

St. Joseph's Catholic Primary School



**School Development Plan
2019-21**

Date Approved		Date of Next Review July 2020	
	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 196 pupils on roll from Reception onwards with 19 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 39 of whom are on the EAL register - 4 new to English (10%) , 3 early acquisition (7 %), 25 developing competence (64%) and 7 (17%) competent. The school has 28% 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 16 pupils receive free school meals. There are 36 pupils with some form of special educational needs including 25 on school action and 7 on school action plus. There are four pupils who have statements no pupils 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.

18% of pupils are on the Additional Learning Needs register, (12.7 % pupils at School Action, 3.5 % at School Action Plus). There are 4 pupils in receipt of a statement and currently we have no 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		<i>St.Josephs.RCPrimary.School@swansea-edunet.gov.uk</i>	https://www.stjosephscatholicps-swansea.co.uk/

Staff

	Teachers	Support Staff	Admin	Caretaking	Cleaning	Lunchtime	Kitchen	Other	Total
No. of Staff	9	10	1	1	2	2	3		28

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 Charlotte Thompson	Dionne Williams	19								
Reception	Mrs Rhian Weaver	Joanne Davies Marie Brougham		22							
Year One	Miss Rebecca Torrance	Hayley Rowden Cooper Catherine Hinder			29						
Year Two	Mrs Elizabeth Rowden	Julie Walker Clair Walsh				27					
Year Three	Mr Jonathan Reed	Stacey Hardy Diane					28				
Year Four	Mrs Clair James							29			
Year Five	Mrs Ann Jones								32		

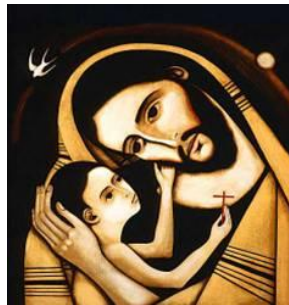
Year Six	Mrs Mary Mort	McGillycuddy Paraic Maddock								29	215
Total in each year			19	22	29	27	28	29	32	29	215

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	39	26	6	4	16	0

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 Assessment, Recording and Reporting Manager. Curriculum Leader for Languages Shadow RE curriculum leader Curriculum leader for expressive arts End of K.S.2 Teacher Assessment
Ann Jones	TLR 2 Year 5 teacher / SENCO	ALNCO. Curriculum Leader for Literacy and communication.

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 Admissions
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 HT Data / Cross phase liaison Governor
Clair James	TLR 2 Year 4 Class Teacher	Key Skills Literacy and Numeracy Manager Curriculum Leader for Science and Technology Curriculum Leader for Health and Well being Curriculum Leader for P.S.H.E. Curriculum Leader for Mathematics and Numeracy		Josephine Hines	Foundation Finance (Pay review) HT Performance Management Complaints Staffing Staff Disciplinary- Dismissal /Appeal Grievance appeals Capability appeals Head teacher Pupil Discipline and Exclusions Community/ Wellbeing Science Admissions
Elizabeth Branningan	Year 2 Class Teacher	Curriculum Leader Mentor for Student Teachers and N.Q.T.s Curriculum Leader for Foundation Phase and end of FP assessment leader Curriculum leader for Humanities		Andrew Scannell	Foundation Governor for British Schools Development Maths Capability teachers Grievance Staff Disciplinary- Dismissal /Appeal HT Performance

					Management appeal HT <i>Pay review appeals</i>
			Fr. Henry Nevin	Foundation	<i>Pay review appeals</i> 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
Jonathan Reed	Year 3 Class Teacher	ICT Curriculum leader For Health and Wellbeing ICT	Mrs. Chambati (Newly appointed)	Foundation	Buildings Premises/ Health and safety Pupil discipline and exclusions Community/ wellbeing Capability HT English Governor for Health and Wellbeing/ Restorative practise

Rebecca Torrance	Year 1 Class teacher	ICT digital leader Shadow RE Curriculum leader Confirmation Co-ordinator
Rhian Weaver	Reception class teacher	Curriculum leader for expressive arts Shadow Welsh curriculum leader

Mrs. Asensio Williams	Foundation	Finance Complaints Buildings Premises/ Health and safety Staff disciplinary- Dismissal/ appeal Eco governor ALN governor
Julie Walker	Parent	Buildings premises/ health and safety Community/ wellbeing
Juliet Stack	Headteacher	Curriculum Leader for Religious Education Curriculum Leader for expressive arts

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)	510,519
Repair and maintenance	4,000.00
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	£84,925.00
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.	£6000.00

Self-evaluation: How well are we doing?

Summary of Headline Performance Data

The Foundation Phase

Areas of Learning								
	2017		2018	2019	2017		2018	2019
	%	Bench	%		%	Bench	%	
Foundation Phase Indicator	93.9%	2	81.5%	85.2%	-	-	-	-
Language, Literacy & Comm	93.9%	3	85.2%	85.2%	33.4%	4	29.6%	37%
Mathematical Development	100%	1	88.9%	88.9%	39.4%	4	33.3%	40.7%
Personal & Social Dev ^{nt} +	100%	1	96.3%	96.3%	54.5%	4	40.7%	59.3%

Key Stage 2

Core Subjects	% Attaining Level 4+					
	2017		2018		2019	
Core Subject Indicator	96.8%	2	97%			87.9%
English	96.8%	3	97%			93.9%
Mathematics	96.8%	3	97%			87.9%
Science	96.8%	3	97%			93.9%

% Attaining Level 5+					
2017		2017		2019	
-	-	-	-	-	-
77.4%	1	51.5%		48.5%	
58.1%	2	39.4%		57.6%	
58.1%	2	48.5%		54.5%	

Attendance

Academic Year	Attendance		Absence	
	%	Benchmark	Authorised	Unauthorised
2016-17	95.2%	4		
2017-18	94.8%	4		
2018-2019	94.9%	4		

Exclusions

Academic Year	Number of days	
	Fixed	Permanent
2016-17	0	0
2017-18	0	0
2018-19	0	0

Reviewing the impact of last year's SDP (2018-19)

