

Wrexham and Flintshire SDP Support Information



In partnership with:

Gwasanaeth Effeithiolrwydd a
Gwell a Ysgolion Rhanbarthol, Gogledd Cymru
Regional School Effectiveness &
Improvement Service for North Wales

GwEGogledd.Cymru / GwENorth.Wales

Welsh Government Guidance: <http://gov.wales/topics/educationandskills/schoolshome/school-development-plans/?lang=en>

Regulations Cover:

- 1) Preparation of a School Development Plan
- 2) The period of time covered by the SDP
- 3) Arrangements for publishing the SDP
- 4) The matters addressed in a SDP
- 5) Requirements for reviewing and updating the SDP

Priorities should be clearly identified through effective self-evaluation and addressed in the SDP

1) Preparation of a School Development Plan

Informed by regular monitoring and self-evaluation

Evaluation of

provision, performance and use contextual data

What works well? (How do we know?)
What needs improving? (How do we know?)
How can it improve? (How will we know?)

Qualitative data includes:

- inspection and GwE reports
- information relating to learners' wellbeing (e.g. Pass Survey, Estyn Questionnaire, school council)
- Pupil voice, lesson observations, book trawls etc...

Quantitative data includes:

- comparative information
- standards (of cohorts and groups of learners)
- attendance

Stakeholders

Evaluation should be informed by a range of stakeholders

Including:

- Pupils
- Teachers
- Staff
- Governors
- Parents
- Local business
- Local residents

Monitoring

Monitoring schedule should be appropriate given the timeframe for each priority

Monitoring may include:

- Learner voice
- Lesson observations
- Book scrutiny
- Moderation meetings
- Governor visits – learning walks
- Termly Red Amber Green 'd SDP Standards
- Soft targets and skills (e.g. empathy, listening, engagement etc...)

2) The period of time covered by the SDP...

- The SDP is required to function as a rolling three-year plan and will therefore always cover a three-year period.
- SDP will contain sufficient detail to enable actions to address the priorities for the current school year and high level priorities for years two and three.

3) Arrangements for publishing a SDP

- Once formally prepared or revised, the governing body is required to provide copies of the SDP to each member of the governing body and school staff.
- Governing body must make a summary copy of the SDP available via the School Governors Annual Report. The summary will include high level priorities, targets and actions for the current academic year.
- Priorities in the SDP will enable Challenge Advisors to seek school to school collaborative links and support access to initiatives and funding.
- A SDP will be a starting point for Estyn along with the self-evaluation.

4) The matters addressed in a SDP

- The school's priorities will include the three national priorities (*either as separate priorities or elements within other priorities*).
- Priorities should include reference to resources the school has available including funding (EIG and PDG).
- The quality of planning should be judged in terms of its impact on improvement rather than the volume of detail it contains.
- It will set out how the school will achieve its targets and clear success criteria should be developed.
- It will focus on the impact 'on' learner outcomes and use this as a measure of effectiveness.
- It will provide a context for the performance management process for all staff.
- Currently schools may produce a number of plans e.g. a SDP/SIP, staff development plan, spending plan, post inspection action plan (PIAP), LNF plan. Schools only need one strategic improvement plan, the SDP should be the single means of capturing the school's improvement priorities and strategies and functions as a starting point for any external challenge, support and intervention. A SDP must be revised following an inspection to take account of inspection findings, recommendations and proposed actions. A PIAP could take the form of an Annex.
- Targets should improve the quality of learning and teaching, including leadership development.
(Consider actions that limit teachers being away from the classroom.)
- Include priorities and activities to support effective development of leadership at all levels in school – Possibly use the Individual Leadership Review (IFR) tool on the Learning Wales website.
- SDP must contain details of how the governing body will work with the wider school community, e.g. parents and carers, local residents, other schools, agencies and businesses in seeking to achieve the priorities.
- Targets should be Specific, Measurable, Achievable, Realistic and Time bound. SMART

Activities that improve teaching and leadership:

- Coaching and mentoring
- Use of data and evidence of what works well
- Effective collaboration
- Reflective practice

Ensure the **right people** with the **right skills** are in the **right place** at the **right time**.

