

St. Joseph's Catholic Primary School



**School Development Plan
2016-18**

Date Approved		Date of Next Review July 2017	
	Headteacher		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 212 pupils on roll from Reception onwards with 24 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 29 pupils receiving support from EMAU – 18 early acquisition, (55%), 9 developing competence (31%) and 4 (14%) competent. The school has 23% of its pupils from an ethnic background compared to 14% 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 3 pupils who are 'looked after' by the Local Authority. There are eight straight age classes with seven full time teachers and one .5 teacher, also the Headteacher and one part-time teacher and three PPA staff. There are 11 Teacher Assistants and a NNEB and a full- time school clerk. The present Headteacher took up post in January 2013, Deputy Headteacher in June 2013. 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.

The table below provides information regarding the proportion of pupils on our ALN register:

% Special Educational Needs						
	2013/14		2014/15		2015/16	
	School	LA	School	LA	School	LA
School Action	10.3	16.6	9.4	17.4	10.2	17.0
School Action +	2.9	7.7	4.1	7.4	4.3	7.3
Statemented	1.1	4.2	0.6	4.3	0.5	4.2

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	10	13	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	Miss Rebecca Torrance	Cath Hinder Dionne Williams	30								
Reception	Miss Elizabeth Richards	Kirsty Lonergan Natalie Havard Morris		25							
Year One	Mrs Elizabeth Rowden	Hayley Rowden			30						

		Cooper									
Year Two	Mrs Clare James	Joanne Davies Marie Brougham				32					
Year Three	Mrs Delia Ryan	Paraic Maddock					29				
Year Four	Mrs Mary Mort	Stacey Hardy						32			
Year Five	Mr Jonathan Reed	Diane							32		
Year Six	Mrs Ann Jones	McGillycuddy Gwyneth Middleton								31	
Total in each year			30	25	30	32	29	32	32	31	243

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	17	8	1	12	

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
Liz Richards	Deputy Headteacher Reception Class Teacher	Curriculum Leader for Foundation Phase, More Able and Talented Coordinator for Staff Development End of Foundation Phase Teacher Assessment
Ann Jones	TLR 2 Year 6 teacher / SENCO	S.E.N. Manager. Curriculum Leader for English / Literacy. End of K.S.2 Teacher Assessment

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
Mary Mort	TLR 1 Year 4 Class Teacher	Assessment, Recording and Reporting Manager. Curriculum Leader for Welsh Curriculum Leader for Music		Josephine Hines	Foundation Finance (Pay review) HT Performance Management Staff Disciplinary- Dismissal /Appeal Grievance appeals Capability appeals Head teacher Pupil Discipline and Exclusions Community/ Wellbeing Science Admissions
Clair James	TLR 1 Year 2 Class Teacher	Key Skills Literacy and Numeracy Manager Curriculum Leader for Science Curriculum Leader for Girls' games Curriculum Leader for P.S.H.E.		Andrew Scannell	Foundation Governor for British Schools Development Maths /English Capability teachers Grievance Staff Disciplinary- Dismissal /Appeal HT Performance Management appeal HT <i>Pay review appeals</i>
Elizabeth Rowden	Year 1 Class Teacher	Curriculum Leader Mentor for Student Teachers and N.Q.T.s		Fr. Henry Nevin	Foundation <i>Pay review appeals</i> Complaints Buildings Premises/ Health and safety HT Performance Management appeal HT

Delia Ryan	Year 3 Class Teacher	Curriculum Leader for Mathematics / Numeracy
Jonathan Reed	Year 5 Class Teacher	ICT Curriculum leader PE
Rebecca Torrance	Nursery Class teacher	ICT digital leader
Rhian Weaver		PDG Support/ PPA Cover

		Staffing (also appointment of HT/ DH) Staff Disciplinary- Dismissal /Appeal Grievance appeals Capability appeals Head teacher Community/ Wellbeing RE Collective worship Governor
Mrs. Chambati (Newly appointed)	Foundation	
	Foundation	
Arwell Thomas	Parent	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
Juliet Stack	Headteacher	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
EIG	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	£84,167.00
PDG	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.	£10,500.00

Lead Creative School Grant	Focus on creativity through phonics in FP	£10,000.00
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Self-evaluation: How well are we doing?

Summary of Headline Performance Data

The Foundation Phase

Areas of Learning	% Attaining Outcome 5+					
	2014		2015		2016	
	%	Bench	%	Bench	%	Bench
Foundation Phase Indicator	93.1%	2	89.3%	3	90.3%	3
Language, Literacy & Comm	93.1%	3	89.3%	4	90.3%	4
Mathematical Development	93.1%	3	96.4%	2	90.3%	4
Personal & Social Dev ^{nt} +	96.6%	3	100%	1	100%	1

% Attaining Outcome 6+					
2014		2015		2016	
%	Bench	%	Bench	%	Bench
-	-	-	-	-	-
34.5%	3	35.7%	4	41.9%	3
31%	3	32.1%	4	41.9%	3
44.8%	4	57.1%	4	61.3%	4

Key Stage 2

Core Subjects	% Attaining Level 4+					
	2014		2015		2016	
Core Subject Indicator	97.1%	2	100%	1	90.9%	3
English	97.1%	2	100%	1	90.9%	4
Mathematics	100%	1	100%	1	90.9%	4
Science	100%	1	100%	1	90.9%	4

% Attaining Level 5+					
2014		2015		2016	
-	-	-	-	-	-
52.9%	2	70.7%	1	57.6%	2
55.9%	2	73.7%	1	57.6%	2
50.0%	2	73.7%	1	54.5%	2