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 To further develop and strengthen use of DCF and the creative curriculum in RE		<p>M Mort and R Torrance (as shadow RE coordinator) worked on this priority together. RT, after looking at the DCF in detail to find links/opportunities, realised that the 'Interacting & Collaborating' strand would be the most suitable way to include the DCT & ICT within our RE work.</p> <p>Staff carried out a 'book look' of examples of books from all classes – Nursery to Year 6 – and matched the completed work to ideas and activities planned and suggested to 'Come and See' class planning files. From this they found some good examples of written work, use of artwork and good pupil responses to questions. However; there were areas that were not always covered as well as they could be, even though ideas were given within the planning.</p> <p>MM/RT created a 'book look' grid which included evidence found and further opportunities given for improvements for all classes. This was discussed and shared in a staff adds session with all staff asked to look again at their RE planning. Also, this whole school list of ideas for further action was discussed and shared:</p> <p>In FP include evidence of displays (as children bring in items to contribute to it) and Home corners/ Role Play areas.</p> <p>Music – listening to and researching relevant songs and how they make them feel. Creating response music. Need to buy John Burland CDs linked to Come & See topics.</p> <p>Role Play & Drama work. Need evidence. ICT 'Interacting & Collaborating' strand– Green Screen, QR codes, leaflets & posters. Ipad apps e.g. 'Puppet pals.' Art – illustrations, FP looking at paintings and replicating them and KS2 responding to Art.</p> <p>Literacy – poetry, letter writing, Hit seating, newspaper reports, leaflets. FP – cutting up magazines and making invitations & cards. 'Recent Friends of Jesus' & 'More Friends of Jesus'. Maths - graphs, Venn diagrams, Explore Scripture references & hymn numbers, explore numbers e.g. 10 as in the Ten Commandments.</p> <p>The Spring Term focus for lesson observations was RE – creativity and the use of DCF carried out by the HT and Acting DHT. 'Listening to Learner' interviews were also carried out. All classes from Year One up used Green Screen or similar 'Interacting &</p>	

	<p>Collaborating' apps or programmes and there was evidence of creativity and some level of pupil independence in the majority of classes. February lesson observations – 'Judgement on Teaching' 25% Excellent, 63% Good, 13% Adequate. Judgement on Standards & Progress in Learning' 25% Excellent, 63% Good, 13% Adequate. Participation Motivation was graded as 25% Excellent, 63% Good, 13% Adequate. The observations were very positive and showed an improvement in the use of creativity and ICT within RE lessons. The use of ICT was graded as 13% Excellent, 75% Good, 13% Adequate; Good is defined as 'Most pupils are able to use & apply ICT skills confidently in tasks set at an appropriately high level'. Skills Development was graded as 13% Excellent, 75% Good, 13% Adequate; Good is defined as 'Teacher ensures opportunities for most to develop appropriate literacy, numeracy skill. Most pupils make good progress with their skills.' Challenge was graded as 25% Excellent, 38% Good, 38% Adequate; Good is defined as 'Activities challenge and inspire most learners. Most pupils work independently and in groups. Good progress is made.'</p> <p>Some recommendations from the observations were also positive and show that staff are focussing on how best to improve and vary their RE lessons through using different elements and stimuli – Yr 4: "Continue to share your good practise with ICT with your colleagues." Year 5: "Keep using these creative approaches to allow pupils to reach their potential." Year 6: "Share your good practise in independent learning with other staff members and your ideas for planning an excellent lesson." Staff are also beginning to use QR codes in their RE books to record assemblies and role play.</p> <p>June 12th Chris Rees – DCF & Numeracy across the curriculum advisor – visited, arranged through our Challenge Advisor. He met with MM & RT to discuss how we have addressed our priority and to look at books to see our way forward. He looked at coverage of DCF as a whole although we did explain that the priority was 'To further develop and strengthen use of DCF and the creative curriculum in RE' and it was an RE focus. Although he was unfamiliar with our Catholic RE curriculum requirements and our 'Come & See' RE scheme CR looked through RE books and celebrated areas linked to DCF and highlighted possible ways forward. CR suggested a good way of referencing ICT evidence in RE books (apart from the QR codes etc that we use) that instead of printing out all Powerpoints, photos etc. to create stickers with 'I have worked online today' with a space for the date and a file reference/number. Feedback was given to staff with ideas for ways forward to continue to strengthen the use of DCF and the creative curriculum in RE.</p> <p>The book look completed by MM & RT in the summer term showed that staff had</p>
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		<p>embraced DCF and creativity in RE and it was evidenced well within the parameters of the Diocesan 'Come & See RE scheme – this is a Bishop's directive which cannot be changed. However, staff were now increasingly referring to the creative ideas suggested in 'Come & See' and varying the experiences given to pupils.</p> <p>Classes were asked if they felt that their RE classes were now more exciting; all children questioned stated that they enjoyed the increased use of 'Green Screen' and Role play/Drama work. Implementation of maths in RE still needs strengthening.</p>	
<p>Priority: 2</p> <p>Help develop strategies for Maths across the Key stages and strengthen reasoning skills through effective use of success criteria.</p>		<p>M Mort and C James (as shadow Maths coordinator and TLR for Literacy & Numeracy Skills) worked on this priority together. They carried out a 'book look' of examples of books from all classes – Nursery to Year 6 – and matched the completed work to ideas and activities planned in each class' Area of Learning grid where Numeracy Across the Curriculum is planned for each Cornerstone topic to be studied.</p> <p>From this they found and agreed with our Challenge Advisor's recommendation for the need to 'Ensure that there are regular and wide-ranging opportunities for pupils to apply their numeracy skills across the curriculum in lower key stage 2; This is an area for on-going development and features in this academic year's school development plan. There is some evidence of numeracy being applied across the curriculum, but generally, this focuses on data handling using J2E. Currently, it is too early to evaluate the impact of the focused areas for development in the SDP. This will be reviewed as part of support visit two'.</p> <p>We have decided to look for improvements within this area across the school not just in lower KS2. We created a 'book look' grid which included evidence found and further opportunities given for improvements for all classes. This was discussed and shared in a staff adds session with all staff asked to look again at their Areas of Learning planning to ensure that Numeracy Across the Curriculum was topic based and added to all Cornerstone topics that they had chosen. Also, this whole school list of ideas for further action was discussed and shared:</p> <p>Staff looked at AOL planning and ensure planning for topic maths/ numeracy across the curriculum not our stand alone maths scheme. staff updated planning making changes on what worked and didn't – what is no longer done and what has been added</p> <p>New Early Years Literacy book had cross-curricular activities that can be used - evidence of these is needed in planning and books.</p> <p>MM & CJ discussed how staff at St Joseph's use maths strategies and encourage the development of reasoning skills and this discussion helped us to create a series of</p>	

questions for a staff 'Survey Monkey' to gather a baseline through discussion and questionnaires. After analysing the results from the 'Maths' Survey Monkey questionnaire data it was evident that as a staff we are confident in our teaching of maths; asking open ended questions (Q4 'Do you think that you use open ended questions and follow with e.g. How do you get that answer? Yes 88.89% No 11.11%,) giving pupils thinking time (Q5 'When a question has been asked do you give time for thinking e.g. using mini whiteboards? Yes 80% No 20%) and using Pit Stops to check learning (Q6 'Do you use Pit Stops in maths lessons to stop repetition of mistakes? Yes 90% No 10%) We also felt that we have enough resources Q7 'Have you got enough resources for teaching reasoning/problem solving? Yes 70% No 30%)