5) Requirements for reviewing and updating the SDP

- By 1st September 2015 a school must have in place a SDP that, as a minimum, is fully compliant with the requirements of the regulations. (*It is a live document and can be reviewed and updated regularly.*)
- The governing body is responsible for monitoring and reviewing the progress in meeting targets and is required to include a statement within the SDP setting out the extent to which the school improvement targets for the previous school year were met.
- The governing body must monitor, review and update the school development plan annually (as a minimum) or following an Estyn inspection
- It is a 'live document' that should be regularly refreshed to reflect the school's progress in meeting its priorities. (*Evaluate termly saving the edited version to show development, or use 'track changes' in Word.*)
- SDP should be easily accessible and used as a common reference point by all staff and governors.
- The documents will serve as a key role in informing the engagement of Challenge Advisers in their challenge and support role with schools, and a means whereby local authorities and regional consortia have a clear single reference point for schools' planned improvement activities. A SDP will support judgements regarding KQ3 Leadership and Management.
- The Regulations place a duty upon the governing body to prepare, monitor, review and revise a SDP. By being responsible for its preparation and revision the governing body will be responsible for agreeing and 'signing off' the SDP. (*In practice the headteacher will work with the staff and governing body in producing the SDP and will be responsible for implementing it.*)

School Development Plans – a good practice guide

Clear rationale

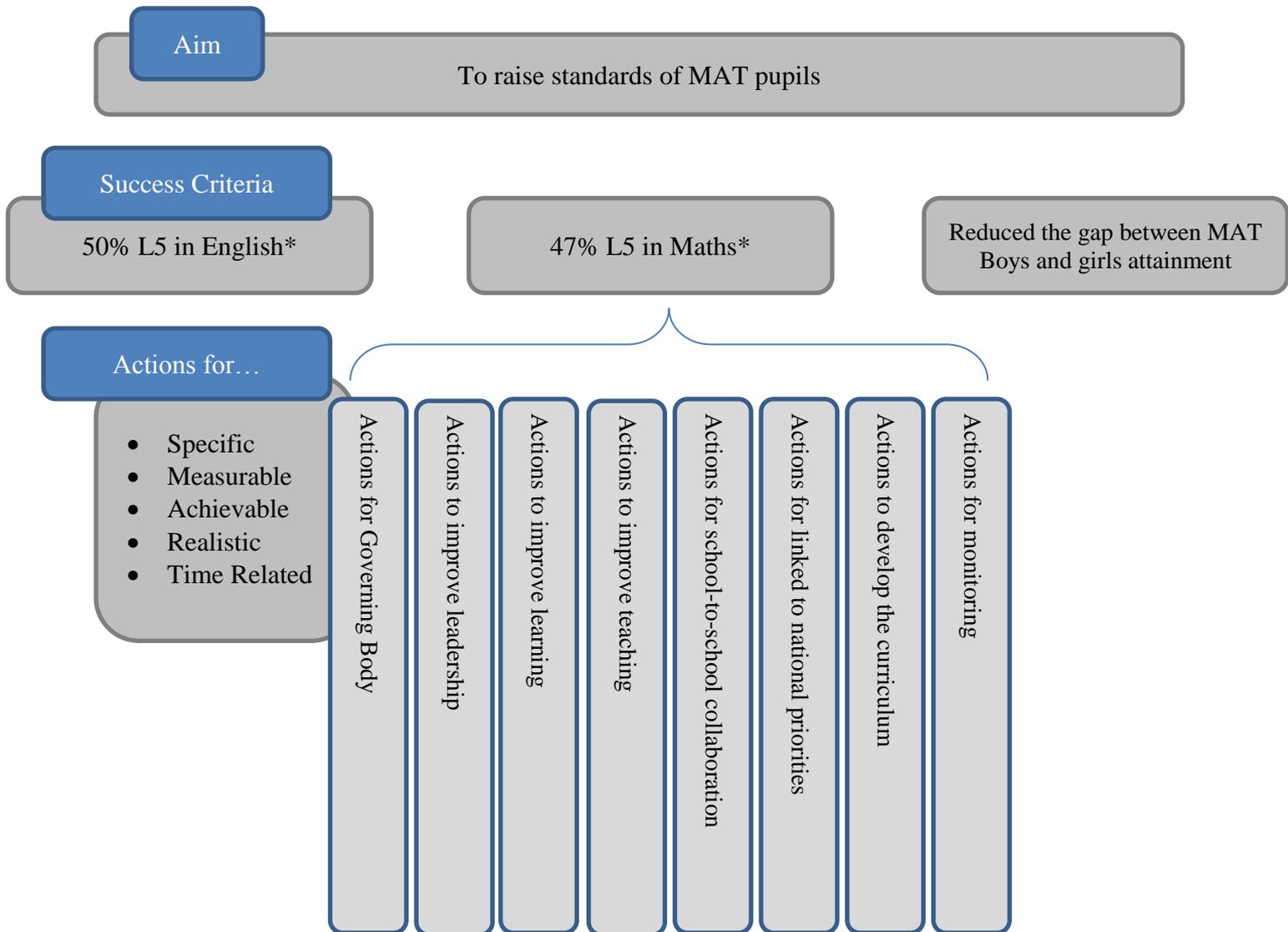
The priorities must have a clear rationale. A thorough and honest self-evaluation will identify areas the school needs to address to move forward, these links need to be explicit. There may be action-research based activities a school would like to investigate to improve learning and teaching and to improve leadership and management.