Attendance

Academic Year	Attendance		Absence	
	%	Benchmark	Authorised	Unauthorised
2013-14	94.7%	4		
2014-15	95.3%	4		
2015-16	95.1%	4		

Exclusions

Academic Year	Number of days	
	Fixed	Permanent
2013-14	0	0
2014-15	0	0
2015-16	0	0

Reviewing the impact of last year's SDP (2015-16)

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
Priority 1: Improve literacy skills focusing on techniques raising results from below 60% to between 60% and 80% whilst providing more challenging learning experiences for more able pupils	Increase the % of children achieving between 60% and 80% whilst providing more challenging learning experiences for more able pupils.	<ul style="list-style-type: none"> The school has approached this as a whole school priority. This has formed the basis of the school development plan and staffs' performance management. Teaching and support staff have received training on the development of comprehension skills. The Year 3 pupils and staff have been heavily involved in an Arts Council for Wales Lead Creative. Schools' project, which over a six week project has immersed the Year 3 pupils in the development of inference and deduction skills through creative and expressive arts. Internal data using the NFER English assessment shows that many pupils have improved their standardised score from the previous year. The National Reading Test diagnostic tool shows that of the four inference and deduction questions in the Year 2 and Year 3 test, the percentage of pupils answering these questions correctly ranged from 18% to 68% in academic year 2014/2015 to 61% and rose to 87% in 2015/2016. Strong progress – emphasis this year for training has been strong for teachers and TAs with a positive impact on standards as evidenced through LCS project and data for Year 3. Results of reading diagnostic tool reveal that in 2015 – 34% achieved less than 60% in comprehension questions 2016 – 15% achieved less than 60% in comprehension questions. A new comprehension scheme has been purchased and introduced to relevant staff. Identification of catch-up pupils based on standardised scores between 85-100 also take into consideration children who have reading age 12 months below their reading age. New Comprehension scheme bought (Summer Term 2015) used in Catch up Intervention groups from Year 3 upwards put in place and monitored. This had been a fluid process with some pupils leaving catch-up and other pupils being identified and introduced. Year 2 pupils MAT have also been included in comprehension sessions to extend their skills. ADDS training to develop understanding and teaching of reading comprehension skills in Autumn Term with IMPACT training. ADDS session included cluster. 	

Priority 2: Continue to embed worship and include greater pupil participation .

- Learning walks for Summer 2016 Governors this year focused on observations of Worship. School has worked hard to develop pupil independence in developing worship this year. Wednesday word is embedded within classes. Ten Ten theatre group was booked for this term and school has paid for Ten Ten resources for next year for school.
- St. Joseph's Catholic Primary School's Collective Worship focuses on our school values. We have had Staff ADDS on worship opportunities involving pupils this year which involved creating a Whole school plan of worship opportunities for the year shared with the parish. Staff ADDS completed on worship – Gweddiwn resources used including Worship boards for all classes to prepare Wednesday Word assemblies in class. School has trialled use of TenTen Resources this year and weekly assembly based on liturgy is prepared. Resources shared with parents on website and weekly prayer for staff room.
- School hosted a Worship day in Summer 2016 and invited other schools for TenTen presentation this also included a parents session which was well attended by parents and Diocesan Director to develop prayer life of school. There has been monitoring of Acts of Worship by RE Curriculum Leader and shadowed by staff (completed in the Autumn Term) and we have had a review of Acts of Worship by pupils groups/ governors during Summer 2016.
- We have had a Review of resources for RE and bought further materials as appropriate. Further developments for next year will include further development of TenTen resources and for pupils to lead prayers at the beginning/end of day. Also more Class Masses with pupil preparation and participation. The school curriculum provides opportunities for children to further develop their understanding of global citizenship, world faiths, the environment and community cohesion e.g. Fairtrade, Holocaust, CAFOD.
- The school embraces the rights of the child in its development as a Rights Respecting School. The aim is for next year the pupils to use these opportunities in their worship. Events, for both local and national charities, are a regular occurrence at the school, supporting the local community with Harvest gifts for the SVP to support local community, CAFOD, Children in Need, British legion, Llys Nini, Save the Children.
- The school has been awarded Level 1 UNCRC last summer 2016. We are also a Peace Mala school and Summer 2017 will take part in a peace ceremony in the Arch Diocese of Cardiff with all faiths represented. Children were made aware of the global issue of hunger through a Collective Worship presentation on CAFOD this will be child led this year. The introduction of Minnie Vinnies has begun well and this will be further developed alongside the creation of a new Mission and Purpose group to further develop worship opportunities.

		<ul style="list-style-type: none"> The school has a strong worship culture. This year we have worked well to create opportunities for more pupil led worship and will continue to develop this culture with adoption of Ten-Ten resources. Further develop Mini Vinnies in conjunction with the parish. Continue use of Ten-Ten Resources and share with cluster and Diocese. Continue to build upon pupil led worship. 	
Priority 3: Develop planning to incorporate assessment, differentiation and AFL techniques within the classroom		<ul style="list-style-type: none"> Lesson Observations show differentiation for Summer term 2015 -63% good 24% adequate, 13% unsatisfactory. Spring Term 2016 88% good 12% adequate. Strong progress in differentiation- Planning has been a priority this year scrutiny shows differentiation is a priority for staff – early years changes for next year will further impact on this Planning has improved as evidenced by observations from Spring 2015 71% good 29% adequate to Spring 2016 25% excellent 63% good 12% adequate. Lessons learned and the main action comments Differentiation and planning have improved but the school needs to still focus and embed approaches to AFL this year. AFL use in the classroom as monitored by lesson observation has improved from 62% good 25% adequate and 13% unsatisfactory in Summer 2015 to 87% good and 13 % adequate in Spring 2016. Although AFL is beginning to develop it is still an area that needs further work. Look at marking policy and INSET with Gareth Coombes to embed approach for school. Work as a cluster and identify good practise and ways forward. 	

