

# *St. Joseph's Catholic Primary School*



**School Development Plan  
2018-21**

<b>Date Approved</b>		<b>Date of Next Review July 2019</b>	
	Headteacher -Juliet Stack	Paul Relf	Chair of Governing Body

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## Our School Context

St. Joseph's Catholic Primary School Clydach is a Voluntary Aided Primary School in the Swansea Valley; pupils are drawn from a wide area from Ystradgynlais to Morriston. The school is surrounded by woodland and its main building is of a relatively modern design with a separate nursery and reception unit. Two classes are housed in a demountable building. The school has a large yard and use of the large adjacent community parkland for sports and other activities. The school provides education for pupils aged three to eleven. Currently there are 202 pupils on roll from Reception onwards with 20 part-time children in the Nursery. English is the predominant home language of most pupils with very few from Welsh speaking homes. Approximately 55 pupils are from an ethnic minority with 32 pupils receiving support from EMAU – 2 new to English, 11 early acquisition (34%), 12 developing competence (37%) and 7 (22%) competent. The school has 24% of its pupils from an ethnic background compared to 15% in the LA. The school has a full range of abilities with the vast majority of pupils coming from homes in areas which are neither prosperous nor economically disadvantaged around 14 pupils receive free school meals. There are 25 pupils with some form of special educational needs including 16 on school action and 7 on school action plus. There is one pupil who has a formal statement for SEN and 2 pupils who are 'looked after' by the Local Authority. There are eight straight age classes with seven full time teachers and one .5 teacher and PPA staff, also the Headteacher. There are 9 Teacher Assistants and a full-time school clerk. The present Headteacher took up post in January 2013, Acting Deputy Headteacher in September 2017. There have been significant changes to the Governing Body with a new Vice-chair in 2015, 9 new governors since the inspection in 2008. An outside area has been developed for the Year 1 and 2 classes to facilitate outside learning in the Foundation Phase. Windows and PVC panels have been replaced in the main building and the library has been updated and modernised. An outside prayer area including willow dome has been developed for reflection. A stage has been built in the school hall and outside storage for games equipment. The school was last inspected in March 2014 and produced an action plan to improve pupils' standards of achievement and aspects of management. Religious education was inspected separately under Section 50 of the Education Act 2005. Pupil numbers have risen steadily. The school has no mixed classes of pupils.

14.5% of pupils are on the Additional Learning Needs register, (10.2 % pupils at School Action, 4.3 % at School Action Plus). There is 1 pupil in receipt of a statement and currently we have 3 pupils who are 'looked after' by the Local Authority.

# General Information

	WG No	WG Lang	Address
St Joseph's Catholic Primary School	6703308	B – English Medium	Pontardawe Road Clydach SA6 5NX

Phone	Fax	e-mail	Website
01792 842494			

## Staff

	Teachers	Support Staff	Admin	Caretaking	Cleaning	Lunchtime	Kitchen	Other	Total
No. of Staff	9	9	1	1	2	2	3		

## Classes

Names of classes and members of staff			Number of pupils								
Class	Teachers	Support Staff	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Nursery	Mrs Rhian Weaver	Dionne Williams	20								
Reception	Mrs Clair James	Cath Hinder Marie Brougham		29							
Year One	Miss Rebecca Torrance	Hayley Rowden Cooper			26						
Year Two	Mrs Elizabeth Rowden	Julie Walker				28					
Year Three	Mrs Delia Ryan	Joanne Davies Stacey Hardy Diane McGillycuddy  Paraic Maddock					28				
Year Four	Mr Jonathan Reed							32			
Year Five	Mrs Ann Jones								28		
Year Six	Mrs Mary Mort									33	<b>224</b>

		Total in each year	20	29	26	28	28	32	28	33	224

### Pupils

Speak Welsh at home	English as Additional Lang	School Action	School Action Plus	Statement of SEN	Eligible for FSM	Looked after by local authority
0	46	16	13	1	8	2

# **Our Mission Statement**

Together in Christ, Living, Learning and Growing



## **Our Aims & Objectives**

We believe our Catholic School is more than just an environment for providing a series of lessons. We strive to meet the needs of our young people of today in the light of the Church's faith in Jesus Christ. As a result, all that happens in our school, the curriculum, the behaviour, our relationships, speak to us of God's loving care for each individual involved in the school's life.

As a Catholic school, the intellectual, emotional, and spiritual development of all our pupils is strengthened by our Christian principles of justice, love and forgiveness. We recognise the dignity and celebrate the value of each child and adult working within the school community – all are encouraged to fully develop their potential.

Pupils, Parents, Staff, Governors and the Parish work together to provide a school with a happy, secure, well ordered and stimulating environment where Christian values are important and parents are proud to send their children.

# The Aims of the School

- To provide a living and working example of a Catholic Christian Community.
- To create a pleasant, secure and stimulating environment in which everyone has the opportunity to develop spiritually, morally, socially, emotionally, physically and intellectually in an ethos informed by Catholic Christian values.
- To enhance the ethos of the school by fostering Catholic Christian values and actions through caring, warm and compassionate attitudes from staff, governors, parents and children.
- To nurture in all persons positive attitudes to learning enabling them to adapt to new ideas and methods and thereby achieve their full potential through the acquisition of relevant knowledge and skills.
- To help all pupils develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to tasks and physical skills.
- To help pupils acquire knowledge and skills relevant to adult life and employment in a fast changing world.
- To promote equality of opportunity within the school and respect for all irrespective of sex, nationality, colour, creed, background, intellectual ability, emotional, social or physical handicap.
- To preserve and develop our own cultural identity within Wales, while at the same time promoting an awareness of and respect for cultures and creeds different from our own.
- To foster links with the Parish, wider community, local businesses and industry.



# Roles, Responsibilities and Resources

## Roles and Responsibilities

Members of Staff		
Name	Post	Responsibility
Mary Mort	Acting Deputy Headteacher Year 6 teacher	More Able and Talented Coordinator for Staff Development <b>Assessment, Recording and Reporting Manager.</b> Curriculum Leader for Welsh Shadow RE curriculum leader  End of K.S.2 Teacher Assessment
Ann Jones	TLR 2 Year 5 teacher / SENCO	S.E.N. Manager. Curriculum Leader for English / Literacy.

Governing Body		
Name	LA/Parent/Co-opted	Responsibility
Paul Relf	Foundation	Chair Finance (Pay review) Complaints HT Performance Management Teachers management appeals panel Staffing (also appointment of HT/ DH) Staff Disciplinary- Dismissal /Appeal Grievance Capability teachers Pupil Discipline and Exclusions Foundation subjects LAC governor/ Child protection Governor) Attendance
Eugene Scourfield	Foundation	Vice Chair <i>Pay review appeals</i> Staff Disciplinary- Dismissal

					/Appeal HT Performance Management Staffing (also appointment of HT/ DH) Grievance Capability appeals teachers Data / Cross phase liaison Governor
<b>Clair James</b>	<b>TLR 2 Reception Class Teacher</b>	<b>Key Skills Literacy and Numeracy Manager</b> Curriculum Leader for Science Curriculum Leader for Girls' games Curriculum Leader for P.S.H.E.		<b>Josephine Hines</b>	<b>Foundation</b> Finance (Pay review) HT Performance Management Staff Disciplinary- Dismissal /Appeal Grievance appeals Capability appeals Head teacher Pupil Discipline and Exclusions Community/ Wellbeing Science Admissions
<b>Elizabeth Rowden</b>	<b>Year 2 Class Teacher</b>	Curriculum Leader Mentor for Student Teachers and N.Q.T.s  Curriculum Leader for Foundation Phase and end of FP assessment leader		<b>Andrew Scannell</b>	<b>Foundation</b> Governor for British Schools Development Maths /English Capability teachers Grievance Staff Disciplinary- Dismissal /Appeal HT Performance Management appeal HT