Section	Description	Example
1) Previous years priorities	An evaluation of the success of the previous priorities	1.1 Barkers Lane primary school
2) Estyn Recommendations	An evaluation of progress towards each of the Estyn Recommendations	2.1 Ysgol Brynffordd
3) Governing Body Key tasks	Overview of the key priorities/tasks for the Governing Body.	3.1 Ysgol Maesglas 3.2 Ysgol Rhosddu Also see 7.1
4) Meeting schedule	Different meetings may focus on different priorities, by planning the meeting schedule it may support monitoring procedures	4.1 Ysgol Merllyn
5) Monitoring schedule	An overview of what form of monitoring takes place and the focus of monitoring: Monitoring may include: <ul style="list-style-type: none"> - Learner voice - Lesson observations - Book scrutiny - Moderation meetings - Governors visits – learning walks - Termly evaluation of SDP - Standards – analysis of data - A focus for specific skills or soft targets (empathy, listening, engagement, behaviour etc....) 	5.1 Ysgol yr Esgob 5.2 Barkers Lane Primary
6) 3 year overview	The SDP must contain a rolling 3 year plan. The current year's priorities will take most of the document and the 'high level' priorities for the following two years should also be included.	6.1 See Notes 6.2 Ysgol y Llan 6.3 Barkers Lane primary school
7) Additional Priorities	List of the additional actions that are planned throughout the year.	7.1 Ysgol Brynffordd
8) Targets/Actions/Steps/To-do's Actions are linked to the Common inspection framework. CIF included in the example. PDG and SEG/EIG are recorded in a section below the actions table.	The SDP should provide actions for a range of stakeholders. A good SDP will improve learning, teaching and leadership and therefore actions should be identifiable for each of these areas: <ul style="list-style-type: none"> - Actions for Governing Body - Actions to improve leadership - Actions to improve learning - Actions to improve teaching - Actions to support workforce development and linked to Performance Management - Actions for school to school collaboration - Actions for curriculum development - Actions linked to the national priorities - Actions for all Stakeholders including community, parents and business - Monitoring could be included as specific actions linked to leadership 	8.1 Ysgol Gronant