Further challenges identified through self-evaluation in 2015-16

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 didn't 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.	
Views of Parents	Communication has improved but can be developed further. Greater involvement in teaching and learning themes.	
Performance Management	Use of ICT and the DCF.	
Voice of the Learner	Greater voice required in physical activity. Behaviour policy, processes and procedures to be discussed.	

Priorities:

What more do we want to achieve?

Overview of Short, Medium and Long Term Priorities

2016-17	2017-18	2018-19
<i>Implement strategies in phonics and writing including handwriting to improve the performance of pupils so that they make the expected progression in literacy at each Key Stage. Continue to embed AFL strategies in lessons. (Evaluation of planning and evaluation of creative curriculum. (alongside Lead Creative School development)</i>	<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>	<i>Embed the development of Literacy and numeracy and six areas through the new Curriculum.</i>
<i>Complete school and cluster moderation of RE work to aid assessment in RE for pupils to reach expected levels at end of Key Stage.</i>	<i>Evaluation of Come and See curriculum and opportunities for learning throughout the Curriculum. Developing digital competence in RE.</i>	<i>To enhance faith formation and permeation of faith for staff and students and parents.</i>
<i>Implement strategies to improve the performance of pupils in digital competence through the adoption and implementation of national framework standards.</i>	<i>Refine and integrate DCF into new curriculum.</i>	<i>Emerge new curriculum with digital expectations embedded</i>

End of Key Stage Targets

Foundation Phase

		Boys/ Girls	2016 Current year 2								2017 Current year 1								
			Boys		Girls		Pupils				Boys		Girls		Pupils				
Cohort	Full		16		16		32				18		12						
	Number of FSM		1		1		2		All pupils		2				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		9	4	9	5	18	9	84.3%	28%		9	6	6	5	15	11	86%	36.6%
	LCW																		
	MDT		9	6	9	5	18	11	90%	34.3%		10	7	6	5	16	12	93.3%	40%
	PSD		7	9	5	10	12	19	96.8%	59.3%		6	12	5	7	11	19	100%	63.3%
	FPI		13		14		12		84.3%			15		11					

		FSM/ Non- FSM	2016 Current year 2								2017 Current year 1								
			FSM		Non-FSM						FSM		Non-FSM						
Cohort	Full		2		30						2		28						
	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		1	1	8	17	1	1	8	17		2		13	11	2		13	11
	LCW																		
	MDT		1	1	8	17	1	1	8	17		2		14	12	2		14	12
	PSD		1	1	11	18	1	1	11	18		2		9	19	2		9	19
	FPI		2		25							2		24		2		26	

Key Stage Two

	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	9		21						14		18		32				21		11					
	Welsh medium					0		All pupils						0		All pupils						0		All pupils	
		L4 +	L5 +	L4 +	L5 +	L4 +	L5 +	Targ et L4+	Targ et L5+	L4 +	L5 +	L4 +	L5 +	L4 +	L5 +	Targe t L4+	Targ et L5+	L4 +	L5 +	L4 +	L5 +	L4 +	L5 +	Targe t L4+	Targ et L5+
Number achieving expected level	English	1	6	13	8	14	14	93.3 %	46.6 %	9	4	9	9	18	13	96.8 %	41%	10	8	5	5	15	13	87.5 %	40.6 %
	Welsh	4	2	17	3	21	5	86.6 %	16.6 %	11	1	14	4	25	5	93.7 %	15.6 %	13	3	8	2	21	5	81.5 %	15.6 %
	Maths	3	6	10	10	13	16	96.6 %	53.3 %	8	4	9	9	17	13	93.7 %	40.6 %	9	9	6	4	18	10	87.5 %	31.2 %
	Science	2	7	12	8	14	15	96.6 %	50%	8	4	6	12	14	16	93.7 %	50%	10	6	6	4	16	10	81.2 %	31.2 %
	CSI	7	20					93.3 %		12	18					93.7 %		18		10				87.5 %	

	FSM/ Non-FSM		2016									2017									2018							
			Current year 6									Current year 5									Current year 4							
			FSM		Non-FSM							FSM		Non-FSM							FSM		Non-FSM					
Cohort	Full		2		28		30					1		31		32					1		31		32			
	Welsh medium						FSM		Non-FSM							FSM		Non-FSM							FSM		Non-FSM	
			L4 +	L5 +	L4 +	L5 +	Target L4+	Target L5+	Target L4+	Target L5+		L4 +	L5 +	L4 +	L5 +	Target L4+	Target L5+	Target L4+	Target L5+		L4 +	L5 +	L4 +	L5 +	Target L4+	Target L5+	Target L4+	Target L5+
Number achieving expected level	English		1	1	13	13	100%	50%	93.3 %	46.6 %		1	0	17	13	100%	0	93.7 %	40.6 %			1	15	12	100%	100%	84.3 %	37.5 %
	Welsh		2	0	19	5	100%	0	80%	16.6 %		1	0	24	5	100%	0	90.6 %	15.6 %		1	0	20	5	100%	0	78.1 %	15.6 %
	Maths		1	1	12	15	100%	50%	90%	50%		1	0	16	13	100%	0	90.6 %	40.6 %		1		14	13	100%	0	84.3 %	40.6 %
	Science		1	1	13	14	100%	50%	90%	46.6 %		1	0	13	16	100%	0	90.6 %	50%		1		15	10	100%	0	81.2 %	31.2 %
	CSI		2		25		100%		90%			1		29		100%		90.6 %			1		27		100%		84.3 %	