					<i>Pay review appeals</i>
<b>Delia Ryan</b>	<b>Year 3 Class Teacher</b>	Curriculum Leader for Mathematics /  Numeracy		<b>Fr. Henry Nevin</b>	<b>Foundation</b>  <i>Pay review appeals</i> Complaints Buildings Premises/ Health and safety HT Performance Management appeal HT Staffing (also appointment of HT/ DH) Staff Disciplinary- Dismissal /Appeal Grievance appeals Capability appeals Head teacher Community/ Wellbeing RE Collective worship Governor
<b>Jonathan Reed</b>	<b>Year 4 Class Teacher</b>	ICT Curriculum leader PE		<b>Mrs. Chambati (Newly appointed)</b>	<b>Foundation</b>  Buildings Premises/ Health and safety
<b>Rebecca Torrance</b>	<b>Year 1 Class teacher</b>	ICT digital leader Shadow RE Curriculum leader		<b>Mrs. Asensio Williams</b>	<b>Foundation</b>  Buildings Premises/ Health and safety
<b>Rhian Weaver</b>	<b>Nursery teacher</b>	PPA Cover Curriculum leader for Music Shadow Welsh curriculum leader		<b>Arwell Thomas</b>	<b>Parent</b>  Finance (Pay review) Complaints HT Performance Management appeal HT Staffing (also appointment


		of HT/ DH) Staff Disciplinary- Dismissal Grievance appeals /Appeal Capability appeals Head teacher Community/ Wellbeing
<b>Juliet Stack</b>	<b>Headteacher</b>	Curriculum Leader for Religious Education Curriculum Leader for Art Coordinator for display

# Available Resources & Grants

What resources does the school have to support the achievement of its priorities?

## School Budget

Aspect	Sum
Staffing (including supply teacher expenditure and cover premium)	
Repair and maintenance	
Capitation	

## Additional Grants

Grant	Purpose	Sum
<b>EIG</b>	Improving the quality of teaching and learning Addressing learners' barriers to learning and improving inclusion Improving the provision for learners and the engagement of learners	<b>£79,618</b>
<b>PDG</b>	To identify the target group of pupils, its characteristics and needs To plan interventions which make the most effective use of resources To provide behavioural programmes to enable pupils to become emotionally literate. To monitor and evaluate the impact of resources.	<b>£6000.00</b>

# Self-evaluation: How well are we doing?

## Summary of Headline Performance Data

### The Foundation Phase

Areas of Learning	% Attaining Outcome 5+					
	2016		2017		2018	
	%	Bench	%	Bench	%	Bench
Foundation Phase Indicator	90.3%	<b>3</b>	93.9%	<b>2</b>	81.5%	
Language, Literacy & Comm	90.3%	<b>4</b>	93.9%	<b>3</b>	85.2%	
Mathematical Development	90.3%	<b>4</b>	100%	<b>1</b>	88.9%	
Personal & Social Dev <sup>nt</sup> +	100%	<b>1</b>	100%	<b>1</b>	96.3%	

% Attaining Outcome 6+					
2016		2017		2018	
%	Bench	%	Bench	%	Bench
-	-	-	-	-	-
41.9%	<b>4</b>	33.4%	<b>4</b>	29.6%	
41.9%	<b>4</b>	39.4%	<b>4</b>	33.3%	
61.3%	<b>4</b>	54.5%	<b>4</b>	40.7%	

## Key Stage 2

Core Subjects	% Attaining Level 4+					
	2016		2017		2018	
Core Subject Indicator	90.9%	<b>3</b>	96.8%	<b>2</b>	97%	
English	90.9%	<b>4</b>	96.8%	<b>3</b>	97%	
Mathematics	90.9%	<b>4</b>	96.8%	<b>3</b>	97%	
Science	90.9%	<b>4</b>	96.8%	<b>3</b>	97%	

% Attaining Level 5+					
2016		2017		2018	
-	-	-	-	-	-
57.6%	<b>2</b>	77.4%	<b>1</b>	51.5%	
57.6%	<b>2</b>	58.1%	<b>2</b>	39.4%	
54.5%	<b>2</b>	58.1%	<b>2</b>	48.5%	

## Attendance

Academic Year	Attendance		Absence	
	%	Benchmark	Authorised	Unauthorised
2013-14	94.7%	<b>4</b>		
2014-15	95.3%	<b>4</b>		
2015-16	95.1%	<b>4</b>		
2016-17	95.2%	<b>4</b>		
2017-18	94.8%	<b>4</b>		

## Exclusions

Academic Year	Number of days	
	Fixed	Permanent
2013-14	0	0
2014-15	0	0
2015-16	0	0
2016-17	0	0
2017-18	0	0

## Reviewing the impact of last year's SDP (2016-17)

Priority	Targets & Success Criteria	Did we meet our targets? What impact has this had on standards and provision? If targets have not been met, explain why and what will be done to address the situation	RAG Progress
<b>Priority: 1</b> <b>Promote and develop pupil independence in RE (further development of Ten-Ten Resources, Wednesday Word and class assemblies).</b>		<p>All Collective worship is planned and now contains four elements of Gather/Word/Respond/Mission.</p> <p>We have revised timetable for collective worship, i.e. class, key stage, school.</p> <p>Headteacher/RE Co-ordinators/teachers lead weekly collective worship for all pupils and staff. Use of Ten Ten Resources and ADDS session – far more pupil input and immediate.</p> <p>Teachers plan class collective worship and develop independence of pupils within these sessions. Monitoring of these sessions by SLT each term. Monitoring of quality of worship – listening to learners, observations, plans and evaluations has shown pupils are happy to be involved – school survey has shown support of parents and discussion of issues raised with community and wellbeing group positive has led to their involvement in the CES SER review.</p> <p>Staff facilitate pupils in preparation and celebrating of</p>	



		<p>weekly Gweddiwn class worship sessions.</p> <p>All classes will continue with Christian meditation and measured impact using survey for pupils.</p> <p>Purchase of further resources to support in-class collective worship, including development of outdoor prayer areas.</p> <p>Peer observations of Christian meditation by teachers to monitor absorption of pupils have been carried out and governors observations in summer term.</p> <p>Teaching and learning review of RE – lesson observations, book scrutiny, listening to learners.</p> <p>Feedback to all staff and GB has shown need for continued development of creativity in RE and development of IT within lessons as a priority.</p> <p>Termly assessments and moderation of children's work with Diocese have continued and RE co-ordinator has taken part in development of planning within Diocesan group. This has led to samples of work and planning from other schools to support teachers.</p>	
<p><b>Priority: 2</b></p> <p><b>Develop numeracy skills across the curriculum with particular reference to money, time and data handling.</b></p>		<p>Staff ADDS on standardisation and moderation of levels of work. Clear expectations for numeracy agreed and understood by all teachers.</p> <p>SLT/Numeracy co-ordinator has supported planning and teaching of numeracy in phase PPA sessions.</p> <p>Revision of long and midterm planning with inclusion of</p>	

		<p>maths/numeracy.</p> <p>Half termly audit sheet of numeracy curriculum to ensure breadth of coverage of skills across a range of curriculum areas.</p> <p>Share with staff the optional topic Mathematics materials collated by CJ to provide guidance for how numeracy can be included. Liaise with cluster primary school to share resources for FP and KS2 numeracy.(forwarded to Autumn tm with ERW leader of learning for numeracy appointed)</p> <p>Resources created catalogued and shared on HWB in Teachershare: Curriculum folder.</p> <p>Mathematics lead practitioner/skills leader to model exemplar lessons and team-teach with teachers to raise standards in delivery of numeracy and problem solving lessons. (input from ERW leader of learning in Autumn Term)</p> <p>Teachers adopt a modelled, shared, guided approach to the teaching of Problem Solving( this needs further input in the Autumn Term)</p> <p>Monitoring of pupils' numeracy skills in all year groups –book looks. Analysis of tests and teacher assessments.</p>	
<p><b>Priority: 3</b>  <b><i>Refine and integrate DCF into new curriculum.</i></b>  Further Implement strategies to improve the performance of pupils in digital competence through the implementation of national framework standards</p>	<p><b>Close monitoring of digital competency throughout school and national framework standards developed.</b></p>	<p>ICT Coordinator revision/update of Vision and all policies related to ICT.</p> <p>Member of staff to leading and supporting Digital competence (RT)- organised training for staff this term with Pioneer school. Also RT attended ERW DCF training with NPT cluster.</p> <p>Implementation of DCF with Gareth Morgan</p>	