However, staff needed help with teaching reasoning and problem solving (Q2 'How confident are you teaching reasoning /problem solving?' Extremely confident 0%, Very confident 20%, Somewhat confident 60%, Not so confident 20% Not at all confident 0%) and the need for a consistent whole school approach/ maths strategy to encourage thinking and more independent learning. Although 'RUCSAC' was introduced as a whole school programme from the results of Q1 'Which maths strategies do you use in class?' only one person (out of 10 responses) mentioned it as a strategy they use.

(1: Numicon, 2: Build confidence. All children aspire to whole class teaching. Small groups. Re-cap prior knowledge. Ask open ended questions. Discuss lesson objectives. Achievement of success criteria, 3: Counting every day objects. Maths Games Flash cards Numberlines and squares, 4: using known facts, 5: As many as possible to develop child independence, doubling, tables , rounding up etc, 6: Use of working wall Using maths corner for stationary to answer questions Show me boards Task cards Paired work Table discussion Modelling working out strategies using interactive whiteboard. 7: Recap prior learning. Share lesson objectives and success criteria. Teach key maths vocabulary Effective questioning Plenary and pit stop sessions. 8: Rucsac, 9: numicon find out Friday, 10: skipped question)

Also, strategies were noted as a concern when answering Q3 'What do you find difficult about teaching reasoning/problem solving? (e.g. 1: Helping the children to understand how to use different strategies, 2: At times – being able to demonstrate appropriate working out techniques that doesn't directly lead to the solution, 3: I find it hard at times to trust that pupils will have enough strategies to cope with these ideas and stand back and allow independent ideas to flow it does improve with weekly practise sessions, 4: The questions can be very hard and confusing!, 5:

abstract ideas at times, 6: difficult to gauge as the children are 5, 7: mixed ability, 8: If well prepared I don't find it difficult, 9: N/A, 10: skipped answer) Many of the answers show a lack of confidence in using and explaining strategies to equip the pupils to problem solve.

After the Autumn book look in the CV1 with our Challenge Advisor MM & CJ agreed that there was an over reliance of handling data primarily graph work in books and there appeared to be little progression within classes using these skills. Therefore, CJ examined relevant 'Using Data Skills' skills ladders and constructed a grid showing the relevant/necessary skills and experiences expected for each class which she shared with staff during an Adds session. Results from Pupil Progress meetings evidenced that there was a need for a push with maths especially within Foundation Phase to ensure that pupils were hitting their relevant levels and targets. Although a new maths scheme 'Abacus' has been purchased and implemented for Foundation Phase a consistent, uniform skills strategy was missing and we needed to make sure that there was a consistent approach to the teaching and learning of problem solving so that pupils could work effectively in all classes.

As part of the February lesson observation the HT & Acting DHT constructed a 'Listening to Learners' sheet which included questions on RUCSAC – although posters were displayed in the majority of classes the pupils were largely unaware of RUCSAC or unsure of what it actually meant.

It was agreed in the following Adds meeting that CJ would inquire – at the next maths coordinator meeting or through emailing County – a suitable advisor to visit our school and work with all staff.

In the CV2 when we told Sarah Loydon about looking to contact a maths specialist for input she recommended asking Lynwen Barnsely, a previous Swansea County advisor who is now an independent primary numeracy consultant. MM & CJ met Lynwen on April 2nd to discuss our needs. We wanted to look at consistent strategies and reasoning skills across the school e.g. 'Reasoning in St Joseph's looks like...' Tweaking our existing schemes etc. so that the children work & think better – linking with independent learning also. She also suggested ways to improve our Numeracy across the curriculum building 'numeracy experiences' / calendar days into the school year e.g. 'The Fiver Challenge' in June. Lynwen presented 2 adds sessions 14th May & 4th June where we looked at reasoning problems solving, toolkits for class, Digi Dog for FP and access to lots of resources. She gave us plenty of new ideas of how to improve whole school reasoning e.g. HOTs not MOTS – not pages of the same maths

but a few sums and then discussion showing a deeper understanding e.g. which was the hardest sum and why? Giving incorrect sums and asking them to explain why it's wrong. We realised that we didn't need to add a rigid strategy for every class to follow or change any scheme etc. however; we do have to rethink our questioning skills and encouraging pupils to discuss their maths and learn through discovery rather than chalk & talk. Again, this links with encouraging 'independent learners'.

For homework during the first week of June Years 2 – 6 were asked to come up with ideas for their class to become entrepreneurs for the 'Fiver Challenge'. These classes worked on what their product/service would be, looking at market research, advertising needs, costing, budgets and profit margins. It got very competitive! It was a great start to 'enterprise' although next year we need to ensure that there are clear rules agreed by all.