Targets and Strategies for Our Priority Areas

Year 1: 2016-17

Our Immediate Priorities

By the end of July 2017, we aim to ensure that:

1

Implement strategies in phonics and writing including handwriting to improve the performance of pupils so that they make the expected progression in literacy at each Key Stage. Continue to embed AFL strategies in lessons. (Evaluation of planning and evaluation of creative curriculum. (alongside Lead Creative School development)

2	<i>Complete school and cluster moderation of RE work to aid assessment in RE for pupils to reach expected levels at end of Key Stage.</i>
3	<i>Implement strategies to improve the performance of pupils in digital competence through the adoption and implementation of national framework standards.</i>

Priorities for 2016 – 2017

Priority: 1 Implement strategies in phonics and writing including handwriting to improve the performance of pupils so that they make the expected progression in literacy at each Key Stage. Continue to embed AFL strategies in lessons. Key Question and Quality Indicator: 3 improving quality					Related to the Post Estyn Inspection Plan: Success criteria in terms of standards or quality: New strategies will be developed in phonics and writing (incl. handwriting) to improve progression in literacy alongside LCS project. AFL techniques shared, developed and used in the classroom by all stakeholders as evidenced in lesson obs			
Internal Accountability: SL/ TLR Assessment Manager		Accountability to the Governing Body: Paulette Smith						
Very good progress		Strong progress		Satisfactory progress		Limited progress		
Actions			Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
Review handwriting in school and new handwriting scheme to be bought Implemented to Year 4. Literacy resources alongside scheme.			A.J/ STAFF	Closely monitor through work scrutiny half termly to see progression	Review and monitoring by Literacy co-ordinator and Governor Autumn	Book scrutiny SLT /ERW	ADDS and sharing of good practice with all	£2089.03 EIG

				Book Scrutiny			
	LCS to focus on Foundation Phase, letter formation and children knowing their sounds through a creative approach. Use of letter and sounds phases to set out clear structure in Foundation Phase through a creative approach.	LR/ FP staff	Incerts, FPP, Progress Meetings	Review of phonic phase tests and monitor	Performance Management meetings. Phonic phase test results and data analysis	INSET with staff	£2,500.00 EIG
	Creative practitioners to create Home/ school booklet for phonics and CD of songs.	LR/ JS	Meetings with practitioners and Creative agent	Review of Project with all LCS staff	Share with other LCS and own staff and cluster	Sessions with creative agent and practitioners	£400.00 creative practitioner's
	Ensure by Year 2 all sounds have been taught.	A.J/LR/ STAFF	Closely monitor phases half termly to see progression	Highlight pupils who are not making progress implement catch-up	End of year data /national tests	FP staff meetings	
	Catch up Support teacher used for FP to Y3 to ensure children know sounds.	A.J/ STAFF	Identify pupils from data and monitor progress Using phase test	Meeting with catch-up teacher and data monitoring to show the progress	Diagnostic tests and end of year data	Liaison with catch-up teacher and FP staff and DH	PDG

	After discussion training and development of AFL techniques within each class setting.	LR/AJ/JS	Meetings with Literacy and Key Skills Manager and Assessment Manager. Staff to review planning & school Literacy policy. Governors to look at literacy in Autumn Term. Adds session and monitoring of AFL techniques	Lesson ob/ Spring Book scrutiny.	Lesson ob summer/ book scrutiny		£150x4 days Supply EIG
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	<p>Disseminate ideas from Cluster INSET (September 1st 2016) with Gareth Coombes to develop good practice of AFL within the classroom by INSET for all staff.</p> <p>INSET to include sharpening objectives and success criteria. Deciding how to quickly validate pupils' successes (2 stars without the words!) How to provide high quality feedforward - verbal and written</p> <p>Introduce Peppering the pot and ABCDE of feedback.</p> <p>Developing strategy feedback in maths. Establishing policy and educating your masters!</p>	All staff	Training for TLR teacher/ TAs	Cluster ADDS with GC and monitoring of books	Book Monitoring and Lesson observations	ADDS and sharing of good practice with all staff	£131.66 EIG
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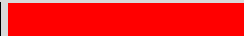
	Developing Support staff -questioning /feedback etc. with support staff (Jan 3 rd)	Support staff	INSET Jan	Spring observations of staff	PM targets set for summer term	Arrange INSET For support staff	£300.00 EIG
	Review marking policy as a school Gareth Coombes March 31 st -spring cluster meeting for SL – to review AFL and marking and highlight good practice as a cluster	SL	Cluster training Autumn	TLR training and Feedback to all staff	Monitoring and observations	ADDs with cluster	£395.00 EIG
	For all classes to further develop the use of success criteria and to self and peer assess appropriate to their age group.	M.M	ADDs	Spring observations and Book scrutiny	Monitoring Through book scrutiny and lesson observations	ADDs sessions	£150x 2 days (EIG)