		<p>scheme for DCF. Training and support for staff as appropriate. Completed Autumn Term 2017. Implementation of scheme. Produce a structure/over of strands.</p> <p>Expectations for staff ( by the end of the term I will require...) Look at ipads apps for scheme. Audit apps. Download all Digital citizenship lessons. End of strand evaluation/ questionnaire. Powerpoint template shared with staff of relevant screenshots/ photos/ links added. Description of activity (brief) and DCF statement.</p> <p>Professional input into Data eg. Expertise on databases, spreadsheet modelling.</p> <p>ICT Coordinator and other highly skilled staff provide in-class support programme for staff and pupils based on needs analysis.</p> <p>Parental workshops/support on e safety, ICT, digital technologies.</p> <p>New technology purchased – lap tops for whole class.</p> <p>Incerts used to track progress of pupils in ICT – SLT and ICT Coordinator monitor standards through SSE activities. Research best practice and implement suitable system to track and monitor DCF skills across the school.</p>	
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## Further challenges identified through self-evaluation in 2018-19

Activity	Summary of Challenge / Area for Improvement	RAG Priority
Lesson Observation	The use of ICT in lessons is a focus for the school. Some lessons observed need more emphasis on the use ICT and therefore greater opportunities need to be made for ICT.	
Work Scrutiny	Consistency in marking and pupil responses throughout the school and a greater link between INCERTs and planning. Embed further the use of EPIC across the school.	
Views of Parents	Communication has improved but can be developed further. Greater involvement in teaching and learning themes.	
Performance Management	<ul style="list-style-type: none"> <li>• Help to develop and strengthen pupil independence directly linked to the four core purposes- Ambitious and capable/ ethically informed/ healthy and confident/ enterprising and creative</li> <li>• To further develop and strengthen use of DCF and the creative curriculum in RE</li> <li>• Help develop strategies for Maths across the Key stages and strengthen reasoning skills through effective use of success criteria.</li> </ul>	

# Priorities:

## What more do we want to achieve?

### Overview of Short, Medium and Long Term Priorities

2018-19	2019-2020	2021-2022
<p>Help to develop and strengthen pupil independence directly linked to the four core purposes</p> <p><b>Ambitious and capable/ ethically informed/ healthy and confident/ enterprising and creative</b></p>	<p><i>Literacy and numeracy priorities across the new curriculum along with creating Areas of Learning and Experience: Expressive arts. Health and well-being. Humanities (including RE which should remain compulsory to age 16). Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages). Mathematics and numeracy. Science and technology.</i></p>	<p><i>Embed the development of Literacy and numeracy and six areas through the new Curriculum.</i></p>
<p><i>To further develop and strengthen use of DCF and the creative curriculum in RE</i></p>	<p><i>Evaluation of Come and See curriculum and opportunities for learning throughout the Curriculum.</i></p> <p><i>Developing digital competence in RE.</i></p>	<p><i>To enhance faith formation and permeation of faith for staff and students and parents.</i></p>
<p><i>Help develop strategies for Maths across the Key stages and strengthen reasoning skills through effective use of success criteria.</i></p>	<p><i>Emerge new curriculum with digital expectations embedded</i></p>	<p><i>Digital competence across all areas of the curriculum.</i></p>

# End of Key Stage Targets

## Foundation Phase

		Boys/ Girls	2017 Current year 2								2018 Current year 1							
			Boys		Girls		Pupils				Boys		Girls		Pupils			
Cohort	Full		12		16		28				14		11		25			
	Number of FSM		2		0				All pupils		0		0				All pupils	
			O5+	O6+	O5+	O6+	O5+	O6+	Target O5+	Target O6+	O5+	O6+	O5+	O6+	O5+	O6+	Target O5+	Target O6+
Number achieving expected outcome	LCE		7	3	10	5	17	8	89.2%	28.5%	9	3	7	2	16	5	84%	20%
	LCW																	
	MDT		7	3	9	5	16	8	85.7%	28.5%	7	5	6	3	13	8	84%	32%
	PSD		5	7	7	8	12	15	96.4%	53.5%	9	5	6	4	15	9	96%	36%
	FPI		10		14				85.7%		12		9				84%	

		FSM/ Non- FSM	2017 Current year 2								2018 Current year 1								
			FSM		Non-FSM						FSM		Non-FSM						
Cohort	Full		4		24														
	Welsh medium						FSM		Non-FSM							FSM		Non-FSM	
			O5+	O6+	O5+	O6+	Target O5+	Target O6+	Target O5+	Target O6+		O5+	O6+	O5+	O6+	Target O5+	Target O6+	Target O5+	Target O6+
Number achieving expected outcome	LCE		2	1	15	7	2	1	15	7									
	LCW																		
	MDT		2	1	14	7	2	1	14	7									
	PSD		3	1	9	14	3	1	9	14									
	FPI																		



## Key Stage Two

		Boys/ Girls	2020 Current year 3								
			Boys		Girls		Pupils				
Cohort	Full		16		12		28				
	Number of FSM		1		0				All pupils		
			L4+	L5+	L4+	L5+	L4+	L5+	Target L4+	Target L5+	
Number achieving expected outcome	English		6	6	8	3	14	9	82%	32%	
	Welsh		7	6	8	3	15	9	85.7%	32%	
	Maths		7	6	8	3	15	9	85.7%	32%	
	Science		7	6	8	3	15	9	85.7%	32%	
	CSI		12		11				82%		

		FSM/ Non- FSM	2017 Current year 3								
			FSM		Non-FSM						
Cohort	Full		1		27						
	Welsh medium						FSM		Non-FSM		
			L4+	L5+	L4+	L5+	Target L4+	Target L5+	Target L4+	Target L5+	
Number achieving expected outcome	English										
	Welsh										
	Maths										
	Science										
	CSI										

	Boys / Girls	2016 Current year 6								2017 Current year 5								2018 Current year 4							
		Boys		Girls		Pupils				Boys		Girls		Pupils				Boys		Girls		Pupils			
Cohort	Full	21		12		33				12		16		28				16		16		32			
	Welsh medium					0		All pupils						0		All pupils								All pupils	
		L4 +	L5 +	L4 +	L5 +	L4 +	L5 +	Targ et L4+	Targ et L5+	L4 +	L5 +	L4 +	L5 +	L4 +	L5+	Targ et L4+	Targ et L5+	L4 +	L5 +	L4 +	L5 +	L4 +	L5 +	Targe t L4+	Targ et L5+
achieving	English	8	11	6	5	14	16	90.9%	48.4%	6	3	11	4	17	7	85.7%	25%	9	4	11	4	20	8	87.5%	25%
	Welsh	12	5	7	3	19	8	81.8%	24%	7	2	12	2	19	4	82.1%	14.2%	9	1	14	3	23	4	84.3%	12.5%
	Maths	5	13	5	5	10	18	84.8%	54.5%	6	3	11	4	17	7	85.7%	25%	10	5	12	3	22	8	93.7%	25%
	Science	7	12	6	5	13	17	90.9%	51.5%	6	3	11	4	17	7	85.7%	25%	11	4	11	4	22	8	93.7%	25%
	CSI	18		10				84.8%		9		15				85.7%		13		15				87.5%	

	FSM/ Non- FSM	2016 Current year 6								2017 Current year 5								2018 Current year 4							
		FSM				Non-FSM				FSM				Non-FSM				FSM				Non-FSM			
Cohort	Full	2				31				1				27				2				30			
	Welsh medium																								
Number achieving expected level		L4 +	L5 +	L4 +	L5 +	Targ et L4+	Targ et L5+	Targ et L4+	Targ et L5+	L4 +	L5 +	L4 +	L5 +	Targ et L4+	Targ et L5+	Targ et L4+	Targ et L5+	L4 +	L5 +	L4 +	L5 +	Targ et L4+	Targ et L5+	Targ et L4+	Targ et L5+
	English	0	1	12	15	0	1	12	15	1	0	16	7					1	0	19	8				
	Welsh	1	0	18	8	1	0	18	8	1	0	7	2					0	0	19	2				
	Maths	0	1	10	17	0	1	10	17	1	0	16	7					2	0	20	8				
	Science	0	1	13	17	0	1	13	16	1	0	16	7					2	0	20	8				
	CSI	1		27						1		16						1		19					

