Indoor Athletics • Headteacher's Conference • Poppy Appeal 	<ul style="list-style-type: none"> • St David's Day – performance • URDD Eisteddfods • Mother's Day – Marie Curie • Easter • Red Nose Day • World Book Day • Parents meetings – IEP reviews • Parent's evening – individual appointments • School Educational visits • Area HT cluster meetings X2 • School Council meetings • Headteacher's Conference 	<ul style="list-style-type: none"> • Sports Day • Swimming Gala • Presentation Awards • Record of Achievements presentation Year 2 • Leaver's assembly • Trips / educational visits • Written reports to parents • Parents meetings – IEP reviews • Parent's evenings to discuss reports • Transition meetings / visits – parents and pupils • Area Headteacher's meetings • School Council meetings • Headteacher's Conference
<p style="text-align: center;">General Tasks</p>	<ul style="list-style-type: none"> • Job description reviews • Performance Management – Headteacher and teachers • Fire Drill • ALNCO meeting • FOBS – Christmas Fayre • Child Protection Training – whole school • NOR 	<ul style="list-style-type: none"> • Audit school fund • Audit FOBS fund • Close Capitation / Repairs and Maintenance Accounts • Fire Drill • ALNCO meeting • URDD Eisteddfods • FOBS – social event • PLASC • Appraisal for non teaching staff • Individual pupil photographs 	<ul style="list-style-type: none"> • Fire Drill • Order requisition • ALNCO transition meeting • Update Staff Handbook • Update information for supply staff • FOBS – Summer picnic
<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> • Pupil's assessment on entry to school at their year group • Reception assessment • Language (writing) X 2 • Communication X 1 • Mathematical Development X 2 • Knowledge and Understanding X 2 • Welsh oracy, reading and writing X 2 	<ul style="list-style-type: none"> • Language (writing) X 2 • Communication X 1 • Mathematical Development X 2 • Knowledge and Understanding X 2 • Welsh oracy, reading and writing 	<ul style="list-style-type: none"> • Language (writing) X 2 • Communication X 1 • Mathematical Development X 2 • Knowledge and Understanding X 2 • Welsh oracy, reading and writing • End of FP and KS2 assessments • CATS • NFER Reading • National Reading and Numeracy Tests

<p>Statutory Policies</p>	<ul style="list-style-type: none"> • Pay Policy • Accessibility Plan • Prospectus • Register of interests of Headteacher and Governors • School Development Plan • Staff Discipline and Conduct Policy • Staff Capability and Grievance Policy • Attendance and Absence • Annual Report to Parents 	<ul style="list-style-type: none"> • Disability Equality Scheme • Review Child Protection • Review Admissions Policy • Review Complaints Policy • Review Health & Safety Policy 	<ul style="list-style-type: none"> • Instrument of Governors • Review Race Equality Policy • Review Equal Opportunities Policy • Review Sex Education Policy • Review ALN Policy • Review PM Policy • Review Charging Policy • Review Medication Policy
<p>Timetable for monitoring and action planning</p>	<p>Subject Leaders to:</p> <ul style="list-style-type: none"> • Update Policy • Meet with subject advisor • Audit resources • Update schemes of work • Attend any training • Meet with all staff 	<p>Subject Leaders to:</p> <ul style="list-style-type: none"> • Classroom observations across the school • Produce reports on observations • Action Plan for subjects 	<p>Subject Leaders to:</p> <ul style="list-style-type: none"> • This is where you devise your timetable for subject leaders to evaluate their subjects • Timetable for subject leaders to evaluate their subjects • It may also be the timetable/structure for identifying which KQs are going to be evaluated each term • It may be when a review of other aspects of the curriculum are evaluated
<p>Identified School Improvements</p>	<ul style="list-style-type: none"> • Governors bronze award • Active Mark 	<ul style="list-style-type: none"> • Governors bronze award • Active Mark 	<ul style="list-style-type: none"> • Governors bronze award • Active Mark
<p>Buildings</p>	<ul style="list-style-type: none"> • Complete wall painting in Class 1 • Class 1 doors on cupboards • Convert tank room into caretaker storage 	<ul style="list-style-type: none"> • Refurbish boys and girls toilets 	<ul style="list-style-type: none"> • Covert staff toilets into a disabled one using caretaker's cupboard

8) Targets / Actions / Steps / To-do's

- Actions linked to the CIF
- Reference to PDG and SEG(EIG) spending is a separate section.