Priority: 2 Complete school and cluster moderation of RE work to aid assessment in RE for pupils to reach expected levels at end of Key Stage. Key Question and Quality Indicator:					Related to the Post Estyn Inspection Plan:					
					Success criteria in terms of standards or quality: Standards will continue to develop and pupils will make expected progress at end of Key Stage. Assessments will be rigorous and moderation across cluster.					
Internal Accountability: Juliet Stack/ Mary Mort/ Rebecca Torrance			Accountability to the Governing Body: P. Relf/ Fr. Henry							
Very good progress		Strong progress		Satisfactory progress		Limited progress				
Actions				Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost	
	Staff ADDS on standardisation and moderation of levels of work.			J.S/ M.M/ R.T	ADDS	VisitCardiff Diocese	Share good practice	Adds sessions and sharing good practice with other Dioceses School to school working with St. Mary’s Maesteg	£150 x 4 days EIG	
	Cluster meetings- Link with cluster and set up moderation group.			JS/MM/R T	Set up cluster Meeting.	Spring Meeting With Cardiff diocese		Cluster moderation groups set up and sharegood practice with other Diocese	£150x 3 days EIG	
	Monitoring of RE including lesson observation Autumn Term by RE Curriculum Leaders			JS/LR/M M/RT	Lesson ob and feedback	Share good practise	Governors Learning walks -Set targets for PM for 2017-18	ADDS on resources Incl TenTen for staff and share good practise	Supply 4 days £150 EIG	

	Review Assessment in RE as a whole school process.	JS/MM	SL time to look at RE assessment	Staff ADDS	Liaise with cluster	Link with Cardiff Diocese HT groups for Assessment	£150.00
	RE portfolio – moderation and standardisation to take place in school and cluster.	JS/MM	SL meeting	Staff ADDS	Staff ADDs	DH group to link with cluster and look at other schools examples of portfolio's	
	Look at assessment in RE and review as a whole school.	J.S/M.M	Diocesan INSET day sharing good practise	Staff ADDS	Review meeting in Summer 2017	Work with Diocese to establish assessment requirements and work towards a way of recording results electronically	£150.00 x 2 days supply EIG
	Review resources for RE and buy further materials if appropriate. Purchase of materials to support in-class collective worship	J.S/M.M	Audit of resources and needs	Discussion with staff	Buy resources	Visit other schools to look at resources	£1500.00 EIG
	Book scrutiny for staff in Key Stages to look at marking and Driver words and their use in books. AFL and target setting ADDS for staff	J.S/L.R/M. M	Adds session with staff for driver words/ AFL	Book scrutiny	Feedback to staff	Diocesan meetings with RE support	£150.00 x 3 days EIG
	Sharing best practice among staff. Peer observation of teachers across cluster.	ALL STAFF	ADDS session	Visit other schools	Feedback and way forward	Links with other schools established	

How can the wider community of the school enrich the priority?

Liaison with diocese and Cardiff Diocese local community and cluster – share ideas with feeder comprehensives.
Governors, Parents and local community feedback and review of worship activities for the year.

Priority: 3 Implement strategies to improve the performance of pupils in digital competence through the adoption and implementation of national framework standards. Key Question and Quality Indicator: 1 standards					Related to the Post Estyn Inspection Plan:			
					Success criteria in terms of standards or quality: Close monitoring of digital competency throughout school and national framework standards developed.			
Internal Accountability: J.Reed/ SL		Accountability to the Governing Body: Paul Relf/ Eugene Scourfield						
Very good progress		Strong progress		Satisfactory progress		Limited progress		
Actions			Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
	Complete Digital competency questionnaire with relevant staff		J.R /E.R/R.T	Complete Questionnaire Summer 2016 And identify areas for development	Training for staff	Revisit questionnaire Summer	Session with SL to complete Digital competency questionnaire	N/A
	Member of staff identified to lead and support Digital competence Digital competency framework shared and introduced to relevant staff		R.T	Lead program of ADDS and attend courses Autumn 2016	Identify areas for development from the framework	Lesson observations Summer	ADDS/ courses to develop professional development	£150X 2 DAYS EIG
	School to engage with 360 degrees safe Cymru safety framework through the Hwb		All staff	ADDS session with JR	Internet Safety Week/Obs	Review use of framework	Hwb training for IT Leader	£150.00 X 2 DAYS EIG
	Pupils to develop all skills consistently. Digital leaders/Digital		All staff	KS2 – 2 pupils	KS2 – 4	KS2 – 6	In school training	

	Wizards to share knowledge and skills		each class.	pupils/FP – 2 pupils	pupils/FP – 2 pupils		
	Use audit tool when developed from Welsh Gov to inform planning for curriculum and Audit experience and skills of teaching and support staff and create a menu of support to develop ICT skills	J.R/E.R/ R.T	use audit	Review planning	Lesson observation for IT	Use audit tool to organize training	n/a
	Attend meetings to monitor, evaluate and review practices in developing the regional model of good practice for Professional Learning Schools through Pioneer school meetings.	R.T/ J.R	RT attend course/feedback	Evaluate practice	Review practice	Training to develop ICT skills for all staff	
	School to set up a Digital competence council to facilitate pupil voice and expertise	R.T/J.R	Set up council	Feedback to govs in Spring meeting	Review for next year		n/a
	Audit and develop the use of resources to continue to effectively support our school programme	R.T/J.R	Produce autumn audit	Spring evaluation	Performance management		n/a
	Develop digital work and tools successfully across the curriculum – use classroom tasks when made available from Welsh Gov	R.T/ J.R	RT to complete in classroom training	Implement classroom tasks	Share good practice across the school		n/a
	Offer ways of sharing and learning good practice with other schools across the cluster/ LA/Hub/Region	R.T/J.R	Cluster meeting	Visit schools	Share good practise		£150 x 2 days

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 schools who have developed these areas already.
Autumn term visit to outstanding school and sharing of ideas with local cluster.
E safety session with parents and Governors.