# Targets and Strategies for Our Priority Areas

## Year 1: 2018-19

### Our Immediate Priorities

**By the end of July 2019, we aim to ensure that:**

<b>1</b>	To further develop and strengthen use of DCF and the creative curriculum in RE
<b>2</b>	Help develop strategies for Maths across the Key stages and strengthen reasoning skills through effective use of success criteria.
<b>3</b>	Help to develop and strengthen pupil independence directly linked to the core purpose of being <b>Ambitious and capable</b>

## Priorities for 2018 – 2019

<b>Priority: 1</b> To further develop and strengthen use of DCF and the creative curriculum in RE  <b>Key Question and Quality Indicator: 3.1 Quality of teaching 3.2 provision for skills 4.2 personal development 5.1 Quality and effectiveness of leaders and managers</b>				<b>Related to the Post Estyn Inspection Plan:</b>  <b>Success criteria in terms of standards or quality:</b>  Nearly all children are engaged and participate enthusiastically in RE LESSONS DCF AND THE CREATIVE CURRICULUM are embedded in the lessons			
<b>Internal Accountability: SL RT</b>		<b>Accountability to the Governing Body:</b> Paul Relf/ Father H. Nevin SDS					
<b>Very good progress</b>		<b>Strong progress</b>		<b>Satisfactory progress</b>		<b>Limited progress</b>	
<b>Actions</b>		<b>Who ?</b>	<b>Milestone Term 1</b>	<b>Milestone Term 2</b>	<b>Milestone Term 3</b>	<b>Professional Development Needs</b>	<b>Source of Finance and Cost</b>
<ol style="list-style-type: none"> <li>Define the creative curriculum and brainstorm DCF opportunities in RE through staff discussion</li> <li>Establish progressive Year Group expectations for use of creative skills and DCF opportunities.</li> <li>Review current provision to develop use of creative skills and DCF opportunities.</li> <li>Identify and provide the required professional learning in order for Year Group expectations to be attained eg:               <ul style="list-style-type: none"> <li>referencing DCF and ICT levels and descriptors.</li> <li>Differentiation – appropriate challenge and support</li> <li>Setting and evaluating differentiated success criteria</li> <li>Feed forward marking</li> </ul> </li> </ol>		All staff  Monitoring = RT & MM	<b>Term One •</b> ADDS on DCF opportunities in RE for staff and sharing of CAFOD resources. Cardiff Diocesan training for Come and See and creativity – liaison with Catholic schools in Cardiff Diocesan INSET	<b>Term Two •</b> Progress established through planning scrutiny, ICT files, learning walk, work scrutiny and APP meetings	<b>Term Three •</b> Success of action research project established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and APP meetings	Adds Session Training.  Inset session.  Attend courses  Recap and or training in use of: DCF	£390.00       Diocesan SLA

5. Implement the new knowledge acquired from Professional Learning 6. Monitor the impact regularly of Professional Learning and report to staff and governors on progress on a termly basis e.g. Observe lessons and review teachers' short term planning and pupils' books to ensure that tasks are creative and encouraging use of DCF in RE. 7. Review the impact of the action research project. 8. Share the findings with governors, parents and other schools.		day with David Wells – teaching staff. Sharing of RE planning in phases and looking at creativity/DCF opportunities  Jesuit Pupil Profile  Baseline established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and APP meetings.			Come & See Art in RE – galleries and painting resources.  Assembly planning – using 4 strands.  Sharing Good Practise.	Survey Monkey  Resource allocation for resources.
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## How can the wider community of the school enrich the priority?

All stakeholders will be involved senior leaders will monitor progress in partnership with governing body.  
Liaison with diocese and Cardiff Diocese local community and cluster – share ideas with feeder comprehensives.  
Governors, Parents and local community feedback and review of RE lessons for the year.

<b>Priority: 2</b> Help develop strategies for Maths across the Key stages and strengthen reasoning skills. <b>Key Question and Quality Indicator:</b>				<b>Related to the Post Estyn Inspection Plan:</b>  <b>Success criteria in terms of standards or quality:</b> Standards will continue to develop and pupils will make expected progress at end of year group. Increase numeracy skills increasing percentages from			
<b>Internal Accountability:</b> Juliet Stack/ Clair James		<b>Accountability to the Governing Body:</b> P. Relf/ A. Scannell					
<b>Very good progress</b>		<b>Strong progress</b>		<b>Satisfactory progress</b>		<b>Limited progress</b>	
<b>Actions</b>		<b>Who?</b>	<b>Milestone Term 1</b>	<b>Milestone Term 2</b>	<b>Milestone Term 3</b>	<b>Professional Development Needs</b>	<b>Source of Finance and Cost</b>
<ol style="list-style-type: none"> <li>Define how we will develop maths strategies and reasoning skills through staff discussion</li> <li>Establish progressive Year Group expectations for maths strategies and reasoning skills.</li> <li>Review current provision to develop maths strategies and reasoning skills.</li> <li>Identify and provide the required professional learning in order for Year Group expectations to be attained eg:               <ul style="list-style-type: none"> <li>Pupil involvement in developing and using maths strategies and reasoning skills</li> <li>Differentiation – appropriate challenge and support</li> <li>Setting and evaluating differentiated success criteria</li> <li>Developing key skills</li> <li>Asking open questions</li> <li>Feed forward marking</li> </ul> </li> <li>Implement the new knowledge acquired from Professional Learning</li> </ol>		All staff  Monitoring = CJ & MM	<b>Term One •</b>  Reasoning books developed for all classes to ensure weekly reasoning lesson and coverage  Baseline established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and APP meetings.	<b>Term Two •</b> Progress established through planning scrutiny, learning walk, work scrutiny and APP meetings	<b>Term Three •</b> Success of action research project established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and APP meetings	Half-day Inset session, Developing effective teaching aligned with Successful Futures - Gareth Coombes for teachers and TA's  Training for Abacus for FP and implementation of scheme alongside Numicon  ERW leader of learning for numeracy – working with identifies	£375.00  Resource allocation for resources.



<p>6. Monitor the impact regularly of Professional Learning and report to staff and governors on progress on a termly basis e.g. Observe lessons and review teachers' short term planning and pupils' books to ensure that tasks are sufficiently challenging for MAT pupils. Track the progress of pupils using the INCERTS system. Monitor progress made by identified MAT pupils.</p> <p>7. Review the impact of the action research project.</p> <p>8. Share the findings with governors, parents and other schools.</p>					<p>groups for development of reasoning skills and liaising with staff Autumn Term</p> <p>Numeracy Curriculum co-ordinator courses and feedback to staff</p> <p>Recap and or training in use of: RUCSAC Let's Think Maths Thinking Skills strategies WG Thinking skills resources WG Key Skills doc</p> <p>Adds Training</p>	
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### How can the wider community of the school enrich the priority?

All stakeholders will be involved senior leaders will monitor progress in partnership with governing body.  
Partnership working will be promoted with Challenge Advisor.