June 12th Chris Rees – DCF & Numeracy across the curriculum advisor – visited, arranged through our Challenge Advisor. He met with MM & CJ to discuss how we have addressed our priority and to look at books to see our way forward. He was very positive about what he saw in books and commented that we were well aware of what we had to do to improve. There was evidence in books of improvements since the 1st book look and CV1 in the Autumn term – especially with the use of data handling and general coverage - and that our work with Lynwen was a real positive step. MM had identified that we needed to look at our numeracy SOL planning had to be revised for September. He suggested that there were lots of missed opportunities in the use of numeracy in topics and a book swap between teachers would be a good way to generate ideas and share good practise. Therefore TRIAD meetings were set up for the following week where there would be brainstorming of ideas – using skills and progression steps documents – teachers would then fill in spider gram type sheets with ideas for the next academic year, based on work they completed this year. Chris

The staff 'Survey Monkey' questionnaire used for baseline was repeated and all results showed an improvement. Asking open ended questions (Q4 'Do you think that you use open ended questions and follow with e.g. How do you get that answer? Yes 100%- improvement of 10%) giving pupils thinking time (Q5 'When a question has been asked do you give time for thinking e.g. using mini whiteboards? Yes 90% No 10% - improvement of 10%) and using Pit Stops to check learning (Q6 'Do you use Pit Stops in maths lessons to stop repetition of mistakes? Yes 100% - improvement of 10%) We also feel that we have enough resources Q7 'Have you got enough resources for

		<p>teaching reasoning/problem solving? Yes 90% No 10% - improvement of 20%)</p> <p>Teaching reasoning and problem solving (Q2 'How confident are you teaching reasoning /problem solving?' Extremely confident 40% (up 40%), Very confident 40%(up 20%) , Somewhat confident 20%, Not so confident 0%) – this is due to the adds sessions from Lynwen Barnsley and the work undertaken from the resources that she distributed. Q1 'Which maths strategies do you use in class?' – Lynwen Barnsley recommended that we did not stick to a particular strategy rather to use whatever best suits you and the class and the work being undertaken. Q3 'What do you find difficult about teaching reasoning/problem solving? - all staff commented that they now feel much more confident teaching reasoning /problem solving and are ready to try the new initiatives suggested. It was suggested that we no longer used separate Reasoning books as it reasoning and maths skills should be related and taught together.</p>	
<p>Priority: 3</p> <p>Help to develop and strengthen pupil independence directly linked to the core purpose of being Ambitious and capable</p>		<p>As a staff we looked at Donaldson's definition of 'ambitious, capable' learners who are ready to learn throughout their lives' which we believe our pupils will achieve through strengthening pupil independence. We began by brainstorming e.g. What is pupil independence? What does it look like in e.g. Nursery? What is 'independence' at St Joseph's? These discussions helped us to create a series of questions for a staff 'Survey Monkey' to gather a baseline through discussion and questionnaires. Also, our present level of pupil independence will be observed during this term's lesson observations and areas identified areas for improvements will then be discussed and improvement strategies decided upon.</p> <p>During October's lesson observations we evidenced good use of success criteria within lessons to provide opportunities for children to self-assess and work more independently this was also backed up after analysing the results from the 'Ambitious & Capable' Survey Monkey data.</p> <p>Ambitious & Capable Learners Questionnaire Data - From the results of this questionnaire we can see that as a staff we have made good improvements in our use of Success Criteria to move learners along, which has been a focus for us. Q9 'Do you design activities with clear success criteria?' (80% yes, 20% need more work on this). In the answers to Q5 'Do you provide opportunities and time for pupils to discuss what they are hoping to achieve?' (66.67% yes, 33.33% sometimes), Q6 'Do you encourage all pupils to understand what is being said before drawing conclusions' (83.33% yes, 16.67% sometimes) and Q3 'Do you allow an atmosphere where pupils</p>	

are comfortable to question?' (yes 100%) Q4 'Do you allow opportunities for talk and ask 'What if' questions?' 33.33% stated yes, 33.33% stated EPIC and 33.33% sometimes. Q2 'Does your classroom allow pupils to access resources independently to solve problems?' (yes 83.33%, needs more work 16.67%) 10 'Do you feel your pupils are meeting high standards in all aspects of their learning' (50% yes, 50% in most areas) as a school we have high standards of all pupils however, the number of demanding/struggling pupils are increasing. The responses to Q1 'Do you support students as directors of their own learning? Letting them create their own goals and pursue their own lines of enquiry' (yes 33.33% sometimes 66.67%) show where our areas for improvements are. Q7 'Do you build in time for your pupils to reflect on their learning?' (Yes 50%, No 50%) - this is an ongoing focus with DIRT time etc. and we have made big improvements although it needs embedding further. Q8 'Do you make challenge common place, with pupils working on the edge of their comfort zone?' (Yes 50%, No 50%) again, this can be seen as an area for development. We can see that challenge (Q8) 50%, reflect (Q7) 50% and creating own goals & pursuing lines of enquiry (Q1) 33.33% need development, as we expected from previous observations and walks. Therefore, we need to further ensure that we are giving opportunities for pupils to:

- be encouraged to set themselves high standards and seek and enjoy challenge
- build a body of knowledge and have skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings
- can explain the ideas and concepts they are learning about.

We discussed again, as a staff, 'independent learners' and the fact that it doesn't mean 'free choice'! In fact, it takes a lot of planning and confidence in your teaching to enable you to provide opportunities for independent learning.

As part of the February lesson observation the HT & Acting DHT constructed a 'Listening to Learners' sheet which included questions on success criteria, EPIC & pupils having a choice in their approach to learning (these questions were taken from what was found out in the Ambitious & Capable data.). We analysed the pupil responses cross referring them to the Ambitious & Capable Learners Questionnaire Data - **Q9 'Do you design activities with clear success criteria?'** (80% yes, 20% need more work on this). This is evidenced again in February lesson observations and

listening to learners where many staff were confidently using SC in their lessons and pupils stated that they used it in class. A few teachers are even beginning to introduce pupils creating their own success criteria as a next step. **Q2 'Does your classroom allow pupils to access resources independently to solve problems?'** (yes 83.33%, needs more work 16.67%) is also shown in Listening to Learners and lesson observations on 5th & 6th February 2019, pupils identified their resources and were happy with their classroom set up.

However; 'Listening to Learner' answers also evidence that although pupils are often given the choice of learning on their own, with partners or within groups there is a need to ensure that children are being encouraged to guide their own learning within the lesson and not just in the planning (EPIC) of what is to be taught e.g. how they actually approach tasks and learn and solve problems; this is still quite heavily teacher led.

Three members of staff have recently enrolled on a STEM course.

