

**How a school develops one aspect of its SDP: a
report that critically reflects on the actions, impact
and evidence base - 1602131**

	Target	What I have done in this assignment...
Target 1	Ensure you synthesise and reflect.	Throughout this assignment I have tried to include more references in order to synthesise and support my work.
Target 2	Be as specific as possible when making recommendations.	I have tried to support my recommendations with literature to support my thoughts.
Target 3	To proof-read my work.	As well as proof-reading my own work, I have had my husband and sister to read it and check the spelling, grammar and punctuation.

This report will highlight an area of a current School Development Plan and reflect on the implementation of this and how the school record and track progress. It will explore the importance of School Development Plans, how this specific target was identified. It will also explore the process taken in implementing the strategies used to support improvements. The target that this report will be focusing on is Health and Wellbeing. The school aim to promote the quality of provisions available for Health and Wellbeing for both staff and pupils. The school wish to use the 'What Matters' statement from the Wellbeing Area of Learning Experience (Welsh Government, 2020a) to support this implementation. This assignment will explore literature surrounding School Development Plans and will reflect and evaluate the process the school has taken in implementing the target.

The school that this assignment will be based on is located in a rural housing estate in South Wales. The school has 548 pupils on register and a Free School Meal entitlement of 6.2 % which is below the Welsh average of 19% (Estyn, 2018). 11% of the pupils in the school have additional learning needs (Estyn, 2018). This figure again is below the national average of 21%.

Schools Development Plans are described by Leask and Terrell, (2013) and the Education Authority (2019) as a way of making improvements to schools' outcomes and where all staff are aware of their roles. A School Development Plan is a premeditated plan for improvement (Welsh Government, 2014). Antoniou and Griaznova (2018) state that on some occasions, schools miss the link between school effectiveness and school improvement. It is explained that the first is when various factors that could affect attainment are considered and the latter is the way in which the quality of school can be improved (Hallinger & Heck, 2011). The Education Authority (2019) state that the schools are believed to have the best understanding of what areas are needed to be improved, hence why each school is responsible for creating their own, individual School Development Plan. The plan is therefore individual to each school, however, the Welsh Government (2014) state that the plan also needs to address the national priorities of raising the standards of literacy and numeracy and reducing how poverty impacts educational attainment. Furthermore, Antoniou and Griaznova (2018) continue by explaining there needs to be theoretical literature to support decisions made in a School Development Plan. It is thought this could be used by staff to gain a deeper understanding of the reasons behind the plan. Leask and Terrell (2013) acknowledge that the whole staff are to be included and involved in the School Development Plan and the role of management in this area is vital to ensure staff are aware of their roles and responsibilities. This could influence the success of the plan as the more staff are aware of the expectations, the more they are able to contribute to it. However, this is not always the case. This result can depend on the attitudes of staff. If

staff do not agree to the focus and methods of development and improvement, then not all staff will strive to be the best. It is therefore the responsibility of the leadership team to ensure that all staff are onboard and share the same visions for improvement (Matthews, no date).

The area of Wellbeing that will be focused on during this assessment became highlighted due to the high level of importance Health and Wellbeing is given in the new Curriculum for Wales (Welsh Government, 2020). The school also developed this area in line with The Well-being of Future Generations (Wales) Act 2015 (Welsh Government, 2020b).

There are a wide range of stakeholders that are involved in creating the School Development Plan including Governors, Headteachers and staff of the school. The Governing body hold the most influence on the development of the SDP (Welsh Government, 2014), although it is down to the leadership of the Headteacher to ensure that all staff are included and know their duties to support the plan. This would give the impression that this process follows a 'top down' approach, although there are also areas of a 'bottom up' approach. Lipscombe et al. (2019) state that there are a growing number of provisions to include a mix of both 'top down' and 'bottom up' approaches. However, also acknowledges that there can be challenges on using a combination of both.