<b>Priority: 3</b> To foster ambitious, capable learners by strengthening pupils' independent learning skills.  <b>Key Question and Quality Indicator: 1 standards</b>				<b>Related to the Post Estyn Inspection Plan:</b>  <b>Success criteria in terms of standards or quality:</b> Clear, corporate definition of the term independent learning skills, Year Group expectations clear. Baseline established Professional learning needs identified and addressed in a timely fashion. Evident improvement/increase in independent learning skills.			
<b>Internal Accountability:</b> M. Mort / SLT		<b>Accountability to the Governing Body:</b> Paul Relf/ Eugene Scourfield					
Very good progress		Strong progress		Satisfactory progress		Limited progress	
<b>Actions</b>		<b>Who ?</b>	<b>Milestone Term 1</b>	<b>Milestone Term 2</b>	<b>Milestone Term 3</b>	<b>Professional Development Needs</b>	<b>Source of Finance and Cost</b>
<ol style="list-style-type: none"> <li>Define independent learning skills through staff discussion</li> <li>Develop pupil voice through different student bodies</li> <li>Establish progressive Year Group expectations for independent learning skills</li> <li>Review current provision to develop independent learning skills</li> <li>Identify and provide the required professional learning in order for Year Group expectations to be attained eg:               <ul style="list-style-type: none"> <li>Pupil involvement in planning learning</li> <li>Differentiation – appropriate challenge and support</li> <li>Setting and evaluating differentiated success criteria</li> </ul> </li> </ol>		All staff  Monitoring =MM	<b>Term One •</b> Baseline established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and APP meetings.	<b>Term Two •</b> Progress established through planning scrutiny, learning walk, work scrutiny and APP meetings	<b>Term Three •</b> Success of action research project established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and APP meetings	Half-day Inset session, Developing effective teaching aligned with Successful Futures.  Use Continua for Kids and Pedagogical Principles development resources.  Recap and or	£375.00  Release Time £700  Resource allocation for resources.

<ul style="list-style-type: none"> <li>• Developing key skills</li> <li>• Asking open questions</li> <li>• Feed forward marking</li> </ul> <ol style="list-style-type: none"> <li>6. Implement the new knowledge acquired from Professional Learning</li> <li>7. Monitor the impact regularly of Professional Learning and report to staff and governors on progress on a termly basis e.g. Observe lessons and review teachers' short term planning and pupils' books to ensure that tasks are sufficiently challenging for MAT pupils. Track the progress of pupils using the INCERTS system. Monitor progress made by identified MAT pupils.</li> <li>8. Review the impact of the action research project.</li> <li>9. Share the findings with governors, parents and other schools.</li> </ol>					<p>training in use of: 8 Reading Behaviours Let's Think Maths and Science Thinking Skills strategies WG Thinking skills resources WG Key Skills doc</p> <p>Adds Training</p>	
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## How can the wider community of the school enrich the priority?

All stakeholders will be involved senior leaders will monitor progress in partnership with governing body.  
Partnership working will be promoted with Challenge Advisor.

## Policy Reviews

2018-2019	2019-2020	2020-2021
Statutory	Statutory	Statutory
School behaviour policy	Data protection policy	SEN policy
Admissions arrangements	Admissions arrangements	Admissions arrangements
Teacher appraisal policy and pay policy	Central record of recruitment and vetting checks	Sex education policy
Health and safety policy Child protection policy and procedures	Governors allowances	Staff discipline, conduct and grievance
Charging and remissions Accessibility plan Complaints procedure statement Freedom of information publication scheme Home school agreement document Instrument of government Equality information and objectives	Governors annual report to parents Premise management document School information on website Child protection policy and procedures	Child protection policy and procedures
Non-statutory	Non-statutory	Non-statutory
Uniform policy	Assessment and AFL	Literacy policy
Marking policy	Foundation Phase	Numeracy policy

Teaching and learning	MAT	RE
Attendance	ICT	PSE
curriculum	Welsh/ Curriculum Cymreig	Creative curriculum policy (new)

### Other Continuing Aspects to be Improved

(e.g., Eco Schools, Healthy Schools, buildings...)

Aspect	Resources / personnel	Target Date and Evaluation
Bilingualism across the curriculum	Athrowes Bro/ M.M/ all staff and TA	Spring 2019
Phase 4 healthy schools	E.R/ Eco club and staff	Spring 2019
UNCRC level 2 achieved	M.M/ STAFF	Spring 2019
Fourth green flag	E.R/eco club	Spring 2019
Redecorate classrooms	J.S/ Governing body	Summer 2019
Welsh moderation and levels	M.M/ staff	Autumn 2018
FURTHER Development of pupil body to oversee all pupil voice groups	D.R	Summer 2019

<b>Staff Development Plan</b> Description/activity/target	<b>Required Impact/outcome</b>
<b>GARETH Coombes feedback and marking policy.</b> <b>DATES for term and ADDS sessions to be set including whole school plan of liturgical and worship activities and teacher/ TA observations</b> <b>CAFOD RESOURCES AND COME AND SEE RESOURCES</b>	Look at planning and requirements for Autumn Term and marking and feedback from staff for way forward for this year
<b>DCF TRAINING AND EVIDENCE REQUIRED – UNITS AND EVIDENCE REQUIRED</b>	Look at DCF
<b>INCERTS update training for PP meetings- FP/ KS2</b>  <b>Training needs and areas for improvement</b>  <b>Success criteria and how to write it!</b>	Training on success criteria.

<b>Marking scrutiny as Key stages – looking at handwriting and presentation</b>	Look at marking in light of changes made. Book scrutiny for all staff with planning for the term – monitor planning and books and evidence to see triangulation of evidence
<b>PARENTS EVENING</b>	
<b>Welsh standardisation /moderation for all staff</b>	Moderation of Welsh as a staff
<b>Literacy moderation as a staff</b>	Moderation of literacy
<b>HALF TERM</b>	
<b>DCF UPDATE FOR HALF TERM – EVIDENCE REQUIRED</b>	DCF requirements
<b>Pupil independence and feedback from kids continua</b>	Look at progress of SDP target and evidence from books and planning.
<b>National tests and end of Key stage data presentation by TLR holder for Assessment and Marking Literacy and Numeracy data presentation by TLR holder</b>	Feedback from national data

Numeracy Moderation as a staff	Moderation of numeracy
<b>BOOK SCRUTINY</b>	Planning for activities this week



# Post Inspection Action Plan

Recommendation	R1: Improve attendance		
Where are we now? Based on issues raised in inspection report	Targets & Success Criteria We will know we have succeeded when:	Key Sources of Evidence	
<p>Attendance action plan and review (January/July) have been completed . Implementation of the action plan has increased attendance from 92.9% 2012/3 to 95.2% 2017. However we still remain in quartile 4 and need to identify 80-90% attendances more successfully. Comparative attendance data for last three year's shows a decline in attendance, analysis shows that pupils with attendance between 80 and 90% need to be targeted. The School is in Quartile 4 to move to the next Quartile the school would need to improve by 0.6%. There is only 1 recorded with under 80% attendance. The pupil has been supported within the nurture group in summer term. There have been no penalty notices issued. Holiday absences have been scrutinised however, no families fitted the criteria.</p>	<p><b>Increase attendance by 0.5% each year from 2012/13.</b></p>	<p>EWO Weekly reports Attendance file</p>	

<p>Targeted pupils have increased their attendance. Absentee line is being used effectively and immediate action is taken if parents do not ring to explain absences; they are text and if no reply contacted directly.</p> <p>Late book has been implemented after late sweeps last year.</p> <p>End of school year 2013/14 – 94.7% - bottom 25% compared to similar schools. However the attendance between September 2014 and April 2015 improved to 96%.</p> <p>Attendance has improved from 2012/13 and increased by over 2.3%.</p> <p>There has been an improvement in the attendance from FSM and Non-FSM since 2012/13 and there are no variations. The attendance for 2016/17 was again 95.2% quartile 4. Attendance for the Autumn term 2016 had been 95.9% - Spring term 95.7% however Summer term overall had been 93.7 % this was due to a high percentage of chicken pox and 1 year 6 pupil with an attendance of 77.2% due to health issues.</p>	<p><b>We target pupils who are below 90% termly – meet with parents.</b></p> <p><b>Regular updates termly in Staff Meetings and discussion of pupils whose attendance is low.</b></p> <p><b>Regular update in Governors meetings and HT reports.</b></p> <p><b>Autumn Term aim to have 96%</b></p> <p><b>Spring Term aim 95%</b></p> <p><b>Summer Term aim 95.5%</b></p>	<p><b>Attendance file</b></p> <p><b>Staff meeting notes</b></p> <p><b>HT reports</b></p> <p><b>Governors minutes</b></p>
<p>EWO meets regularly with the school council and new ideas have been suggested. E.g. attendance for each class displayed on the door. School Attendance displayed on the Office Door. Posters around the school.</p> <p>The use of letters, websites and social media has made parents more aware of individual class attendance and the potential impact poor attendance has on their child's attainment.</p>	<p><b>Whole school target of 96% weekly.</b></p>	<p><b>Attendance reports</b></p> <p><b>twitter</b></p>
<p>Winning class attendance is announced weekly in assembly. Winning class attendance for the term has non-uniform.</p> <p>Twitter is used to share excellent attendance weekly.</p> <p>SAM (School Attendance Matters) School Mascot.</p> <p>Termly 100% attendance pupils enter into a prize for a winning ipod shuffle.</p>	<p><b>Autumn Term – 50 pupils or more to achieve 100% (%)</b></p> <p><b>Spring Term – 50 pupils</b></p> <p><b>Summer Term - 50 pupils.</b></p>	<p><b>Report cards</b></p> <p><b>Attendance policy</b></p> <p><b>Penalty notices</b></p>