<p>9) Targets/Actions/Steps/To-do's</p> <p>PDG and SEG/EIG are recorded in a resources column.</p>	<p>Each target/action should contain</p> <ul style="list-style-type: none"> - Who is to complete the action - When the action should be completed - The resources needed to complete the action (Including EIG and PDG funding) <p>The use of columns help to ensure that actions are SMART. Specific, Measurable, Achievable, Realistic, time related</p>	<p>9.1 Ysgol Bryn Pennant 9.2 Ysgol Barkers Lane</p>
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Aims, success criteria and actions.

Although the definition of ‘aims’, ‘success criteria’ and ‘actions’ are often understood differently by different people, the following diagram may help when defining the language of your own school development plan:



*Based on an analysis of the contextual details of pupils at your school whilst at the same time setting aspirational targets.

1) Previous Years Priorities

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

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.

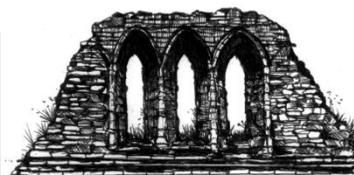
A3 Strengthen aspects of assessment for learning, in particular the effective use of success criteria

- 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)



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		
Spring term 2015	Agree curriculum plans		
	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		
Summer term 2015	Review governing body performance and procedures		
	Review attendance of pupils, staff and governors		
	Review pupil exclusions for the year		
	Review school improvement plan progress		
	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

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

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

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

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
<ol style="list-style-type: none"> 1. Literacy – To improve standards of writing across the school, ensuring consistent coverage of genres and evidence of the writing processes. 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. 3. Numeracy – To raise standards and develop the pupils’ ability to use and apply their Numeracy skills across the curriculum. <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>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>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 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>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>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)

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

Celebrations and Events	<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
General Tasks	<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
Assessment	<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

Statutory Policies	<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
Timetable for monitoring and action planning	<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
Identified School Improvement Accreditations	<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
Buildings	<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.

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

Current situation: Estyn report Key Question1 Page 5 “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:

CIF (see p15) All 2.1.3	Steps	Who/ lead person	Timescale/ monitoring	Evaluation
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	

	INERTS)			
2.2.1	<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 	X/X/X	Sept 2014 December 2014 Easter 2015 – MMJ check planning Summer 2015 – Lesson monitoring and book review	
2.1.3, 2.3.1	<ul style="list-style-type: none"> Breakfast club <ul style="list-style-type: none"> Promotion of welsh language in Breakfast club 	XX		
3.1.1 3.2.2	<ul style="list-style-type: none"> 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. 	TA's	Start Sept 2014 – December 2014 Spring... Focus of PM observations?	
3.1.1 & 3.3.1&2	<ul style="list-style-type: none"> Monitoring <ul style="list-style-type: none"> Termly by Welsh language service and HT – Samples of work to be checked. 	Welsh language service X	Termly	
3.3.1	<ul style="list-style-type: none"> 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. 	X	Immediately - Parent Governors to feedback throughout the year	
1.1.5 & 2.1.3	<ul style="list-style-type: none"> Ditectif Cymraeg <ul style="list-style-type: none"> Introduction of Ditectif Cymraeg modelled on Ysgol xxx, Foundation Phase to continue to attend the Jambori. 	X		

Person Responsible: HT and designated Governor (SE)

Reporting procedures: Report to Governors in Autumn 2014 and subsequent meetings
Staff to discuss half Termly
Termly monitoring by Welsh Language service and HT

Supply cover- 2 days	£380
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Estyn Common inspection Framework (CIF)