Policy Reviews

2017-2018	2018-2019	2016-2017
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
Collective worship	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)
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Other Continuing Aspects to be Improved

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

Aspect	Resources / personnel	Target Date and Evaluation
Trained teacher for Mindfulness to disseminate to staff and school	E. Rowden	Summer 2017
Bilingualism across the curriculum	Athrowes Bro/ M.M/ all staff and TA	Spring 2017
Phase 4 healthy schools	E.R/ Eco club and staff	Summer 2017
UNCRC level 2 achieved	L.R/ STAFF	Spring 2018
Pupil friendly statements for SEN	A.J/ TA/ Staff	Autumn 2016
Hall stage area created and painted/ outside storage	J.S/ Governing body	Summer 2016
Third green flag	E.R/eco club	Spring 2016
Redecorate classrooms	J.S/ Governing body	Summer 2017
Numicon scheme introduced in Nursery/ Reception	E.R/C.J	Autumn 2016
Welsh moderation and levels	M.M/ staff	Autumn 2016
RE Moderation across the school	SL/ staff	Summer 2016
Community liaison with Minnie Vinnies development with SVP	R.T / liaison with Diocese and Mary Immaculate/ St. Therese's School	Summer 2017

Staff Development Plan

Description/activity/target	Required Impact/outcome
INSET DAY- Mindfulness training and effective Marking and feedback Gareth Coombes - teaching staff and cluster (St Joseph's Cathedral)	Wellbeing of staff Marking and feedback as a cluster – share good practise Book scrutiny materials from Gareth Coombes and way to embed this term to impact on standards
INSET DAY – TA individual Pupil centred profiles – Marilyn George	Further development of pupil centred profiles for use by TA's
DATES for term and ADDS sessions to be set including whole school plan of liturgical and worship activities and teacher/ TA observations	Plan school liturgical celebrations and activities for the year and set teacher and TA lesson observations
Digital competence ADDS	Staff to understand implications of Digital competence Framework and plan for training needs for teachers/ TAs
PARENTS EVENING	Parent feedback meeting to hear pupils progress and settling into new class.
National tests and end of Key stage data presentation by TLR holder for Assessment and Marking. Literacy and Numeracy Test presentation by TLR holder.	Staff to understand position of school from data this year
Moderation - Literacy	Moderation of literacy as a whole school

Welsh standardisation /moderation for all staff	Moderation of Welsh with staff and athrowes bro
Re Assessment/ moderation	Re assessment update and moderation as a staff – include cluster if possible
Numeracy Moderation as a staff	Numeracy moderation as a staff
Autumn Core Visit	Discuss Autumn Core Visit and categorisation of school
AFL update – purple pen of progress	Share new update/ resources for AFL and progress on purple pen
Handwriting and writing development	Look at examples of handwriting / writing and discuss impact of new scheme
BOOK SCRUTINY	Book scrutiny with staff using Gareth Coombes
TA training for First Aid certificates–paediatric training	INSET day October 21 st – Crown Training

PDG Action 2016-2017: 1. PLC for Deputy Head teacher’s to focus on AFL/ Attendance/ Assessment/ Enrichment Tasks. 2. SENCO support; additional time allocated for withdrawal lessons to deliver Literacy programme. 3. Monitor FSM children in core subjects and behaviour. Lead: Juliet Stack (Headteacher) Supported by: - Miss E Richards (Deputy) Mrs A Jones (SENCo)		PDG Funding School based: Action 1 – 3 supply sessions (1 per term) £525.00 Action 2 – 1 teacher£9975 Action 3 – 1 teacher 6 days £1050 Total Cost - £11,500.00	
Outcomes: Success Criteria 1. Sharing of good practise between Catholic Cluster. Development of AFL/ Attendance/ enrichment tasks to support LNF. 2. Small groups and individual pupils receive appropriate personalised support with Literacy. Increase in pupil’s attainment. 3. Raise attainment for FSM children. Impact measured through INCERTS, test results.			
Action	Target Date	Monitoring and Evaluation	Achieved
<u>Action 1</u> PLC for Catholic Deputy Head teachers to focus on AFL/ Attendance/ enrichment tasks	Summer term 2016	Liaise with Catholic cluster	
<u>Action 2</u> 2.1 SENCO support; additional time allocated for withdrawal lessons to deliver literacy/ numeracy programme. 2.2 Improve levels of family engagement and the capacity of parents to support children’s learning in literacy and numeracy alongside Intervention group- Target group is identified and achieves improved numeracy/ literacy scores. Teachers work alongside catch-up provision and liaise. Children to be identified by VAP /RA/ NFER/ NLT tests. Identify catch-up group (VAP/RA / results at least 6 months behind CA) excluding SEN register. Provide effective programme and support for target group.	Summer term 2016	Children to be identified through VAP/ RA/ NFER/ NRT. Provide effective programme and support for target group. Exclude SEN Register.	
<u>Action 3</u> Termly release for SENCO to monitor FSM pupil progress in core subjects and behavioural support. Termly tracking day for each term to monitor well-being using Boxhall profile and county support.	Summer term 2016	Impact measured through Incerts, standardised tests & national tests	