8) Targedau / Camau Gweithredu / Camau / I'w gweithredu

- Camau Gweithredu sy'n gysylltiedig â'r Fframwaith Arolygu Cyffredin
- Cyfeirio at wariant GAD a GEY (GGA) mewn adran ar wahân.

P1- To raise pupils’ standards in Welsh – (part of the PIAP)

Current situation: Estyn report Key Question1 Page5 “The majority of pupils in the Foundation Phase make appropriate progress in gaining skills in the Welsh language. Many respond well to instructions in other lessons. Across the school, many pupils demonstrate a good attitude to learning the language. However, older pupils lack sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations. A minority of pupils read and appropriate range of Welsh books with fluency and understanding. Many write short pieces well using familiar vocabulary and sentence patterns, but few write at length.”

Success Criteria: To increase “minority” of pupils who are able to read an appropriate range of Welsh books with fluency and understanding to “many” i.e. 85%
 To increase number of children who are able to write at length from ‘few’20% to a ‘minority’ 40%.

Nature of the evidence: Reading Records
 Welsh Writing Books
 Whole School Portfolio

Raising achievement plan.

Priority:	Welsh reading and writing
Area:	Raise pupils’ standards in Welsh
Target Group:	Whole school
Time scale:	2014-16
Evidence:	Whole School Portfolio

Action Plan:	Who/lead person	Timescale/monitoring	Evaluation
CIF (see p15) All 2.1.3 3.1.2 <ul style="list-style-type: none"> • Governing Body <ul style="list-style-type: none"> ○ Assign Governor to lead on R1 ○ Regularly visit and monitor progress 	X X	Beginning of Autumn term	
2.2.1 <ul style="list-style-type: none"> • Timetable to be changed <ul style="list-style-type: none"> ○ Helpwr Heddiw session to be 10 minutes and Helpwr Heddiw to be involved throughout the day. ○ Increase in the amount of time for the Welsh lesson for Year 5&6 to provide opportunity for extended writing. 	All Staff X	Immediately	
1.1.2 <ul style="list-style-type: none"> • MAT pupils <ul style="list-style-type: none"> ○ # pupils in Year 6, # pupils in Year 2 to be targeted for writing and # pupils in Year 5&6, # pupils in year 3&4, to be targeted to improve reading. ○ Tracking procedures implemented for above pupils (group on 	X/X X	Groups already identified Tracking ongoing	

<p>2.2.1</p>	<p>INERTS)</p> <ul style="list-style-type: none"> • Schemes of Work <ul style="list-style-type: none"> ○ To be reviewed by Welsh Language Service, Head Teacher and Deputy ○ Changes/Advice to be applied to the SOW(s) ○ Changes to be implemented, change identified in <ul style="list-style-type: none"> ▪ Planning ▪ Teaching • Breakfast club <ul style="list-style-type: none"> ○ Promotion of Welsh language in Breakfast club • Methodology – Staff Training <ul style="list-style-type: none"> ○ Staff to be released to review methodology (language patterns) with Welsh language service, X and deputy – Language patterns to be generalised and used in other situations e.g. At playtimes and in other lessons. ○ TA's to be up-skilled with fortnightly sessions (Welsh Language Service) to learn language patterns. • Monitoring <ul style="list-style-type: none"> ○ Termly by Welsh language service and HT – Samples of work to be checked. • Parental involvement <ul style="list-style-type: none"> ○ Continue to raise awareness of Welsh for the parents through the inclusion of useful vocabulary in the monthly newsletter. ○ Phrase of the week, key phrase to be included in foyer and where parents congregate. • Ditectif Cymraeg <ul style="list-style-type: none"> ○ Introduction of Ditectif Cymraeg modelled on Ysgol xxx, Foundation Phase to continue to attend the Jambori. 	<p>X/X/X</p> <p>All staff X</p> <p>XX</p> <p>TA's</p> <p>Welsh language service X</p> <p>X</p> <p>X</p>	<p>Sept 2014</p> <p>December 2014</p> <p>Easter 2015 – MMJ check planning Summer 2015 – Lesson monitoring and book review</p> <p>Start Sept 2014 – December 2014</p> <p>Spring... Focus of PM observations?</p> <p>Termly</p> <p>Immediately - Parent Governors to feedback throughout the year</p>	
<p>2.1.3, 2.3.1</p> <p>3.1.1 3.2.2</p> <p>3.1.1 & 3.3.1&2</p> <p>3.3.1</p> <p>1.1.5 & 2.1.3</p>	<p>Person Responsible: HT and designated Governor (SE)</p> <p>Reporting procedures: Report to Governors in Autumn 2014 and subsequent meetings Staff to discuss half Termly Termly monitoring by Welsh Language service and HT</p>			