Ambitious & Capable Learners Questionnaire Data – the questionnaire was revisited in July 2019 and results show an increased confidence in the planning and use of independent learning. Success Criteria is now a strength in the majority of classes **Q9 'Do you design activities with clear success criteria?'** (100% yes – increase of 20%) with pupils understanding the need to follow closely what is expected to make a good piece of work. **Q5 'Do you provide opportunities and time for pupils to discuss what they are hoping to achieve?'** (100% yes, increase of 33% **Q6 'Do you encourage all pupils to understand what is being said before drawing conclusions'** (100% yes – improvement of 16.67%) shows that staff are following the ideas disseminated by Lynwen Barnsley and incorporating more thinking time and discussion into lessons. **Q3 'Do you allow an atmosphere where pupils are comfortable to question?'** (yes 100%, same result) **Q4 'Do you allow opportunities for talk and ask 'What if' questions?'** (yes 66.33% (increase of 33.33%) ,33.33% Epic) **Q2 'Does your classroom allow pupils to access resources independently to solve problems?'** (yes 100% increase of 16.67%) **10 'Do you feel your pupils are meeting high standards in all aspects of their learning'** (66.66% yes, increase of 16.66% 33.33% in most areas) Evidence shows that the majority of teachers are now approaching maths and reasoning strategies and teaching in a far more confident way which is also having a very positive effect on the pupils themselves. **Q1 'Do you support students as directors of their own learning? Letting them create their own goals and pursue their own lines of enquiry'** (yes 66.67%) (increase of 33.33%) sometimes 33.33%), **Q7 'Do you build in time for your pupils to**

reflect on their learning?' (Yes 80%, increase of 30%, No 20%) and **Q8 'Do you make challenge common place, with pupils working on the edge of their comfort zone?'** (Yes 70%, increase of 20%, No 30%) show that there is still room for improvement and embedding of these revisited ideas and the use of DIRT time will continued to be monitored through marking book looks across all subjects.

Pupils were also questioned as classes and in every class examples of them being able to choose their way of learning were given. This needs continued monitoring and encouragement as we move on to the next core purpose of 'producing produce enterprising, creative contributors, ready to play a full part in life and work' in the 2019-20 SDP priorities.

Year 6 pupils worked on what the new Donaldson curriculum meant to them and discussed how they felt that our school had begun to change in readiness. The best most succinct presentation groups presented their understanding of what the Donaldson curriculum means for pupils and staff at St Joseph's, in their own words to the whole school and to governors and they were very enthusiastic about their improved/new ways of learning.

This needs disseminating to parents also in the next term, linked to work on what the pupils understand from our mission statements of 'Together in Christ, living, learning and growing'.

In cluster moderation meetings MM had heard about the introduction of TASK cards to further promote independent learning and an inset day was booked for October 18th for all teaching staff to the **CATH DELVE SWANSEA CONFERENCE 2019 in The Mond, Clydach.**

Further challenges identified through self-evaluation in 2019-20

Activity	Summary of Challenge / Area for Improvement
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	<p><i>Through the development of HRSE promote healthy, confident individuals, ready to lead fulfilling lives as valued members of society</i></p> <p><i>To produce enterprising, creative contributors, ready to play a full part in life and work through the continued development of numeracy across the curriculum</i></p> <p><i>Through the development of expressive arts to strengthen the creative curriculum at St. Josephs</i></p>

Priorities:

What more do we want to achieve?

Overview of Short, Medium and Long Term Priorities

2019-2020	2020-2021	2021-2022
Through the development of HRSE promote healthy, confident individuals, ready to lead fulfilling lives as valued members of society	<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>
To produce enterprising, creative contributors, ready to play a full part in life and work through the continued development of numeracy across the curriculum	<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>
Through the development of expressive arts to strengthen the creative curriculum at St. Josephs	<i>Emerge new curriculum with digital expectations embedded</i>	<i>Digital competence across all areas of the curriculum.</i>

End of Key Stage Targets

Foundation Phase

		Boys/ Girls	2020 Current year 2								2021 Current year 1							
			Boys		Girls		Pupils				Boys		Girls		Pupils			
Cohort	Full		15		12		27				12		17		29			
	Number of FSM		1		1		2		All pupils		1		0		1		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		10	3	7	2	17	5	81.4%	18.5%	9	1	7	7	16	8	82.7%	27.5%
	LCW																	
	MDT		10	3	5	4	15	7	81.4%	25.9%	8	2	9	7	17	9	89.6%	31%
	PSD		10	4	4	5	14	9	85.1%	33.3%	7	4	6	11	13	15	96%	51.7%
	FPI		13		9				81%		10		14				82%	

		FSM/ Non- FSM	2020 Current year 2								2021 Current year 1								
			FSM		Non-FSM						FSM		Non-FSM						
Cohort	Full		2		25						1		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	16	4	1	1	16	4		1		15	8	1	0	15	8
	LCW																		
	MDT		1	1	14	6	1	1	14	6		1		16	9	1	0	16	9
	PSD		1	1	13	8	1	1	13	8		1		13	15	1	0	13	15
	FPI		2		20		100%		80%			1		23		100%		79%	

Key Stage Two

		Boys/ Girls	2020 Current year 3								
			Boys		Girls		Pupils				
Cohort	Full		12		16		28				
	Number of FSM		2		1		3		All pupils		
			L4+	L5+	L4+	L5+	L4+	L5+	Target L4+	Target L5+	
Number achieving expected outcome	English		9	1	11	3	20	4	85.7%	14.2%	
	Welsh		9	1	8	3	17	4	75%	14.2%	
	Maths		8	3	12	3	20	6	92.8%	32%	
	Science		9	2	10	5	19	7	92.8%	25%	
	CSI		10		14		85.7%				

		FSM/ Non- FSM	2017 Current year 3								
			FSM		Non-FSM						
Cohort	Full		3		25						
	Welsh medium						FSM		Non-FSM		
			L4+	L5+	L4+	L5+	Target L4+	Target L5+	Target L4+	Target L5+	
Number achieving expected outcome	English		1	1	19	3	1	1	19	3	
	Welsh		1	1	16	3	1	1	16	3	
	Maths		2	1	18	5	2	1	18	5	
	Science		1	1	18	6	1	1	18	6	
	CSI		2		22		66.6%		88%		

	Boys / Girls	2020 Current year 6								2021 Current year 5								2022 Current year 4							
		Boys		Girls		Pupils				Boys		Girls		Pupils				Boys		Girls		Pupils			
Cohort	Full	13		16		29				16		16		32				16		13		29			
	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	7	2	11	4	18	6	82.7%	20.6%	8	5	9	5	17	10	84.3%	31%	8	5	8	3	16	8	82.7%	27.5%
	Welsh	6	1	13	2	19	3	75.8%	10.3%	4	4	11	2	15	6	65.6%	18.7%	7	6	9	3	16	9	86%	31%
	Maths	7	3	12	3	19	6	86.2%	20.6%	8	5	9	5	17	10	84.3%	31.2%	7	6	9	3	16	9	86%	31%
	Science	7	2	12	3	19	5	82.7%	17.2%	8	5	9	5	17	10	84.3%	31.2%	7	6	8	3	15	9	82.7%	31%
	CSI	9		15				24		13		14				27		13		11				24	