Attendance Policy has been reviewed in accordance with ERW directives and new initiatives and holiday forms. No holidays are being authorised since September 2015 – ERW leave of absence contracts are adhered to. Penalty notices used. Home/School Agreements have been updated to include expected attendance of Nursery Pupils. Attendance Pamphlets are given to all parents, also available on the website.		<b>New attendance policy Alongside cluster</b>
Twice weekly meetings with EWO and Headteacher. Registers are checked monthly – pupils are tagged with reason for absence.	<b>Less 90% pupils year on year</b>	<b>SIMS EWO meetings</b>
Pupils are tracked effectively using SIMS. Pupils with poor attendance are identified and parents are contacted immediately. Termly attendance report cards are given to all parents – red/amber/green.	<b>Overall attendance to increase in Autumn Term by 1%</b>	<b>Report cards SIMS</b>

<b>Step 1: Preparing</b> (Seeking advice, viewing good practice, professional development)	<b>By whom?</b>	<b>Start</b>	<b>End</b>	<b>Est. Cost</b>	<b>Source</b>
<ul style="list-style-type: none"> <li>Analyse attendance data and look at groups</li> </ul>	JS/EWO	Autumn 2018	Summer 2019		
<ul style="list-style-type: none"> <li>Discuss the school's current / previous performance and future priorities with the EWO to review possible further lines of enquiry.</li> <li>School gates to be shut at agreed time to ensure that all 'lates' enter the school office and record lateness.</li> <li>To further develop the role of all staff and GB in applying the attendance policy to inform school improvement and to raise standards.</li> <li>Adopt a more robust system allowing 'fast tracking' to EWO for families who have not made improvements in attendance and/ or punctuality.</li> </ul>	All staff JS/EWO	Autumn 2018	Summer 2019		
<b>Step 2: Action Plan</b> (Activities & strategies to make improvement happen)	<b>By whom?</b>	<b>Start</b>	<b>End</b>	<b>Est. Cost</b>	<b>Source</b>
<ul style="list-style-type: none"> <li>Amend action plan and review in January of each year.</li> </ul>	HT/ SLT	JAN 2018	JAN 2019	N/A	
<ul style="list-style-type: none"> <li>Reduce lateness and increase attendance particularly of group 80-90%1</li> </ul>	HT/SLT	SEP 18	JUL 19	N/A	

Date	Monitoring Activity	By whom?	Tangible signs of progress against milestones / further work required <i>(not merely completion of activities or tasks)</i>	RAG Progress
16.12.18	Termly attendance updates	JS/ LL/MM/ SL	Milestone 1: <ul style="list-style-type: none"> <li>To raise termly attendance in Autumn Term by 1% from last year</li> </ul>	
7.4.19	Termly attendance updates	JS/ LL/MM/ SL	Milestone 2: <ul style="list-style-type: none"> <li>Reduce red cards (below 90%)</li> </ul>	
21.7.19	Termly attendance updates	JS/ LL/MM/ SL	Milestone 3 : <ul style="list-style-type: none"> <li>To meet target of 96% reaching quartile 3</li> </ul>	

Recommendation	R2: Provide more challenging learning experiences for more able pupils	
Where are we now? based on issues raised in inspection report	Targets & Success Criteria We will know we have succeeded when:	Key Sources of Evidence
The school uses a range of assessments to identify more able pupils successfully. Teachers review assessments on a termly basis and measure pupil's performance effectively using INCERTS.	Pupil progress meeting data shows progress of MAT pupils	INCERTS
The School's policy for MAT pupils provides useful guidance for all staff. MAT Coordinator has attended training and provides staff with appropriate feedback.	Update MAT Register and IAP- liaison with cluster for MAT policy and ways forward with Comprehensive	Minutes of cluster meeting MAT register/ IAP's
Most teachers plan well to challenge more able pupils effectively and work scrutiny shows that most pupils receive appropriate levels of challenge.	Lesson observation / Book scrutiny will confirm that a) all teachers plan at an appropriate level for the range of ability; b) activities provide a good level of challenge for the more able on a regular basis. At the end of KS2 in 2019, 37% of pupils will attain the higher level (Level 5) in each of the core subjects	
Cornerstones Curriculum was adopted Autumn 2014. Staff ADDs on moving teaching from Good to Excellent – January INSET 2015. (Gareth Coombes) Lesson observation of planning and extension of MAT pupils in planning opportunities ongoing.	Monitor planning Lesson observations show 10 % good/ excellent in differentiation. Increase challenge from good to excellent by 10%	Planning on HWB Analysis of teacher observations.
Spring observations to include feedback on extension of MAT groups. All teachers are given lesson observation feedback 3 times a year including using ERW toolkit and Gareth Coombes continua.	Individual teacher observations to improve in the areas of challenge and questioning.	ERW/ Gareth Coombes teaching observations.
Feedback of monitoring of MAT pupils to staff/TA/Governors – Summer Term 2019.	Increase of pupils on MAT Register.	MAT register
Evaluation of impact by MAT Curriculum leader of enrichment areas on MAT in Summer Term.	Planning shows provision for MAT	planning
A new comprehension scheme has been purchased and introduced to relevant staff. Autumn 2015. Pupils targeted in class with differentiated work to focus on comprehension techniques with TA support.	Planning shows differentiation	planning

<p>Training to ensure all TA's understand progression of Literacy skills in pathways RC2 – Retelling stories, RC3 – Identifying information, RC4 – Inference and Deduction.</p> <p>Explore the link between reading for meaning, inference and deduction.</p> <p>Ensure all TA's understand the standards that are inherent in the year on year expectations of RC3 and RC4.</p> <p>Explore diagnostic activities that will provide evidence of acquisition of skills within RC3 and RC4.</p> <p>Comprehension bookmarks devised for each year group and shared with parents in Spring Term 2016.</p> <p>Autumn term 2017 to highlight importance of reading in Nursery/ Reception and engage parents proactively staff presentation and early pre-readers given out. Information booklet for parents– use of bookmarks also</p>	<p>Lesson observations Spring Term feedback for TA's</p> <p>TA's to use comprehension poster effectively when working with pupils on comprehension.</p>	<p>TA feedback</p>
<p>Identification of catch up pupils based on standardised scores between 85-100.</p> <p>Use of reading ages, if pupils are 12 months below their reading age.</p>	<p>National Test results show improvement</p>	<p>Data</p>
<p>Intervention groups put in place and monitored.</p> <p>Fluid process for pupils.</p> <p>Year 2 pupils MAT included in comprehension sessions to extend their skills.</p>	<p>% increase in NT and end of KS results</p>	<p>Data</p>
<p>ADDS training to develop understanding and teaching of reading comprehension skills in Autumn Term 2016 with IMPACT training. ADDS session included cluster.</p> <p>ADDS session with trained TA on how to listen to pupil's read.</p> <p>Staff have attended Grammar training in St.Joseph's Cathedral Primary and Bishop Vaughan.</p>	<p>Methods used in class and are evident in lesson observations</p>	<p>Lesson observations</p>