Estyn Common inspection Framework (CIF)

K Q	Quality indicators	Aspects
1	1.1 Standards	1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.1.2 standards of groups of learners 1.1.3 achievement and progress in learning 1.1.4 skills 1.1.5 Welsh language
O U T C	1.2 Wellbeing	1.2.1 attitudes to keeping healthy and safe 1.2.2 participation and enjoyment in learning 1.2.3 community involvement and decision-making 1.2.4 social and life skills
M E S	2.1 Learning experiences	2.1.1 meeting the needs of learners, employers/community 2.1.2 provision for skills 2.1.3 Welsh language provision and the Welsh dimension 2.1.4 education for sustainable development and global citizenship
2	2.2 Teaching	2.2.1 range and quality of teaching approaches 2.2.2 assessment of and for learning
P R O V I S I O N	2.3 Care, support and guidance	2.3.1 provision for health and wellbeing including spiritual, moral, social and cultural development 2.3.2 specialist services, information and guidance 2.3.3 safeguarding arrangements 2.3.4 additional learning needs
	2.4 Learning environment	2.4.1 ethos, equality and diversity 2.4.2 physical environment
3	3.1 Leadership	3.1.1 strategic direction and the impact of leadership 3.1.2 governors or other supervisory boards
L E A D E R S	3.2 Improving quality	3.2.1 self-evaluation, including listening to learners and others 3.2.2 planning and securing improvement
R E S O U R C E M A N A G E M E N T	3.3 Partnership working	3.3.1 strategic partnerships 3.3.2 joint planning, resourcing and quality assurance
S H I P	3.4 Resource management	3.4.1 management of staff and resources 3.4.2 value for money

9) Targets / Actions / Steps / To-do's
-Reference to PDG and SEG(EIG) spending
is included as a column