	FSM/ Non- FSM	2020								2021								2022							
		Current year 6								Current year 5								Current year 4							
		FSM				Non-FSM				FSM				Non-FSM				FSM				Non-FSM			
Cohort	Full	2				27				3				29				3				26			
	Welsh medium																								
		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	0	17	6	1	0	17	6	2	0	15	10	2	0	15	10	1	0	15	8	1	0	15	8
	Welsh	1	0	18	3	1	0	18	3	1	0	14	6	1	0	14	6	1	0	15	9	1	0	15	9
	Maths	1	0	18	6	1	0	18	6	2	0	15	10	2	0	15	10	1	0	15	9	1	0	15	9
	Science	1	0	18	5	1	0	18	5	2	0	15	10	2	0	15	10	1	0	14	9	1	0	14	9
	CSI	1		23		50%		85%		2		25		66%		86%		1		23		33%		88%	

Targets and Strategies for Our Priority Areas

Year 1: 2019-20

Our Immediate Priorities

By the end of July 2020, we aim to ensure that:

1	Through the development of HRSE promote healthy, confident individuals, ready to lead fulfilling lives as valued members of society
2	To produce enterprising, creative contributors, ready to play a full part in life and work through the continued development of numeracy across the curriculum
3	Through the development of expressive arts to strengthen the creative curriculum at St. Josephs

Priorities for 2019 – 2020

Priority: 1 Through the development of RSE promote healthy, confident individuals, ready to lead fulfilling lives as valued members of society Key Question and Quality Indicator: 2.1 Wellbeing 3.2 The breadth, balance & appropriateness of the curriculum, 4.2 Personal development 5.1 Quality and effectiveness of leaders and managers				Related to the Post Estyn Inspection Plan: Success criteria in terms of standards or quality: Nearly all children are engaged and participate enthusiastically in RSE LESSONS and the new scheme is introduced into lessons, planning and school life – including agreement with parents.			
Internal Accountability: SLT, Rebecca Torrance		Accountability to the Governing Body: Paul Relf / Father H. Nevin SDS					
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
1. MM to attend 'Ten Ten' training day/ RE Coordinators meetings to learn about 'Live Life to the Full'. 2. SLT share Ten Ten 'Live Life to the Full' resources and the new RSE guidelines and scheme with governors for ratification. 3. MM to share new subscription of Ten Ten RSE scheme 'Live Life to the Full' – a fully planned and resourced scheme - during the designated school 'Diocesan Inset day' September 2 nd . Decide on workbooks, planning etc. 4. Time given for staff to explore resources and look at		All staff Monitoring = MM & RT	Term One • ADDS sessions on the use of HRSE in R.E and agree implementation for the year. Diocesan INSET day Sept 2 nd 2019) Working in Key Stages in the school. Time given for staff to explore then plan use of new scheme and	Term Two • Progress established through planning scrutiny, ICT files, learning walk, work scrutiny and PP meetings	Term Three • Success of action research project established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and PP meetings	Cost of annual subscription to RSE programme 'Life Live to the Full' Training. Inset session. Adds Session. Attend courses Keep up to date	£190.00 + VAT EIG £3000.00 Diocesan SLA EIG Survey monkey/ relevant

<p>planning, linking to topics where possible.</p> <p>5. Adds session to check planning and ensure all staff are equipped with all necessary resources.</p> <p>6. Arrange a parents session to introduce new scheme and explain the new RSE requirements.</p> <p>7. Teachers work in two year groups – FP, Lower KS2 and Upper Key Stage 2.</p> <p>8. Identify and provide the required professional learning in order for Year Group expectations to be attained eg:</p> <ul style="list-style-type: none"> • referencing ‘Learning to Love’ Bishop’s document. • Differentiation – appropriate challenge and support • Using scheme assessment materials. • Feed forward marking <p>9. MM to attend Re Coordinators meetings including Cardiff Diocesan meetings, to keep up to date with RSE policy and ideas/resources for implementation of the new scheme.</p> <p>10. 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 the new scheme is being effectively used.</p> <p>11. Review the impact of the action research project.</p> <p>12. Share the findings with governors, parents and other schools.</p>		<p>resources. Sharing of RSE planning and lesson ideas in phases and looking at scheme’s requirements.</p> <p>Baseline established through planning scrutiny, lesson observation, PP meetings and work scrutiny.</p> <p>Pupil survey linked to wellbeing to measure the effect of the implementation of the scheme on student well being.</p>			<p>of new resources etc in the Catholic RSE scheme.</p> <p>Sharing Good Practise.</p>	<p>wellbeing baseline.</p> <p>Resource allocation for resources.</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.
Liaison with diocese and Cardiff Diocese, local community and cluster.
Governors, Parents and local community feedback and review of RSE lessons for the year.

Priority: 2 To produce enterprising, creative contributors, ready to play a full part in life and work through the continued development of numeracy across the curriculum Key Question and Quality Indicator: 1.3 Standards and progress in skills 2.2 Attitudes to learning 3.1 Quality of teaching 3.2 The breadth, balance & appropriateness of the curriculum, 4.2 Personal development 5.1 Quality and effectiveness of leaders and managers				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 year group. Increase numeracy skills and opportunities for enterprise and creativity within the curriculum.			
Internal Accountability: SLT/ Claire James		Accountability to the Governing Body: P. Relf / A. Scannell					
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
1. Define how we will develop enterprise and creativity in our numeracy and wider curriculum. 2. Recap work from last year on maths strategies and reasoning skills through staff discussion – including review of ‘The Fiver Challenge’. 3. Review current provision to develop maths strategies and reasoning skills – reworking of cross curriculum planning using Chris Rees and triad work that was started last term. 4. Triad working on updating planning. 5. Inset day – Cath Delve ‘Developing Independent		All staff Monitoring = MM & CJ	Term One • ADDS session on enterprise and creativity within numeracy and the wider curriculum. ADDS sessions regarding recap of planning of numeracy across the curriculum	Term Two • Progress established through planning scrutiny, learning walk, work scrutiny and APP meetings	Term Three • Lesson Observations. Performance Management meetings. End of year expectations met. Use of data in KS2/ End of Key	Visits and email connection with Chris Rees (ERW) Half-day Inset session, ‘Supporting your school in developing Successful	£114 Gareth Coombes Cath Delve