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
Attendance action plan and review (January/July) have been completed. Implementation of the action plan has increased attendance from 92.9% 2012/3 to 95.3% 2015. The action plan and involvement of the EWO/staff have successfully increased attendance within the school. Attendance for Summer Term 2016 shows 95.1% - this is despite long term sickness. End of year data for 2015 was 95.3% - Quartile 4, Quartile 3 – 95.5%, Quartile 2 – 96%, Quartile 1 – 96.5%.	Increase attendance by 0.5% each year from 2012/13.	EWO Weekly reports Attendance file
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. Late book has been implemented. 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%.	We target pupils who are below 90% termly – meet with parents. Regular updates termly in Staff Meetings and discussion of pupils whose attendance is low. Regular update in Governors meetings and HT reports. Autumn Term aim to have 96% Spring Term aim 95% Summer Term aim 95.5%	Attendance file Staff meeting notes HT reports Governors minutes
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. 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.	Whole school target of 96% weekly.	Attendance reports twitter
Winning class attendance is announced weekly in assembly. Winning class attendance for the term has non-uniform. Twitter is used to share excellent attendance weekly. SAM (School Attendance Matters) School Mascot. Termly 100% attendance pupils enter into a prize for a winning ipod shuffle.	Autumn Term – 50 pupils or more to achieve 100% (%) Spring Term – 50 pupils Summer Term – 50 pupils.	Report cards Attendance policy Penalty notices

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.		
Weekly meetings with EWO and Headteacher. Registers are checked monthly – pupils are tagged with reason for absence.	Less 90% pupils year on year	SIMS EWO meetings
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.	Overall attendance to increase in Autumn Term by 1%	Report cards SIMS

Step 1: Preparing (Seeking advice, viewing good practice, professional development)	By whom?	Start	End	Est. Cost	Source
<ul style="list-style-type: none"> Analyse attendance data and look at groups 	JS/EWO	Autumn 2016	Summer 2017		
<ul style="list-style-type: none"> Discuss the school's current / previous performance and future priorities with the EWO to review possible further lines of enquiry. School gates to be shut at agreed time to ensure that all 'lates' enter the school office and record lateness. To further develop the role of all staff and GB in applying the attendance policy to inform school improvement and to raise standards. Adopt a more robust system allowing 'fast tracking' to EWO for families who have not made improvements in attendance and/ or punctuality. 	All staff JS/EWO	Autumn 2016	Summer 2017		
Step 2: Action Plan (Activities & strategies to make improvement happen)	By whom?	Start	End	Est. Cost	Source
<ul style="list-style-type: none"> Amend action plan and review in January of each year. 	HT/ SLT	JAN 2016	JAN 2017	N/A	
<ul style="list-style-type: none"> Reduce lateness and increase attendance. 	HT/SLT	SEP 16	JUL 17	N/A	
<ul style="list-style-type: none"> Write new attendance policy and submit to staff/governors work with cluster to create policy. 	HT/ SLT	SEP 15	MARCH 17	N/A	

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
16.12.16	Termly attendance updates	JS/ LL/LR/SL	Milestone 1: • To raise termly attendance IN Autumn Term by 0.5% from last year	
7.4.17	Termly attendance updates	JS/ LL/LR/SL	Milestone 2: • Reduce red cards (below 90%)	
21.7.17	Termly attendance updates	JS/ LL/LR/SL	Milestone 3 : • To meet target of 96% reaching quartile 2 from quartile 4	

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 in June 2013 and November 2013 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 2014, 37% of pupils will attain the higher level (Level 5) in each of the core subjects		

<p>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.</p>	<p>Monitor planning Lesson observations show 10 % good/ excellent in differentiation. Increase challenge from good to excellent by 10%</p>	<p>Planning on HWB Analysis of teacher observations.</p>
<p>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.</p>	<p>Individual teacher observations to improve in the areas of challenge and questioning.</p>	<p>ERW/ Gareth Coombes teaching observations.</p>
<p>Feedback of monitoring of MAT pupils to staff/TA/Governors – Summer Term. Regular meetings with parents of pupils on MAT Register.</p>	<p>Increase of pupils on MAT Register.</p>	<p>MAT register</p>
<p>Evaluation of impact by MAT Curriculum leader of enrichment areas on MAT in Summer Term.</p>	<p>Planning shows provision for MAT</p>	<p>planning</p>
<p>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.</p>	<p>Planning shows differentiation</p>	<p>planning</p>
<p>Training to ensure all TA's understand progression of Literacy skills in pathways RC2 – Retelling stories, RC3 – Identifying information, RC4 – Inference and Deduction. Explore the link between reading for meaning, inference and deduction. Ensure all TA's understand the standards that are inherent in the year on year expectations of RC3 and RC4. Explore diagnostic activities that will provide evidence of acquisition of skills within RC3 and RC4. Comprehension bookmarks devised for each year group and shared with parents in Spring Term 2016.</p>	<p>Lesson observations Spring Term feedback for TA's 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. 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 from Year 3 upwards put in place and monitored. Fluid process for pupils. 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 with IMPACT training. ADDS session included cluster.</p> <p>ADDS session with trained TA on how to listen to pupil's read. 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 11th 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. Discussion on the impact of the project and investigated new direction for next year will centre on phonics and letter formation.</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>	<p>National test data</p>

Step 1: Preparing (Seeking advice, viewing good practice, professional development)	By whom?	Start	End	Est. Cost	Source
<ul style="list-style-type: none"> Analysis of data frequently, early identification and interventions put in place. 	All staff	June 2016	September 2016		
<ul style="list-style-type: none"> Identify specific areas for development of pupils within the school. (Phonics in FP) 	F.P teachers/ RW	September 2016	July 2017		
Step 2: Action Plan (Activities & strategies to make improvement happen)	By whom?	Start	End	Est. Cost	Source
<ul style="list-style-type: none"> Ensure that more able & talented pupils are identified early through observation and the use of a range of assessment & performance data. 	Class teachers/ ER	Sep 2016	July 17	1 day supply £185	