**9) Targedau / Camau Gweithredu /
Camau / I'w gweithredu**
-Cynnwys cyfeiriad at wariant GAD a GEY
(GGA) mewn colofn.

Example 9.1 – Bryn Pennant

**Ysgol Bryn Pennant, Mostyn
School Development Plan
Strategic Planning Priorities 2013-16**

<p>To enable sustained and rapid improvement in literacy and numeracy standards from Reception to Year 6 by the further implementation of the LNF.</p>						
<p>IDENTIFIED AREA FOR DEVELOPMENT</p>						
<p>PRESENT POSITION</p> <p>In Teachers planning throughout school, the LNF is now embedded. A portfolio of pupils work to exemplify standards in literacy and numeracy in all areas across the curriculum is a work in progress. We are due to participate in the National Support Programme for the L.N.F. from Autumn 2013.</p>						
<p>SUCCESS CRITERIA</p> <p>Further development of Literacy and Numeracy skills, evident from improved results in the National Reading and Numeracy tests year on year.</p>						
Targets	Action	Lead staff	Resources	Timescale	Monitoring who/where/when	Evaluation/Success Criteria
<p>To implement a new school policy for literacy and numeracy.</p>	<p>H.T in consultation with A.H.T. and Numeracy coordinator to devise policy. H.T. to present new policy to Governors</p>	<p>H.T., A.H.T, X</p>	<p>Time for staff to meet to develop and review policy</p>	<p>From Autumn Term 2013</p>	<p>H.T., Governors</p>	<p>Success of new policy to be reviewed in line with policy renewal timetable.</p>
<p>To audit the schools current position in respect of literacy and numeracy provision.</p>	<p>H.T. and A.H.T. to audit schools current position in order to identify areas of further development under the NSP</p>	<p>H.T., A.H.T.</p>	<p>Time of H.T. and A.H.T. to meet to carry out the audit</p>	<p>Autumn 2013</p>	<p>H.T., Governors NSP Partner</p>	<p>Audit to be shared with NSP Partner and priorities to be identified.</p>
<p>To further develop portfolio of children’s work to exemplify standards in numeracy and literacy across the curriculum throughout the school.</p>	<p>Samples of work form each class to be matched against LNF skills and annotated and placed in the portfolio.</p>	<p>H.T., A.H.T. X X X</p>	<p>Labels and printing, photocopying of work samples. P.P.A. time</p>	<p>2013 - 2016</p>	<p>H.T., Governors</p>	<p>Children are taught literacy and numeracy skills rigorously across the curriculum, impacting on standards of achievement in the Foundation Phase and in K.S. 2 A comprehensive portfolio of evidence will enable standards to be monitored and areas for further development to be continuously identified.</p>

<p>To progress through the NSP for the LNF</p>	<p>Teaching staff to work with the Schools NSP partner, once appointed to ensure the most effective delivery of the LNF to all pupils.</p> <p>All support staff to be trained so that they can support teaching staff in its delivery.</p>	<p>H.T. A.H.T. X X X X</p>	<p>H.T., A.H.T.</p>	<p>2013 - 2016</p>	<p>NSP Partner, H.T., Governors</p>	<p>Teachers confident in delivering literacy and numeracy skills across the curriculum. Standards in Literacy and Numeracy to be raised.</p>
<p>All support staff to be fully aware of the importance of developing Literacy and Numeracy skills across the curriculum.</p>	<p>Purchase and install an Interactive Whiteboard in the Year 3 and 4 classroom. Wireless access to the school network to be available in all classrooms. Audit classroom based resources to identify needs appropriate to specific age groups.</p>	<p>H.T., A.H.T. X X X X X X</p>	<p>Support staff to be released to attend Consortium based training.</p>	<p>2013 - 2014</p>	<p>H.T., A.H.T.</p>	<p>All appropriate staff to be confident in supporting teachers to deliver the L.N.F.</p>
<p>To ensure appropriate resources are available to all staff, enabling the successful teaching of Literacy and Numeracy</p>	<p>New materials to be purchased to support pupil progress in literacy and numeracy, according to needs identified through audit.</p>	<p>H.T., Governors All class teachers</p>	<p>2013 - 2016</p>	<p>H.T., Governors</p>	<p>H.T., Governors</p>	<p>Pupils have access to a wide range of literacy and numeracy quality resource provision across all areas of the curriculum. New resources to be in place and being used appropriately. Lesson observations undertaken by S.M.T. to assess effectiveness and impact of the new L.N.F. resources.</p>
<p>How successful was the initiative?</p>						