<p>Learners and the New Curriculum' Oct 18th. Training session with Garthe Coombes - 'Supporting your school in developing Successful Futures'.</p> <p>6. Identify and provide the required professional learning in order for Year Group expectations to be attained eg:</p> <ul style="list-style-type: none"> • Pupil involvement in developing and using maths strategies and reasoning skills • Differentiation – appropriate challenge and support • Setting and evaluating differentiated success criteria • Developing key skills • Asking open questions • Feed forward marking <p>7. Implement the new knowledge acquired from Professional Learning</p> <p>8. 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>9. Review the impact of the action research project.</p> <p>10. Share the findings with governors, parents and other schools.</p>		<p>looking at new curriculum and age related expectations.</p> <p>Feedback from numeracy co-ordinator meetings and termly updates. Updates from Chris Rees (ERW) where necessary.</p> <p>Working in Key stages across the school. Numeracy focus across the school based on focused area – enterprise and creativity, developed by numeracy co-ordinator and staff.</p> <p>Baseline established through planning scrutiny, learning walk, work scrutiny and PP meetings.</p>		<p>Stages.</p> <p>2020 'The Fiver Challenge'.</p> <p>Success of action research project established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and PP meetings</p>	<p>Futures - Gareth Coombes includes electronic access to resources and training materials. (MM – and feedback to staff)</p> <p>Numeracy Curriculum co-ordinator courses and feedback to staff.</p> <p>Adds Training</p>	<p>day (Mond, Clydach) - £495</p> <p>Resource allocation for numeracy resources. Including 'The Fiver Challenge'. £800.00</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.

Priority: 3 Through the development of expressive arts to strengthen the creative curriculum at St Joseph's.				Related to the Post Estyn Inspection Plan:			
Key Question and Quality Indicator: 1.3 Standards and progress in skills 2.2 Attitudes to learning 3.1 Quality of teaching 3.2 The breadth, balance & appropriateness of the curriculum, 4.2 Personal development 5.1 Quality and effectiveness of leaders and managers				Success criteria in terms of standards or quality: A strengthened more creative curriculum evident at St Joseph's through evidence of planning, work and pupils' attitudes to and enjoyment of creativity.			
Internal Accountability: SLT /Ann Jones & Rhian Weaver		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
1. Define 'Creativity at St Joseph's' through staff discussion – create a strategic vision for school. 2. Artist Keith Bayliss to work with Year 6 pupils to create a 'welcome' mural linked to the Jesuit values. 3. Review current provision for creativity in the expressive arts. 4. Plan for newly purchased schemes –Art (Plan Bee) & Music (Charanga) Check for coverage and breadth of experiences. 5. Adds session looking at creativity and the use of the outdoors in expressive arts – Swansea Nature Conservation Team. 6. Identify and provide the required professional		All staff Monitoring =MM, JS, AJ & RW.	Term One • ADDS sessions on Expressive Arts and understand expectations of each year group. Create a strategic vision for the school between all staff. Baseline established through pupil	Term Two • Progress established through planning scrutiny, lesson observation, work scrutiny and PP meetings	Term Three • Success of action research project established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and PP meetings	Adds training on new schemes – Art (Plan Bee) & Music (Charanga) Adds session from - Swansea Nature Conservation Team. Training.	'Charanga' £234 EIG Artist in residence £600.00 Plan Bee £176 EIG Release time. Resource allocation for resources.

<p>learning in order for Year Group expectations to be attained eg:</p> <ul style="list-style-type: none"> • Pupil involvement in planning learning • Differentiation – appropriate challenge and support • Setting and evaluating differentiated success criteria • Developing key skills • Asking open questions • Feed forward marking <p>7. Implement the new knowledge acquired from Professional Learning</p> <p>8. Monitor implementation of new schemes.</p> <p>9. 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>10. Review the impact of the action research project.</p> <p>11. Share findings with governors, parents and other schools.</p>		<p>survey, planning scrutiny, learning walk, work scrutiny and PP meetings.</p> <p>In house training if required for teachers by facilitators including conservation outdoor arts.</p> <p>Training if needed.</p>				<p>Nature Conservation Adds - £50 per person.</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.
Encourage further links with Swansea Nature Conservation Team.

Policy Reviews

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

ICT	PSE	Attendance
Welsh/ Curriculum Cymreig	Creative curriculum policy (new)	curriculum

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 2020
Phase 4 healthy schools	E.R/ Eco club and staff	Spring 2020
Fourth green flag	E.R/eco club	Spring 2020
Redecorate classrooms	J.S/ Governing body	Summer 2020
Welsh moderation and levels	M.M/ staff	Autumn 2019
FURTHER Development of pupil body to oversee all pupil voice groups	C.J	Summer 2020

Staff Meetings AUTUMN 2019

Tuesday September 10 th	Opening prayer Mrs. Stack	DATES for term and ADDS sessions to be set including whole school plan of liturgical and worship activities and teacher/ TA observations
Tuesday September 17 th	Mrs. Mort	Nerys – Welsh ADDS – whole staff
Tuesday September 24 th	Mr. Jones	INCERTS update training for PP meetings- FP/ KS2 Training needs and areas for improvement Success criteria and how to write it! What independence looks like in a classroom.
Tuesday October 1 st	Mr. Reed	Marking scrutiny as Key stages – looking at handwriting and presentation
Tuesday October 8 th	Mrs. Ryan	PARENTS EVENING
Tuesday October 15 th	Mrs. James	Welsh standardisation /moderation for all staff

Tuesday October 22 nd	Mrs. Rowden	Literacy moderation as a staff
Tuesday October 29 th		HALF TERM
Tuesday November 5 th	Opening prayer Miss. Torrance	DCF UPDATE FOR HALF TERM – EVIDENCE REQUIRED
Tuesday November 12 th	Mrs. Ryan	Pupil independence
Tuesday November 19 th	Mrs. Stack	National tests and end of Key stage data presentation by TLR holder for Assessment and Marking Literacy and Numeracy data presentation by TLR holder
Tuesday November 26 th	Mrs. Jones	Numeracy Moderation as a staff
Tuesday December 3 rd	Mr. Reed	BOOK SCRUTINY
Tuesday December 10 th	Mrs. Mort	CHRISTMAS ACTIVITIES