Although the Wellbeing target has come from Government documentation (Welsh Government, 2020), and have been chosen by the Senior Leadership Team, this SDP has elements of both approaches. The area is highlighted by senior staff, taking lead from new documentation (New Curriculum) however, the staff have a great input as to how this target will be implemented. There has been a new role created for a member of staff to lead the delivery of the improvements. All staff have had input as to how this can work in their class and they are able to use and adjust to suit the pupils in their class. As well as the area for development that are outlined in the School Development Plan (see appendix a), there are many other initiatives that the school have taken on board to ensure this target is met.

The Welsh Government (2020a) highlight the importance of Health and Wellbeing to support pupils learning. It is thought that successful health and wellbeing is essential to promoting successful learning throughout a pupil's life. Howard et al. (2017) reported worrying levels of children suffering from poor wellbeing. As well as highlighting the decrease in the wellbeing of students, Nuttfield Health (2018) recognise the increase of concern regarding the health and wellbeing of staff working in schools. This target will aim to address both areas shown for concern in Nuttfield Health's (2018) report.

The school being discussed have a wellbeing team to ensure that the areas outlined in the SDP are being promoted. Nuttfield Health (2018) have undertaken research which shows

how deploying a Head of Wellbeing can improve the outcome. This team are responsible for monitoring progress of the target and suggesting ideas and offering support. As well as the school monitoring the progress, Estyn will also carry out inspections in the school where links between the School Development Plan and self-evaluation will be noted (Welsh Government, 2014). The school in question have highlighted many areas in which they will use to monitor the progress of the wellbeing target. These include surveys for staff, meetings with learners to listen to their suggestions and feedback, learning walks, and regular updates with the Governing Body. Powell et al. (2018) recognise that the phrase 'wellbeing' is a wide statement and there are many areas that will fall under this umbrella, which in turn can be very confusing for children of all ages to understand when asking for their feedback. In turn, it is therefore difficult to measure the impact the wellbeing target has on pupils. However, with the positive effects good wellbeing has on pupil engagement and results reported by the Welsh Government (2014), measuring the improvements in the pupils' work could possibly be one method.

The school recognise the difficulties faced in measuring the impact of this wellbeing target during the school year and have acknowledged these in the SDP. The Welsh Government (2014) state, that throughout the year, school should regularly evaluate the progress of the chosen target in the SDP as a way of making adjustments to support future improvements. Good practice can be shared within the feedback sessions highlighted in the SDP as a way of furthering the progress. The school will analyse the data and be able to identify areas for improvement. With wellbeing difficult to measure as mentioned previously, collecting data could be an area of concern for the school. The SDP does not give any information on how the impact of this target will be measured; it simply states that any progress will be viewed over a longer period of time. This could be seen as being vague and open to interpretation.

The school have reported using feedback as a way of gaining opinions from staff and pupils on how they feel the target is being met, which may not always provide true information. The staff in the school are more likely to be truthful with regular feedback (Hatchimonji et al., 2017), however, this may not happen with the pupils. Pupils have a desire to please adults, and on occasions could say what they feel the adults want to hear (Poole, 2016). On the contrary, encouraging the pupils to voice their opinions can alone boost their wellbeing (Graham, 2010 and Thomas et al., 2016). More importantly is the recognition of including pupils in being listened to by having it as Article 12 of the United Nation Convention on the Rights of the Child (Unicef, 1989). Listening to both staff and pupils can ensure that the changes made can support progress. Both of these groups of people at the forefront of the implementation and can give first-hand feedback of the progress. According to the National College for School

Leadership (2005) data collected is the most central resource for measuring progress, however, as previously mentioned the reliability of the feedback can be questioned. Without the process of evaluation, the Education Endowment Foundation (2020) report that it will not be possible to use the implementation of the wellbeing target to assume this is the reason for progress.

Including stakeholders appear to be of importance from analysing the SDP. All staff and pupils are included in the reviewing of the progress made and then these findings are reported to the Governing Body. Ensuring all staff are involved in the planning, Welsh Government (2014, p. 12) suggests that strategic planning ensures all staff 'has a commitment to the school's improvement agenda'. The SDP also suggests areas where local schools will work together to improve wellbeing, and this again supports the inclusion of stakeholders.