PRIORITY 1

Area: KQ1 – Outcomes (Standards; Wellbeing)		Year: 2014-15			
Target: Improve standards in pupil's bilingual skills and Welsh Second Language across the school.					
Specific Action / Task	Involves	Time Scale Complete By	Success Criteria	Monitor / Evaluation	Cost/ Resources
Evaluate current standards in pupil's bilingual skills through learning walks and classroom observations.	SLT All Staff	Oct 14	<ul style="list-style-type: none"> All staff have clear understanding of strengths & areas to develop 	<i>Needs lots of reinforcement; little skills observed.</i>	£500 SDB
Audit further training needs for LSA's & MDSA's	CH / LR	Nov 14	<ul style="list-style-type: none"> Increased confidence and competence 	<i>Audit complete; meetings taking place with DJ; training to be arranged</i>	LA Funded
Arrange training with Athrawes Bro		Jan 15			
Raise expectations through Helpwr Heddiw and modelling; ensure 'phrase yr wythnos' updated; class displays of language are current; rewards to be focussed	All Staff	Dec 14	<ul style="list-style-type: none"> Nearly all pupils use phrases they are familiar with voluntarily Culture of school has 'Welsh' feel 	HH continues to be focus; revised 'Phrase yr Wythnos' following advice from DJ – impact of small phrases noted across school; class displays to be reviewed	-
Ensure 'Bocs Cymraeg' has appropriate resources / language patterns; FP to create area for Continuous Provision	All Staff	Dec 14	<ul style="list-style-type: none"> Nearly all pupils use phrases they are familiar with voluntarily and can respond to questions (sometimes with extended responses) 	Most classes have up to date 'bocs'; teachers to use prev. yr loop cards where appropriate. FP to continue improving CP areas.	-
Establish whole-school overview of language patterns introduced in each year group; share with all staff	CH/LR	Dec 14	<ul style="list-style-type: none"> All staff are clear of expectations; language is progressive across the school 	FP completed; KS2 staff to work on developing this.	£360 SDB
Audit reading provision; each class to ensure variety of reading materials readily available for pupils	CH/LR All Staff	Jan 15	<ul style="list-style-type: none"> Nearly all pupils can read with understanding at an appropriate standard 	Additional reading materials in each class; further work needed for independence.	-
Provide opportunities for writing; followed up with consolidation in CP & EP	EY&Y1 Staff	Feb 15	<ul style="list-style-type: none"> Many FP pupils write for enjoyment and spell some simple words / phrases 	<i>Analysis of data; Pupil Performance Meetings; Classroom observations;</i>	-
Y2 & KS2 staff to ensure LO and SC are specific and help pupils self-assess and improve their writing in cymraeg	CH KS2 Staff	Feb 15	<ul style="list-style-type: none"> Many KS2 pupils write confidently and at the expected standard; a minority write at the expected +1 	<i>Learning Walks; School Council / Listening to Learners; Scrutiny of pupil work</i>	-
<i>Additional task – school to school collaboration / cluster grant funded focus on cymraeg</i>	Y5&6 staff	March 15 to July 15	<ul style="list-style-type: none"> Improved standards in oracy. Increased opportunities for collaborative working across cluster – sharing good practice; improving pedagogy. Improved transition. 	<i>Analysis of data; Pupil Performance Meetings; Classroom observations; Learning Walks; Listening to Learners; Scrutiny of pupil work</i>	<i>AIB/GwE grant £1500</i>
<i>Y5&6 oracy project – focus on moving L4 to L5; upskilling staff and collaborative planning / teaching; transition to high school.</i>					
<i>(BL to extend across school)</i>	Whole School				

Review Key: November; February;