• Review and revise the school's policy for more able & talented pupils (MAT), with guidance as necessary from the Local Authority.	ER	September 2016	July 2017	1 day supply £185	
• Provide membership of NACE, enabling access to activities, ideas, training and good practice.	ER	Feb 17	July 17	£175.00	
• Observe lessons and review teachers' short term planning and pupils' books to ensure that tasks are sufficiently challenging for MAT pupils.	ER/JS	Sep 16	July 17	3 days supply £185.00x3	
• Track the progress of pupils using the INCERTS system. Monitor progress made by identified MAT pupils.	ER/JS	Sep 16	July 17	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
16.12.16	Staff ADDS	JS/ LR/ SMT	Milestone 1: • Identify MAT pupils and collate register	
7.4.17	Staff ADDS PPM	JS/ LR/SMT	Milestone 2: • Revise MAT policy and gain membership of NACE/ PPM looking at MAT	
21.7.17	Lesson obs	JS/ LR/SMT	Milestone 3 : • Observe and provision for MAT including planning and assessment	

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
This recommendation has been largely addressed. Marking policy updated with all staff (teachers/ TAs) Autumn Term 2015. 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.	Update marking policy and monitor impact in book scrutiny termly.	Marking policy Book scrutiny
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.	Book scrutiny shows evidence of DIRT time Pupil voice	Book scrutiny
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.	Staff training on the use of Gareth Coombes Continuous	

<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 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>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>Nelly's next steps</p> <p>Challenge books</p>				
<p>Step 1: Preparing (Seeking advice, viewing good practice, professional development)</p>	<p>By whom?</p>	<p>Start</p>	<p>End</p>	<p>Est. Cost</p>	<p>Source</p>	
<ul style="list-style-type: none">Move towards embedding the use of Gareth Coombes Continua for coaching and self reflection by the end of the Spring Term.	ER/MM/JS	Jan17	July 17	£600.00		
<ul style="list-style-type: none">Use Performance Management opportunities to measure against continua.	ER/MM/JS	Jan 17	July	"		
<p>Step 2: Action Plan (Activities & strategies to make improvement happen)</p>	<p>By whom?</p>	<p>Start</p>	<p>End</p>	<p>Est. Cost</p>	<p>Source</p>	
<ul style="list-style-type: none">Review of marking and AFL strategies can be further enhanced to support learning and teaching opportunities.	staff	Sep 16	July 17			
<ul style="list-style-type: none">Further develop systems that monitor and review progress of all children and the impact on standards for each child. (Pupil progress meeting)	JS/ ER	Sept 16	July 17			
<ul style="list-style-type: none">AFL strategies and new marking policy to show impact on standards/provision and is also aligned with staff support and needs.	MM/ all staff	Sept 16	July 17			
<ul style="list-style-type: none">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.	JS/ ER	Sept 16	July 17	3days supply £185.00		

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
16.12.16	ADDS	All staff	Milestone 1: <ul style="list-style-type: none"> • Marking policy revised with all staff including TA's ratified by Govs (continue to monitor in ADDS meetings and book scrutiny) 	
7.4.17	PPM	JS/LR	Milestone 2: <ul style="list-style-type: none"> • Pupil progress meetings showing development of next step marking 	
21.7.17	Lesson observations/ book scrutiny	JS/ LR	Milestone 3 : <ul style="list-style-type: none"> • Lesson observation and book scrutiny show effective marking and AFL strategies 	

Recommendation	R4: Refine the school's self-evaluation process and ensure the targets in the school development plan focus more on raising pupils' standards		
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
This recommendation has been fully addressed. 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

Step 1: Preparing (Seeking advice, viewing good practice, professional development)	By whom?	Start	End	Est. Cost	Source
<ul style="list-style-type: none"> All staff to contribute by completing positional statements and action plans to be used for SER and SDP. 	staff	June	September		
<ul style="list-style-type: none"> All staff to be fully aware of their own roles and responsibilities within the school and their subject area. 	staff	June	September		
Step 2: Action Plan (Activities & strategies to make improvement happen)	By whom?	Start	End	Est. Cost	Source
<ul style="list-style-type: none"> Further develop the role of the children in the leadership and management of school. (Pupil voice) 	staff	June	September		
<ul style="list-style-type: none"> Maintain the current progress of involving all stakeholders. 	staff	June	September		
<ul style="list-style-type: none"> Develop further specific targets from subject leaders to focus on improvement in standards. 	staff	June	September		

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
16.12.16	INSET	staff	Milestone 1: <ul style="list-style-type: none"> • Staff involvement in SER/ SDP 	
7.4.17	Govs Meetings	staff	Milestone 2: <ul style="list-style-type: none"> • Pupil voice in SER – presenting to Govs 	
21.7.17	INSET	staff	Milestone 3 : <ul style="list-style-type: none"> • Staff to analyse Subjects and focus on specific targets for improvement to complete SER 	

Self-Evaluation Timetable 2016-2017.

Term 1 Autumn	Term 2 Spring	Term 3 Summer
Analyse data	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 RE	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 SLT	Book Scrutiny 2 SLT	Book Scrutiny 3 SLT
Standards in maths, numeracy	Standardisation & moderation	Standards in Lang. & Lit
INCERTS update	INCERTS update	INCERTS update
FP Profile		

subject monitoring	subject monitoring	subject monitoring
Book scrutiny whole staff	Book scrutiny whole staff	Book scrutiny whole staff
standardisation	standardisation	standardisation
Attendance Targets	Attendance & Registers	Attendance & Registers
Learning walk	Learning walk	Learning walk
Pupil questionnaire	Parents questionnaire	Staff & GB questionnaire
Parents Evening	Parents evening	End of term reports. ----- Parents evening