In order to support implementation of this target, the school have broken in into five main aims. Setting goals that are broken down into aim can ensure that the target is achievable. Gagne (2018, p. 89) states how breaking down large target into 'concrete steps' can enhance how the target will be achieved. The first are to be evaluated is the review of the 'What Matters' statements after release of the Curriculum for Wales (Welsh Government, 2020). The school aim for all teachers to carefully review this document and use it as a guide to adjust approaches that the schools may use.

The second aim of this SDP is to 'improve the quality of provision for outdoor learning'. For many years the outdoors has been known to boost wellbeing (Cooper, 2015), therefore it seems concerning that only since the introduction of the Curriculum for Wales, the school in questions has taken this as a major priority. Having an outdoor area as an extension of the classroom is included in the Foundation Phase Framework guidance (Welsh Government, 2015). There is not as much focus on outdoor learning in Key State two, even though the evidence shows the benefits (Marchant et al., 2019), so could potentially be the area to develop. If this is the case, then the pupils could greatly benefit from this area of the target.

The third area is to 'strengthen provision to improve pupil wellbeing'. The school aim to do this by using and trialling many approaches including MISP (Mindfulness in Schools Project) and the iValueU app. The NAHT (National Association of Head Teachers) (2020) report how the training that staff undertake for the MISP programme can be invaluable. The iValueU application is something the school itself has created. There is no published data on the impact of this, however, as the pupils were involved in creating the content (Apple, no date) the wellbeing of pupils could be promoted through this action alone (McLellan at al., 2012). The school have highlighted possible methods to record the impact of this aim. Davis et al.,

(2011) state the benefits of using multiple methods of data collection. They state that the results could be more reliable. This is the only area that the school appear to have clear methods to collect data.

The fourth aim of this SDP is 'to improve the range of pupils' physical skills, cooperation and thinking skills'. Ensuring that the pupils have Physical Education sessions delivered by confident teachers is something that this school is striving for. Morgan and Bourke, (2008) state that teacher's feel less confident delivering PE lessons than they do other subject areas. With the importance of PE lessons being noted, this is could make a considerable contribution to the improvement in wellbeing. The physical and mental benefits of exercise are commonly known with Holt et al., (2019) reporting the all-round benefit these lessons can have on pupils.

The final aim the school are wanting to achieve is to 'improve whole-school provision within the Healthy Schools programme'. This provision supports schools to in promoting healthier mindsets that also supports Estyn's wellbeing framework (Cardiff Education Service, 2019). This can support pupils in making more informed choices, which can again promote wellbeing (Solomon et al., 2018). Engaging families in the promotion of Healthy Schools, is vital to ensure the importance of engaging families as the engaged families are, the more benefits this provision can provide.

In order to have clear evidence of the changes this wellbeing target will make; the school could benefit from having a clear baseline before the target was introduced. One possible suggestion would be having one set of questions given to multiple pupils and staggered throughout the year. This data can then be analysed and how the answers change can be used as evidence. If this was to happen, it would be important to ensure the questions do not to encourage any safeguarding disclosures, as tracing back the pupils who completed the questionnaire could be a problem. The questions could therefore be a multi choice, which could reduce opportunity for disclosure.

Another possible solution is keeping the questionnaires anonymous. Daumiller et al., (2019) suggests that there could be more honest answers to questionnaires when they are completed anonymously. Referring back to the previous point about the pupils saying what the staff may want to hear (Poole, 2016), this could be a way to get more honest feedback from both the staff and pupils. It also may be beneficial to include literature to support the targets in line with the suggestions from the Welsh Government (2014).

Having researched the areas included in this assignment, it is clear to see the importance of working as a team when aiming to improve areas highlighted in the SDP. The school in question have raised the possible concerns with focusing on an area that was not yet

published by the Welsh Government. In the time between the creation of the SDP and this assignment, there has been further work in developing this Area of Learning Experience by the Government and hopefully as time progresses, the knowledge on this area will grow, so will the confidence in delivery. The schools are therefore able to begin the review of the Health and Wellbeing (Welsh Government, 2020a) document in order to make any necessary changes.

From reading literature, the use of the aims is clearly sufficient in breaking down the main target into achievable steps. This provides smaller areas that are more approachable than the main target as a whole. The suggestions mentioned could be a way to develop the SDP further and including literature in the SDP can ensure that the staff are aware of the reasons and theory behind each target.