K Q	Quality indicators	Aspects
1 O U T C O M E S	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
	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
2 P R O V I S I O N	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 Teaching	2.2.1 range and quality of teaching approaches 2.2.2 assessment of and for learning
	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 L E A D E R S H I P	3.1 Leadership	3.1.1 strategic direction and the impact of leadership 3.1.2 governors or other supervisory boards
	3.2 Improving quality	3.2.1 self-evaluation, including listening to learners and others 3.2.2 planning and securing improvement
	3.3 Partnership working	3.3.1 strategic partnerships 3.3.2 joint planning, resourcing and quality assurance
	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

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

IDENTIFIED AREA FOR DEVELOPMENT

To enable sustained and rapid improvement in literacy and numeracy standards from Reception to Year 6 by the further implementation of the LNF.

PRESENT POSITION

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.

SUCCESS CRITERIA

Further development of Literacy and Numeracy skills, evident from improved results in the National Reading and Numeracy tests year on year.

Targets	Action	Lead staff	Resources	Timescale	Monitoring who/where/when	Evaluation/Success Criteria
To implement a new school policy for literacy and numeracy.	H.T in consultation with A.H.T. and Numeracy co-ordinator to devise policy. H.T. to present new policy to Governors	H.T., A.H.T, X	Time for staff to meet to develop and review policy	From Autumn Term 2013	H.T., Governors	Success of new policy to be reviewed in line with policy renewal timetable.
To audit the schools current position in respect of literacy and numeracy provision.	H.T. and A.H.T. to audit schools current position in order to identify areas of further development under the NSP	H.T., A.H.T.	Time of H.T. and A.H.T. to meet to carry out the audit	Autumn 2013	H.T., Governors NSP Partner	Audit to be shared with NSP Partner and priorities to be identified.
To further develop portfolio of children's work to exemplify standards in numeracy and literacy across the curriculum throughout the school.	Samples of work form each class to be matched against LNF skills and annotated and placed in the portfolio.	H.T., A.H.T. X X X	Labels and printing, photocopying of work samples. P.P.A. time	2013 - 2016	H.T., Governors	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>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>H.T. A.H.T. X X X X</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>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 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>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.,Governors All class teachers</p>	<p>New materials to be purchased to support pupil progress in literacy and numeracy, according to needs identified through audit.</p>	<p>2013 - 2016</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>

How successful was the initiative?

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 . Arrange training with Athrawes Bro	CH / LR	Nov 14 Jan 15	<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	
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 Y2 & KS2 staff to ensure LO and SC are specific and help pupils self-assess and improve their writing in cymraeg	EY&Y1 Staff CH KS2 Staff	Feb 15 Feb 15	<ul style="list-style-type: none"> Many FP pupils write for enjoyment and spell some simple words / phrases Many KS2 pupils write confidently and at the expected standard; a minority write at the expected +1 	<i>Analysis of data; Pupil Performance Meetings; Classroom observations; 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 Y5&6 oracy project – focus on moving L4 to L5; upskilling staff and collaborative planning / teaching; transition to high school. (BL to extend across school)</i>	Y5&6 staff Whole School	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>	AIB/GwE grant £1500	