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>Increase attendance by 0.5% each year from 2012/13.</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>We target pupils who are below 90% termly – meet with parents.</p> <p>Regular updates termly in Staff Meetings and discussion of pupils whose attendance is low.</p> <p>Regular update in Governors meetings and HT reports.</p> <p>Autumn Term aim to have 96%</p> <p>Spring Term aim 95%</p> <p>Summer Term aim 95%</p>	<p>Attendance file</p> <p>Staff meeting notes</p> <p>HT reports</p> <p>Governors minutes</p>
<p>EWO has met 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>Whole school target of 96% weekly.</p>	<p>Attendance reports</p> <p>twitter</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 competition to win a prize</p>	<p>Autumn Term – 50 pupils or more to achieve 100% (%)</p> <p>Spring Term – 50 pupils</p> <p>Summer Term - 50 pupils.</p>	<p>Report cards</p> <p>Attendance policy</p> <p>Penalty notices</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 to be 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.		New attendance policy Alongside cluster
Fortnightly 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 2019	Summer 2020		
<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 2019	Summer 2020		
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 2019	JAN 2020	N/A	
<ul style="list-style-type: none"> Reduce lateness and increase attendance particularly of group 80-90% 	HT/SLT	SEP 19	JUL 20	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
16.12.19	Termly attendance updates	JS/ LL/MM/ SL	Milestone 1: <ul style="list-style-type: none"> To raise termly attendance in Autumn Term by 1% from last year 	
7.4.20	Termly attendance updates	JS/ LL/MM/ SL	Milestone 2: <ul style="list-style-type: none"> Reduce red cards (below 90%) 	
21.7.20	Termly attendance updates	JS/ LL/MM/ SL	Milestone 3 : <ul style="list-style-type: none"> To meet target of 96% reaching quartile 3 	

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
MAT pupils are identified by a range of measures. 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 2020.	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>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>

School became a Lead Creative School 2015/16. Focus on Year 3 – analysis showed there was a dip in Year 2’s NRT results. Planning and documentation completed by December 11 th 2015. Focus on comprehension – inference and deduction. Introduced ‘Mantle of the Expert.’ Project based on History/Literacy – The Victorians. Training given to all staff on the Mantle of the Expert. Reflection on the project and its impact on the motivation of boys. 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.	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 2015 NRT results 34% achieved less than 60% comprehension questions 2016 15% achieved less than 60% comprehension questions <ul style="list-style-type: none">Lead Creative School – second year of project implemented in Reception with focus on creative approach to learning their phonics and letter formation – Reception Results <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%	National test data
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%															
Cath Delve training ‘Developing Independent Learners and the New curriculum to promote independent learning with differentiated tasks Autumn 2019	Evidence in lesson observations and ideas developed																	
Designated activities throughout the year	eg. Welsh week/ school Journal, Faith week to promote independent learning																	

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 2019	September 2020		
<ul style="list-style-type: none"> Identify specific areas for development of pupils within the school. (Numeracy across school) 	F.P teachers/ RW	September 2019	July 2020		
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/ MM	Sep 2019	July 20	1 day supply £185	

<ul style="list-style-type: none"> Review and revise the school's policy for more able & talented pupils (MAT), with guidance as necessary from the Local Authority. 	MM	November 2019	July 2020	1 day supply £185	
<ul style="list-style-type: none"> Continue to provide membership of NACE, enabling access to activities, ideas, training and good practice. 	MM	Feb 18	July 20	£175.00	
<ul style="list-style-type: none"> Observe lessons and review teachers' short term planning and pupils' books to ensure that tasks are sufficiently challenging for MAT pupils. 	MM/JS	Sep 19	July 20	3 days supply £185.00x3	
<ul style="list-style-type: none"> Track the progress of pupils using the INCERTS system. Monitor progress made by identified MAT pupils. 	MM/JS	Sep 19	July 20	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
16.9.19	Staff ADDS	JS/ MM/ SMT	Milestone 1: <ul style="list-style-type: none"> Identify MAT pupils and collate register 	
7.4.20	Staff ADDS PPM	JS/ MM/SM T	Milestone 2: <ul style="list-style-type: none"> Revise MAT policy and gain membership of NACE/ PPM looking at MAT 	
21.7.20	Lesson obs	JS/ MM/SM T	Milestone 3 : <ul style="list-style-type: none"> 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
<p>This recommendation has been largely addressed.</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>Marking policy</p> <p>Book scrutiny</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>Book scrutiny shows evidence of DIRT time</p> <p>Pupil voice</p>	Book scrutiny
<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>	Staff training on the use of Gareth Coombes Continua disseminated.	

	<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 or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.</p>	<p>Book scrutiny</p> <p>Core visits</p>	
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Step 1: Preparing (Seeking advice, viewing good practice, professional development)		By whom?	Start	End	Est. Cost	Source
<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	Sep18	July 20	£600.00	
<ul style="list-style-type: none"> Use Performance Management opportunities to measure against continua. 		ER/MM/JS	Sep 18	July 20	"	
Step 2: Action Plan (Activities & strategies to make improvement happen)		By whom?	Start	End	Est. Cost	Source
<ul style="list-style-type: none"> Review of marking and AFL strategies can be further enhanced to support learning and teaching opportunities. 		staff	Sep 17	July 20		
<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 17	July 20		
<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 17	July 20		
<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 17	July 20	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
16.12.19	ADDS	All staff	Milestone 1: <ul style="list-style-type: none"> Marking policy revised with all staff including TA’s ratified by Gofs (continue to monitor in ADDS meetings and book scrutiny including learners in the process) 			
7.4.20	PPM	JS/MM	Milestone 2: <ul style="list-style-type: none"> Pupil progress meetings showing development of next step marking 			
21.7.20	Lesson observations/ book scrutiny	JS/ MM	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
16.12.19	INSET	staff	Milestone 1: <ul style="list-style-type: none"> Staff involvement in SER/ SDP 			
7.4.20	Govs Meetings	staff	Milestone 2: <ul style="list-style-type: none"> Pupil voice in SER – presenting to Govs 			
21.7.20	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 2019-2020

Term 1 Autumn	Term 2 Spring	Term 3 Summer
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	Book Scrutiny 3 INCLUDE LEARNERS

	SLT	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
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