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Appendix A

Enriching Life Through Lifelong Learning



**SCHOOL IMPROVEMENT PLAN
2019 – 2020**

Updated: 17/04/2020

Contextual Information September 2019

██████████ Primary School is located on the Broadlands housing estate Bridgend, the number on roll currently is 517, organised into 17 classes including a large Nursery unit. The school has transient cohort populations; when families move on to (and leave) the estate, their places are usually quickly replaced – ██████████ is a very popular school with families on the Broadlands estate and we have many children join the school who have not received early years education with us.

The school was last inspected in May 2018 with judgements of at least good in all areas. IA2 'Wellbeing and attitudes to learning' and IA4 'Care, support and guidance' were both judged as excellent and Estyn have since published an effective practice case study, *"Improving pupils' wellbeing and attitudes to learning through curriculum enrichment"*. The school regularly achieves high percentages for expected level performance at both key stages and good percentages at above expected levels. Pupil achievement is generally above LA and Wales averages and routinely demonstrates good 'value added' progress in both key stages. Leadership capacity is strong, both within senior leadership and middle leaders across the school, contributing to our continual 'green school' categorisation.

There are currently over 60 staff in the school, including teachers and support staff, administration, site supervision, kitchen, cleaning and supervisory roles. With such a large number of staff, there are regular changes of staffing, which is beneficial in terms of keeping fresh ideas and interests coming in to the school and also challenging in seeking to maintain continuity of pedagogical approaches and training. As of September 2019 there were 30 pupils (5.8%) identified on the school's additional learning needs (ALN) register, 26 at school action and 4 at school action plus. The proportion of pupils eligible for free school meals was 5.2%.

██████████ receives amongst the lowest amounts of funding per pupil of all primary schools in Central South Consortium. However, the school building is well maintained with ongoing developments being made gradually to indoor and outdoor facilities to reflect current curriculum needs.

The Broadlands is a modern residential area but with few community facilities on the estate; the school endeavours to be the hub of the community and enjoys positive relationships with community groups. Children come from a range of socio-economic backgrounds and parents are generally very supportive of the school, attending events such as parent consultations, family sharing events and sporting activities. The school aims to provide a safe, vibrant and positive learning environment for success, broadening pupils' experiences and raising pupils' self-esteem and performance. The school judges itself to have many strengths including: excellent distributed leadership, high quality creative teaching, robust assessment, effective provision for additional learning needs, links with

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the community and outside agencies, networks of professional practice, sporting opportunities and achievements, ensuring all learners access a broad and balanced curriculum, high standards of behaviour and an ethos of respect and values which permeate school life.

School Improvement Plan 2019-2020 – Summary

Main Priorities				
Target	Focus Area	SER / NIA	Key Objectives	Funding Allowance
Target 1	Health & Wellbeing To promote and improve the profile / quality of provision for Health & Wellbeing for staff and pupils throughout the school.	2.1, 2.2 4.1, 4.2	1.1 Review final version of H&WB 'What Matters' and assess any implications for teaching approaches and/or provision 1.2 Improve quality of provision for outdoor learning. 1.3 Strengthen provision to improve pupil wellbeing (e.g. mindfulness, growth mindset) 1.4 To improve the range of pupils' physical skills, cooperation and thinking skills. 1.5 Improve whole-school provision within the Healthy Schools programme.	PLP School Budget Grant / Community / PFA Funding
Target 2	Welsh Language To raise standards of pupil's Welsh oracy and profile throughout the school	1.3, 3.3	2.1 To raise standards of Welsh Oracy throughout the school so that all L2L assessments are at least good. 2.2 To raise the profile of Welsh language throughout the school.	Cluster Working PLP
Target 3	Expressive Arts Continue to improve quality of teaching and provision to develop the Expressive Arts AoLE (2 nd Year)	1.3, 3.2 5.1, 5.3	3.1 Review final version of EA 'What Matters' and assess any implications for teaching approaches and/or provision. 3.2 Continue to improve range and quality of pupils' creative individual responses to a range of stimuli across the EA disciplines of MMADD (PIAP) 3.3 Review strategic approach to strengthening EA provision through inhouse professional learning and the use of external expertise.	PLP School Budget