<p>School became a Lead Creative School 2015/16.</p> <p>Focus on Year 3 – analysis showed there was a dip in Year 2’s NRT results.</p> <p>Planning and documentation completed by December 11<sup>th</sup> 2015.</p> <p>Focus on comprehension – inference and deduction.</p> <p>Introduced ‘Mantle of the Expert.’ Project based on History/Literacy – The Victorians.</p> <p>Training given to all staff on the Mantle of the Expert.</p> <p>Reflection on the project and its impact on the motivation of boys.</p> <p>Staff involved have also taken part in Arts Council of Wales Community reflection sessions. 2016/17 saw revision of the impact of the project and phonics creative approach for 2016/17.</p>	<p>Improve literacy skills focusing on comprehension techniques raising results from below 60% to between 60%and 80% by 4.6% from 34% last year whilst providing challenging learning experiences for more able</p> <p>2015 NRT results 34% achieved less than 60% comprehension questions</p> <p>2016 15% achieved less than 60% comprehension questions</p> <ul style="list-style-type: none"><li>Lead Creative School – second year of project implemented in Reception with focus on creative approach to learning their phonics and letter formation –</li></ul> <p>Reception Results</p> <table><tr><th>Sounds</th><th>September</th><th>December</th><th>April</th></tr><tr><td>Below half (13/26)</td><td>62.5%</td><td>8%</td><td>4%(new to school)</td></tr><tr><td>Above half (13/26)</td><td>37.5%</td><td>92%</td><td>96%</td></tr><tr><td>100%</td><td></td><td></td><td>68%</td></tr></table>	Sounds	September	December	April	Below half (13/26)	62.5%	8%	4%(new to school)	Above half (13/26)	37.5%	92%	96%	100%			68%	<p>National test data</p>
Sounds	September	December	April															
Below half (13/26)	62.5%	8%	4%(new to school)															
Above half (13/26)	37.5%	92%	96%															
100%			68%															

Step 1: Preparing (Seeking advice, viewing good practice, professional development)	By whom?	Start	End	Est. Cost	Source
<ul style="list-style-type: none"> <li>Analysis of data frequently, early identification and interventions put in place.</li> </ul>	All staff	June 2018	September 2018		
<ul style="list-style-type: none"> <li>Identify specific areas for development of pupils within the school. (Numeracy across school)</li> </ul>	F.P teachers/ RW	September 2018	July 2019		
Step 2: Action Plan (Activities & strategies to make improvement happen)	By whom?	Start	End	Est. Cost	Source
<ul style="list-style-type: none"> <li>Ensure that more able &amp; talented pupils are identified early through observation and the use of a range of assessment &amp; performance data.</li> </ul>	Class teachers/ MM	Sep 2018	July 19	1 day supply £185	
<ul style="list-style-type: none"> <li>Review and revise the school's policy for more able &amp; talented pupils (MAT), with guidance as necessary from the Local Authority.</li> </ul>	MM	September 2018	July 2019	1 day supply £185	

<ul style="list-style-type: none"> <li>Continue to provide membership of NACE, enabling access to activities, ideas, training and good practice.</li> </ul>	MM	Feb 18	July 19	£175.00	
<ul style="list-style-type: none"> <li>Observe lessons and review teachers' short term planning and pupils' books to ensure that tasks are sufficiently challenging for MAT pupils.</li> </ul>	MM/JS	Sep 18	July 19	3 days supply £185.00x3	
<ul style="list-style-type: none"> <li>Track the progress of pupils using the INCERTS system. Monitor progress made by identified MAT pupils.</li> </ul>	MM/JS	Sep 18	July 19	3 days supply £185.00x3	

### Step 3: Reviewing Impact (Monitoring progress against milestones)

Date	Monitoring Activity	By whom?	Tangible signs of progress against milestones / further work required <i>(not merely completion of activities or tasks)</i>	RAG Progress
16.12.18	Staff ADDS	JS/ MM/ SMT	<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>Identify MAT pupils and collate register</li> </ul>	
7.4.19	Staff ADDS PPM	JS/ MM/SM T	<b>Milestone 2:</b> <ul style="list-style-type: none"> <li>Revise MAT policy and gain membership of NACE/ PPM looking at MAT</li> </ul>	
21.7.19	Lesson obs	JS/ MM/SM T	<b>Milestone 3 :</b> <ul style="list-style-type: none"> <li>Observe and provision for MAT including planning and assessment</li> </ul>	



Recommendation	R3: Ensure consistency in marking in order that pupils have a better understanding of what it is they need to improve	
Where are we now? based on issues raised in inspection report	Targets & Success Criteria We will know we have succeeded when:	Key Sources of Evidence
<p><b>This recommendation has been largely addressed.</b></p> <p>Marking policy updated with all staff (teachers/ TAs) Autumn Term 2015 and again due to consideration of staff workload Spring and Summer 2017. Monitoring of books Autumn/Spring Term feedback from all curriculum leaders/HT. ERW monitoring tool used since last Spring Term 2015. Pupil agreement of marking policy with School Council. Governors will look at pupil's books each term and how marking policy is being implemented and discussion of ways forward. Report on monitoring of marking to staff/ Governors Spring Governors.</p>	Update marking policy and monitor impact in book scrutiny termly.	<p><b>Marking policy</b></p> <p><b>Book scrutiny</b></p>
<p>DIRT time developed in each class as a result of monitoring. Links developed with Our Lady of the Angels and Padre Pio school Cwmbran to develop purple pen of progress within the school as an AFL/ Marking strategy – HT and DH to feedback and school to begin implementation of strategy as a trial in Summer Term 2016.</p>	<p><b>Book scrutiny shows evidence of DIRT time</b></p> <p><b>Pupil voice</b></p>	<b>Book scrutiny</b>

<p>Gareth Coombes Work Scrutiny session with Helen Bowen at the Village Hotel on 13th May. HT/DH disseminated to all staff and used for book scrutiny Summer 2016.</p>	<p>Staff training on the use of Gareth Coombes Continua disseminated.</p>	
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<p>Work scrutiny carried out by SLT and CA considered marking to be of good quality in many classes.</p> <p>The feedback provided to pupils on what they had performed well and the suggested ways forward to develop their learning further, were judged as good in many classes.</p> <p>The school has concentrated during this 2015/16 academic year on introducing ways forward marking. This is evident in many books. However, the senior leadership team recognise that there needs to be more consistency applied to all classes and the ways forward need to be more specific to ensure that they impact on pupils' learning and progress.</p> <p>In around half of cases, pupils responded to the teachers' marking. However, this was generally as a consequence of the ways forward proving non-specific and/or a lack of time being provided for this to be addressed by the pupil.</p> <p>The SLT recognises that further work is needed to ensure that staff provide ways forward that can be built upon immediately. They are considering introducing 'Challenge Books' in KS2 and 'Nelly's Next Step' in FP on advice. Time will also be built into lessons to allow pupils to address the ways forward identified by the teacher.</p> <p>From undergoing book scrutinies the majority of books show that pupils show pride in their work and teacher's marking allows pupils to extend their learning by offering pupils next steps. Pupils are given designated 'DIRT time' to reflect and extend their learning but this needs further embedding this year. As a school we encourage pupils to work independently, in pairs and small groups and in a variety of ways to improve their learning develop their concentration and further develop confident, ambitious action and avoid distractions.</p> <p>As a school we have developed our marking policy to encourage pupils to remain purposeful and persevere. Teachers mark all work. Where possible give immediate verbal feedback Use 'V' as an acknowledgement. Mark work reflecting the learning objective - double tick when the learning objective is evident. Tick all correct answers in mathematics. A maximum of three incorrect answers to be marked with a spot. Incorrect answers in excess of three to be left unmarked;SpaGH. We also use 'next step' stampers to 'feed forward' the child's learning where appropriate for the child can act upon it. Encourage pupils to respond to comments by using designated DIRT time. Use of Driver words to mark RE. We also indicate the level of support by putting S and ticks next to the S (more ticks will indicate a higher level of support). All marking is Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments.</p>	<p>Monitor the use of Nelly's Next Step books (FP) and Challenge books in KS2. How are they being used? Are they benefiting the pupils?</p>	<p><b>Nelly's next steps</b> <b>Challenge books</b></p>
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<b>Step 1: Preparing</b> (Seeking advice, viewing good practice, professional development)		<b>By whom?</b>	<b>Start</b>	<b>End</b>	<b>Est. Cost</b>	<b>Source</b>
<ul style="list-style-type: none"> <li>Move towards embedding the use of Gareth Coombes Continua for coaching and self reflection by the end of the Spring Term.</li> </ul>		ER/MM/JS	Sep18	July 18	£600.00	
<ul style="list-style-type: none"> <li>Use Performance Management opportunities to measure against continua.</li> </ul>		ER/MM/JS	Sep 18	July 18	"	
<b>Step 2: Action Plan</b> (Activities & strategies to make improvement happen)		<b>By whom?</b>	<b>Start</b>	<b>End</b>	<b>Est. Cost</b>	<b>Source</b>
<ul style="list-style-type: none"> <li>Review of marking and AFL strategies can be further enhanced to support learning and teaching opportunities.</li> </ul>		staff	Sep 17	July 18		
<ul style="list-style-type: none"> <li>Further develop systems that monitor and review progress of all children and the impact on standards for each child. (Pupil progress meeting)</li> </ul>		JS/ ER	Sept 17	July 18		
<ul style="list-style-type: none"> <li>AFL strategies and new marking policy to show impact on standards/provision and is also aligned with staff support and needs.</li> </ul>		MM/ all staff	Sept 17	July 18		
<ul style="list-style-type: none"> <li>Lesson observations specify – standards, progress based on previous knowledge, assessment, key skills, inclusion of Welsh and the role of the other adult. Open dialogue in the lesson to show ‘next steps’ to further the pupil’s learning.</li> </ul>		JS/ ER	Sept 17	July 18	3days supply £185.00	
<b>Step 3: Reviewing Impact</b> (Monitoring progress against milestones)						
<b>Date</b>	<b>Monitoring Activity</b>	<b>By whom?</b>	<b>Tangible signs of progress against milestones / further work required</b> <i>(not merely completion of activities or tasks)</i>			<b>RAG Progress</b>
16.12.17	ADDS	All staff	<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>Marking policy revised with all staff including TA’s ratified by Gobs (continue to monitor in ADDS meetings and book scrutiny including learners in the process)</li> </ul>			
7.4.18	PPM	JS/LR	<b>Milestone 2:</b> <ul style="list-style-type: none"> <li>Pupil progress meetings showing development of next step marking</li> </ul>			
21.7.18	Lesson observations/ book scrutiny	JS/ LR	<b>Milestone 3 :</b> <ul style="list-style-type: none"> <li>Lesson observation and book scrutiny show effective marking and AFL strategies</li> </ul>			