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
* Links to LNF Tracker					
Analyse performance data and targets to identify specific focus groups; establish PLC, identify actions and share with staff *	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. 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 write across the curriculum accurately and with confidence. Parents understand strategies and expectations. 	<i>PLC focus on VCOP established. Plan in place to move forward.</i>	£150 SEG
Continue with daily phonics / spelling buddies – evaluate progress half termly. Increase necessary resources. *	All Staff	Sept 14		<i>Progress tracked. Additional FP resources in use</i>	£350 SEG
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.	All Staff	Nov 14		<i>Nearly all KS2 established; Jan 15- FP & Y4 to establish; all classes have expected SC; working walls used (less obs)</i>	
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.	JT/LE/SS All Staff Y2-6	Nov 14 Jan 15 Jan 15		<i>Whole school training / observations / team teaching – Jan 15. Book scrutiny – recognised good practice; need for focus on each element</i>	£600 SEG
Further whole school CUBs training; review successful strategies. *	JT All Staff	Jan 15		<i>CUBs groups reviewed; PM meetings show progress</i>	£750 SEG
Whole staff training - understanding of each genre; focus on process of extended writing. (Follow up from GwE / NSP) *	CE / JT All Staff	Jan 15		<i>Genre planned – need to focus training (no NSP input)</i>	£600 SEG
Ensure working walls are supporting / extending writing – evaluate impact through School Council. Writing is valued – display of writing across curriculum in every class.	All Staff All Staff	Jan 15 Feb 15		<i>Writing displayed in every class – good standards; book scrutiny exemplifies standards</i>	
Writing project for Y5&6 MAT pupils with RHS & Alexandra. Sharing good practice across schools and in-house. *	LE	March 15		<i>Listening to Learners</i>	£300 SEG
Classroom observations – focus on writing process and outcomes. Identify good practice to share across school / cluster.	SLT	March 15		<i>Peer Obs focus – varied standards of teaching; ➔Use of video to share practice</i>	£600 SEG
Engaging parents – share strategy and outcomes so far; School Council presentation. Staff to identify target groups of parents – planned coffee mornings / shared writing. *	Lit PLC	March 15 June 15		<i>Parental Questionnaires</i>	£300 PDG
Agree termly assessment focus; collate examples of work for standardisation on termly basis. Focus on Lit Framework portfolio. *	CE / LR/JT	Oct 14 March 15 June 15	<i>Staff Meeting; Pupil Performance Meetings</i>		

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	
* Links to LNF Tracker						
Analyse performance data, national tests and targets to identify specific focus groups; establish PLC, identify actions and share with staff *	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. 	<i>PLC focus on calculations established. Plan in place to move forward.</i>	£150 SEG	
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. *	All Staff	Sept 14		<i>Daily focus on numeracy in all classes</i>		
Create whole school calculation policy, working with Wat’s Dyke to share practice. * Training for teachers / LSA’s on policy. * Share policy with School Council – evaluate known methods with MAT pupils.	AW / NG AW/NG AW/CE	Oct 14 Dec 14 Jan 15		<i>Policy developed with WD Policy continues to be implemented – clear strategies, all aware. PPM show pupils make appropriate progress</i>	£900 SEG	
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.	KS2 Staff FP Staff	Nov 14 Jan 15		<i>FP planning for numeracy on-going in each area.</i>	£350 SEG £900 PTA	
Train 2 additional LSA’s and continue to implement Catch Up Numeracy; termly review of progress.	SC HR/DB/FH KS2 Staff	Nov 14		<i>One additional TA trained due to sickness. Groups reviewed; progress tracked</i>	£1000 SEG	
Engaging Parents – informal workshops based on calculation policy to planned with Wat’s Dyke; target parents to be identified. *	APk / CH	Nov 14 Feb 15 April 15		<i>Pilot workshop undertaken – good feedback Successful workshops on + & -; over half of school attended – review impact at PPM</i>	£300 SEG	
Numerical Reasoning Training; share effective practice with all staff.	AW	Nov 14		<i>KS2 training with WD – maths mats following GwE model</i>	£400 SEG	
Establish maths working wall in KS2 – current themes / modelling strategies; independent challenges	KS2 Staff	Jan 15		<i>Working walls in place – review SC as whole staff needed</i>		
Hold maths challenge days e.g. Number Day; enrichment activities e.g. Techniquet	Num PLC All Staff	Feb 15 & May 15		<i>Listening to Learners</i>	£300 PDG	
Agree termly assessment focus; collate examples of work for standardisation on termly basis. Focus on Numeracy Framework portfolio. *	CE / LR/AW	Oct 14 March 15 June 15		<i>Book scrutiny indicates more discussion needed re. maths tasks</i>		

10) National Priorities

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.