PRIORITY 2

Area: KQ1 – Outcomes (Standards; Wellbeing)						Year: 2014-15
Target: Improve standards in writing across the curriculum, particularly for boys and more-able pupils.						
Specific Action / Task	Involves	Time Scale Complete By	Success Criteria	Monitor / Evaluation	Cost/ Resources	
<p><i>* Links to LNF Tracker</i></p> <p>Analyse performance data and targets to identify specific focus groups; establish PLC, identify actions and share with staff *</p>	CE JT/LR/LE/SS	Sept 14	<ul style="list-style-type: none"> Standards in each year group equate to at least 2nd quartile for higher outcomes / levels. 	<p>PLC focus on VCOP established. Plan in place to move forward.</p>	£150 SEG	
<p>Continue with daily phonics / spelling buddies – evaluate progress half termly. Increase necessary resources. *</p>	All Staff	Sept 14		<ul style="list-style-type: none"> Improve boys performance to reduce gender gap in appropriate year groups in line with national averages. 	<p>Progress tracked. Additional FP resources in use</p>	£350 SEG
<p>Each class to generate a set of expected success criteria at an appropriate stage / level for writing and display on working walls. Model these and ensure children have a clear understanding of these.</p>	All Staff	Nov 14	<ul style="list-style-type: none"> FSM vs non-FSM performance is in line with or better than national averages. 	<p>Nearly all KS2 established; Jan 15- FP & Y4 to establish; all classes have expected SC; working walls used (less obs)</p>		
<p>PLC group to research ‘Big Write’ approach and introduce VCOP / own choice writing. Develop pupil self-assessment using VCOP tools. (Peer observations – reflective practice) Evaluate and share with all staff; whole school implementation. Y2-6 to evaluate use of learning logs / homework to support this.</p>	JT/LE/SS	Nov 14		<p>Whole school training / observations / team teaching – Jan 15.</p>	<p>Book scrutiny – recognised good practice; need for focus on each element</p>	£600 SEG
<p>Further whole school CUBs training; review successful strategies. *</p>	JT All Staff	Jan 15	<ul style="list-style-type: none"> Children write across the curriculum accurately and with confidence. Parents understand strategies and expectations. 	<p>CUBS groups reviewed; PM meetings show progress</p>	£750 SEG	
<p>Whole staff training - understanding of each genre; focus on process of extended writing. (Follow up from GwE / NSP) *</p>	CE / JT All Staff	Jan 15		<p>Genre planned – need to focus training (no NSP input)</p>	<p>£600 SEG</p>	
<p>Ensure working walls are supporting / extending writing – evaluate impact through School Council. Writing is valued – display of writing across curriculum in every class.</p>	All Staff	Jan 15	<ul style="list-style-type: none"> Children write across the curriculum accurately and with confidence. Parents understand strategies and expectations. 	<p>Writing displayed in every class – good standards; book scrutiny exemplifies standards</p>		
<p>Writing project for Y5&6 MAT pupils with RHS & Alexandra. Sharing good practice across schools and in-house. *</p>	All Staff	Feb 15		<p>Listening to Learners</p>	<p>£300 SEG</p>	
<p>Classroom observations – focus on writing process and outcomes. Identify good practice to share across school / cluster.</p>	LE	March 15	<ul style="list-style-type: none"> Children write across the curriculum accurately and with confidence. Parents understand strategies and expectations. 	<p>Peer Obs focus – varied standards of teaching; → Use of video to share practice</p>	£600 SEG	
<p>Engaging parents – share strategy and outcomes so far; School Council presentation. Staff to identify target groups of parents – planned coffee mornings / shared writing. *</p>	SLT	March 15		<p>Parental Questionnaires</p>	<p>£300 PDG</p>	
<p>Agree termly assessment focus; collate examples of work for standardisation on termly basis. Focus on Lit Framework portfolio. *</p>	Lit PLC	March 15 June 15	<ul style="list-style-type: none"> Children write across the curriculum accurately and with confidence. Parents understand strategies and expectations. 	<p>Staff Meetings; Pupil Performance Meetings</p>		
	CE / LR/JT	Oct 14 March 15 June 15				