<b>Recommendation</b>	<b>R4: Refine the school's self-evaluation process and ensure the targets in the school development plan focus more on raising pupils' standards</b>	
<b>Where are we now?</b> based on issues raised in inspection report	<b>Targets &amp; Success Criteria</b> We will know we have succeeded when:	<b>Key Sources of Evidence</b>
<b>This recommendation has been fully addressed.</b> School has worked with cluster with SER/SDP sharing good practice – SER has been revised and less narrative. Attended county course on SER/ SDP - DH/HT. School to school working with St. Francis Milford Haven sharing SER/SDP priorities.	SER/ SDP agreed by governing body Autumn Core Visit developments	SER/SDP
The School Development Plan (SDP) has a manageable number of priorities, all of which are focused on raising pupils' standards.	Standards raised for identified priorities	SDP
There is a clear and coherent process mapped out through the year to enable leaders in the school to identify what the schools' strengths and areas for development are. These processes systematically involve sampling pupils' work, observing teaching (including planning, assessment, recording and reporting), analysing pupil progress through the use of performance data, Individual education Plans (IEPs), electronic tracking and test results. All actions in the SDP are timely.	Implementation of self -evaluation cycle	Self- evaluation timetable
It is clear who is responsible for leading each target, how much each action will cost and who and how the impact is going to be monitored. The SDP is clearly linked to the processes in the schools' self-evaluation. The self-evaluation report has been rationalised and is now far more specific and evaluative.	SER /SDP agreed by governing body and CA SL meetings to discuss progress on SDP	SER/SDP
It identifies areas for improvement as well as good features. Evaluative vocabulary is utilised to give a clear picture of the school's strengths and areas for development. Quantifiers are used. Evidence based on first-hand quality assurance activities is used more effectively to support judgements. Ways forward to improve are explicit.	Staff complete positional statements which feed into SER/SDP priorities	Positional statements Action plans SER/SDP

<b>Step 1: Preparing</b> (Seeking advice, viewing good practice, professional development)		<b>By whom?</b>	<b>Start</b>	<b>End</b>	<b>Est. Cost</b>	<b>Source</b>
<ul style="list-style-type: none"> <li>All staff to contribute by completing positional statements and action plans to be used for SER and SDP.</li> </ul>		staff	June	September		
<ul style="list-style-type: none"> <li>All staff to be fully aware of their own roles and responsibilities within the school and their subject area.</li> </ul>		staff	June	September		
<b>Step 2: Action Plan</b> (Activities & strategies to make improvement happen)		<b>By whom?</b>	<b>Start</b>	<b>End</b>	<b>Est. Cost</b>	<b>Source</b>
<ul style="list-style-type: none"> <li>Further develop the role of the children in the leadership and management of school. (Pupil voice)</li> </ul>		staff	June	September		
<ul style="list-style-type: none"> <li>Maintain the current progress of involving all stakeholders.</li> </ul>		staff	June	September		
<ul style="list-style-type: none"> <li>Develop further specific targets from subject leaders to focus on improvement in standards.</li> </ul>		staff	June	September		
<b>Step 3: Reviewing Impact</b> (Monitoring progress against milestones)						
<b>Date</b>	<b>Monitoring Activity</b>	<b>By whom?</b>	<b>Tangible signs of progress against milestones / further work required</b> <i>(not merely completion of activities or tasks)</i>			<b>RAG Progress</b>
16.12.17	INSET	staff	<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>Staff involvement in SER/ SDP</li> </ul>			
7.4.18	Govs Meetings	staff	<b>Milestone 2:</b> <ul style="list-style-type: none"> <li>Pupil voice in SER – presenting to Govs</li> </ul>			
21.7.18	INSET	staff	<b>Milestone 3 :</b> <ul style="list-style-type: none"> <li>Staff to analyse Subjects and focus on specific targets for improvement to complete SER</li> </ul>			

## Self-Evaluation Timetable 2018-2019

<b>Term 1 Autumn</b>	<b>Term 2 Spring</b>	<b>Term 3 Summer</b>
Analyse data Baseline/ WELLCOMM/Speech and language links	Budget setting	End of year Targets
Review self Evaluation & SDP SMT	Review self Evaluation & SDP	Review self Evaluation & SDP
Target setting. Individuals, & groups	Health & safety walk In & out	Update SER SDP
Review policies Provision	Review policies Provision	Review policies Provision
Performance Management	Performance Management	Performance Management
SMT monitor Planning Lesson Obs	Lesson obs by subject leaders SMT monitor Planning	Lesson obs by SMT Book scrutiny L & N by subject leaders SMT monitor Planning
Review Prospectus		

Book Scrutiny 1 INCLUDE LEARNERS SLT	Book Scrutiny 2 INCLUDE LEARNERS SLT	Book Scrutiny 3 INCLUDE LEARNERS SLT
Standards in maths, numeracy	Standardisation & moderation	Standards in Lang. & Lit
INCERTS update and Pupil progress meetings	INCERTS update and Pupil progress meetings	INCERTS update and Pupil progress meetings
FP Profile		
subject monitoring	subject monitoring	subject monitoring
Maths, numeracy Art	Lang. Lit & PE	Science & ICT & PSD
Reports to be written for GB by staff	Reports to be written for GB by staff	Reports to be written for GB by staff
Book scrutiny whole staff	Book scrutiny whole staff	Book scrutiny whole staff
<b>standardisation</b>	<b>standardisation</b>	<b>standardisation</b>
Attendance Targets	Attendance & Registers	Attendance & Registers
Learning walk	Learning walk	Learning walk
Pupil questionnaire	Parents questionnaire	Staff & GB questionnaire
<b>Parents Evening</b>	<b>Parents evening</b>	<b>End of term reports.</b> ----- <b>Parents evening</b>