Ongoing areas for improvement

Aspect	Aim	SER / NIA	Key Objectives	Funding Allowance
C4W22	Continue to raise standards in subjects and cross-curricular skills. Raise awareness of finalised AoLEs and consider plan for further training / provision reviews in 20-21. Continue to improve implications for future staff confidence to improve provision across all DCF strands. (See also and pedagogy.	1.1, 1.2, 1.3 outcomes. (See separate action plans). 3.1, 3.2, 3.3	Literacy/ Numeracy – continue to raise standards of above expected impact of intervention strategies. Humanities / SciTech AoLEs – evaluate final curriculum documents and C4W22 provision reviews in 20-21. Continue to improve implications for future provision across all DCF strands. (See also Eco-schools & DCF action plans)	PLP core School Budget PDG
Premises	Continue to maintain security, Budget. safety and cleanliness school. grounds.	4.3, 5.1, 5.2, 5.4	Ensure H&S policy and risk assessments are up-to-date and any identified issues are addressed. Work towards planned improvements for building & throughout	School

Target 1: To promote and improve the profile / quality of provision for Health & Wellbeing for staff and pupils throughout the school.

C4W22 References: 4 Purposes, PP1, 8, 10, 11, AoLE – Health & Wellbeing

SER / NIA References: 2.1, 2.2, 4.1, 4.2

Context: The emerging new curriculum clearly affords a higher level of importance and priority to health and wellbeing across all age ranges. The 'Well-being of Future Generations Act 2015' and subsequent WG and BCBC goals have given rise to an increased awareness of the need to be proactive in promoting and managing health and wellbeing for staff. Whilst the AoLE detail is not yet completed, this is an appropriate time to conduct a system-wide review, evaluating the impact of existing provision and procedures and beginning to explore new and/or alternative programmes. One challenge in particular will be consideration as to how to appropriately measure and report a baseline and the impact of any new strategies, beyond the anecdotal. Therefore, the emphasis of this target will be to raise the profile and quality of provision but it is not anticipated that a robust evaluation of impact will be possible within the short timescale of an academic year.

Aims:	Actions:	Responsible:	Timescale:	Resources & Cost:	Review, Evaluation & Support:	Update / Progress Report:	RAG Status:
1 H&WB 'What Matters' Review final version of H&WB 'What Matters' and assess any implications for teaching	a. Teachers to review final document carefully and identify any elements which require significant changes to provision or approach. a. Teachers understand how H&WB support the Four	DHT	Spring 20	Staff Meeting WG New	Planning Review Staff feedback Update to GB		

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approaches and/or provision.	purposes and link to other AoLEs.		Curriculum documents		c£10,000 Grant /		Listening to Learners Staff Feedback	
2. Improve quality of provision for outdoor learning.	a. Review playground activities & strategies (e.g. peer mediation, playground pals).	HT	Ongoing					
	b. Cost and plan for improvements to the school and encourage improvements	Community / Quotations grounds to facilitate and PFA Funds. in outdoor learning. (See Premises target 2)						
3. Strengthen provision to improve pupil wellbeing (e.g. mindfulness, growth mindset)	a. H&WB team to be advocate for different strategies, support colleagues to try out different approaches and evaluate impact with pupils. (e.g. MISP / iValueU) b. Trial and evaluate methods to measure wellbeing and gauge impact (e.g. Happens-Wales, Estyn pupil survey, PERMA) to help assess possible impact other strategies.	DHT H&WB Team	Throughout Year	n/a	Listening to Learners Staff Feedback Survey data			
4. To improve the range of pupils' physical skills, cooperation and thinking skills.	a. Evaluate implementation and impact of 'Real PE' approach to date and consider ways forward and possible introduction of 'Real Gym'. (collaborate with AYP and Brynmenyn Primary) b. PE Leaders to receive further training in Real PE & Real Gym to support colleagues and build capacity. c. PE Leaders to provide in-house support and guidance to colleagues to improve teacher confidence.	PE Leaders	Aut 19 Throughout Year	REAL PE SoW Real Gym resources Jasmine online platform (paid AYP 19-20)	Staff feedback Listening to Learners Learning Reviews Subject leader support AYP evaluation			
5. Improve whole-school provision within the Healthy Schools programme.	a. Complete the necessary components to receive Healthy Schools Stage 5 b. Draw up agreed long-term plan to ensure actions sustained beyond Stage 5 award.	Healthy Schools Coordinator	Aut 19 Throughout Year	Healthy Schools Scheme.	Support from HT/DHT/GB link and Healthy Schools programme staff.			