PRIORITY 3

Area: KQ1 – Outcomes (Standards; Wellbeing)		Year: 2014-15			
Target: Improve standards in numerical calculations, particularly for boys and more-able pupils.					
Specific Action / Task	Involves	Time Scale Complete By	Success Criteria	Monitor / Evaluation	Cost/ Resources
<p>* Links to LNF Tracker</p> <p>Analyse performance data, national tests and targets to identify specific focus groups; establish PLC, identify actions and share with staff *</p>	CE AW/NG/CH/ AP	Sept 14	<ul style="list-style-type: none"> Standards in each year group equate to at least 2nd quartile for higher outcomes / levels. Improve numeracy test results to at least 2nd quartile at >85 and >115. Improve boys performance to reduce gender gap in appropriate year groups in line with national averages. FSM vs non-FSM performance is in line with or better than national averages. Children are able to calculate numerically with accuracy and confidence. Children can apply calculation skills to a variety of problems in different contexts. Parents understand strategies and expectations. 	<p>PLC focus on calculations established. Plan in place to move forward.</p> <p>£150 SEG</p>	
<p>Implement daily maths challenge in GMT; focus on 'number of the day' in FP/ areas for development from test analysis of previous year and own teaching in Y3-6. *</p> <p>Create whole school calculation policy, working with Wat's Dyke to share practice. *</p> <p>Training for teachers / LSA's on policy. *</p> <p>Share policy with School Council – evaluate known methods with MAT pupils.</p>	All Staff	Sept 14		<p>Daily focus on numeracy in all classes</p> <p>£900 SEG</p>	
<p>Each KS2 class to generate a set of expected success criteria at an appropriate level for recording in maths and display on working walls. Model these and ensure children have a clear understanding of these. FP staff to plan and resource for numeracy opportunities in all areas of CP. Links to business – financial education.</p>	AW / NG	Oct 14	<p>FP planning for numeracy on-going in each area.</p> <p>£350 SEG</p>	<p>Policy developed with WD Policy continues to be implemented – clear strategies, all aware. PPM show pupils make appropriate progress</p>	
	AW/NG	Dec 14		<p>One additional TA trained due to sickness. Groups reviewed; progress tracked</p> <p>£1000 SEG</p>	
<p>Train 2 additional LSA's and continue to implement Catch Up Numeracy; termly review of progress.</p>	FP Staff	Jan 15	<p>Pilot workshop undertaken – good feedback Successful workshops on + & -; over half of school attended – review impact at PPM</p> <p>£300 SEG</p>	<p>FP planning for numeracy on-going in each area.</p> <p>£900 PTA</p>	
<p>Engaging Parents – informal workshops based on calculation policy to planned with Wat's Dyke; target parents to be identified. *</p>	SC HR/DB/FH KS2 Staff	Nov 14		<p>One additional TA trained due to sickness. Groups reviewed; progress tracked</p> <p>£1000 SEG</p>	
<p>Numerical Reasoning Training; share effective practice with all staff.</p>	APk / CH	Nov 14 Feb 15 April 15	<p>Children are able to calculate numerically with accuracy and confidence.</p> <p>Children can apply calculation skills to a variety of problems in different contexts.</p> <p>Parents understand strategies and expectations.</p>	<p>Pilot workshop undertaken – good feedback Successful workshops on + & -; over half of school attended – review impact at PPM</p> <p>£300 SEG</p>	
<p>Establish maths working wall in KS2 – current themes / modelling strategies; independent challenges</p>	AW	Nov 14		<p>FP planning for numeracy on-going in each area.</p> <p>£900 PTA</p>	
<p>Hold maths challenge days e.g. Number Day; enrichment activities e.g. Techniquet</p>	KS2 Staff	Jan 15	<p>KS2 training with WD – maths mats following GwE model</p> <p>Working walls in place – review SC as whole staff needed</p> <p>Listening to Learners</p> <p>£400 SEG</p>	<p>KS2 training with WD – maths mats following GwE model</p> <p>Working walls in place – review SC as whole staff needed</p> <p>Listening to Learners</p> <p>£400 SEG</p>	
<p>Agree termly assessment focus; collate examples of work for standardisation on termly basis. Focus on Numeracy Framework portfolio. *</p>	Num PLC All Staff	Feb 15 & May 15		<p>Book scrutiny indicates more discussion needed re. maths tasks</p> <p>£300 PDG</p>	
	CE / LR/AW	Oct 14 March 15 June 15			

10) National Priorities

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Example 10.1

National priorities may be used to help inform a school priority, for example:

Priority 1: To raise the standards of FSM pupils, so that they are comparable with non-FSM pupils.

Or the national priorities may inform a number of actions within a wider priority, for example:

Priority 1: To raise the achievement of boys reading.

- **Action 1: TA to receive training on and record the progress of FSM boys reading group.**
- **Action 2: FSM support pack to be researched and created.**

How a school addresses each of the national priorities should be reflected in the overall SDP.