Target 2: To raise standards of pupil's Welsh oracy and profile throughout the school**C4W22 References:** 4 Purposes, PP1/3/5/6/9, AoLE - Language, Literacy and Communication | **SER / NIA References:** 1.3 / 3.3

Context: The national reform agenda places increasing expectations to further raise standards in Welsh. Recommendation 1 in our 2018 Estyn report was "Improve pupils' Welsh speaking skills". In a school with almost no Welsh speakers within the staff, governors and community, this presents a significant challenge. Standards are generally good and better with nearly all pupils achieving at least Level 4 by the end of Key Stage 2. However, provision varies according to staff confidence and there is scope to further improve the day-to-day usage of Welsh throughout the school. In order to further improve standards, the school aims, in partnership with the rest of the cluster, to achieve the Siarter Iaith Bronze Award by the end of this academic year. This plan links entirely to the standards to achieve that award.

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Aims:	Actions:	Responsibl e:	Timescale s:	Resource s & Cost:	Review, Evaluation & Support:	Update / Progress Report:	RAG Statu s:
1. To raise standards of Welsh Oracy throughout the school so that all L2L assessments are at least good.	a. Target Welsh SL / CPD support to those staff with least confidence and any weaker cohorts. <i>(Note – no Athrawon Bro support – courses?)</i>	Welsh SL	Throughout Year	TBC	Staff feedback Listening to Learners Learning Reviews		
	b. Ensure all staff have agreed resources (e.g. keyrings / cards etc) to support improved use of vocabulary. <i>See also 2.2f</i>	Welsh SL	Autumn 19	£100	Staff feedback		
	c. Provide further refresher training to support staff and lunchtime staff.	HT to schedule and book.	TBC	£500	Staff feedback		
2. To raise the profile of Welsh language throughout the school.	a. Target 1 – Prominence to Welsh language in classroom displays, foyer display and croeso posters.	Welsh SL	Throughout Year	SLSO Cover 1x ½ day	Learning Walks See-saw / Hwb evidence		
	b. Target 2 – Display to show progress with award and advantages of learning Welsh.	Welsh SL	Autumn 19	SLSO Cover 1x ½ day	Learning Walks See-saw / Hwb evidence		
	c. Target 5 – Improve song resources to support Welsh Assemblies.	Welsh SL	Autumn 19	£100	Staff Feedback		
	d. Target 6 – BCBC ICT to install required apps to ipads throughout the school.	Welsh SL	Autumn 19	£100	Ipad toolbox		
	e. Target 8 – Ensure necessary resources (ibooks, real books) to promote increased usage throughout the school.	Welsh SL	Autumn 19	£800 SLSO Cover 1x ½ day	Ipad toolbox School library Class bookshelves		
	f. Target 9 – Provide keyrings, flash-cards etc to support all staff for improved cross-curricular usage.	Welsh SL	Autumn 19	SLSO Cover 1x ½ day	Staff feedback		
	g. Target 10 – Complete questionnaire to demonstrate progress in pupil attitudes towards Welsh	Welsh SL	Summer 20	None	Pupil Surveys Listening to Learners		
	h. Upload evidence to Hwb and apply for assessment to achieve the Siarter Iaith Bronze Award	Welsh SL	Summer 20	None	Hwb evidence bank		

Target 3: Continue to improve quality of teaching and provision to develop the Expressive Arts AoLE (2nd Year)

C4W22 References: 4 Purposes, PP1/3/6/8/9/12, AoLE - Expressive Arts			SER / NIA References: 1.3 / 3.2 / 5.1 / 5.3				
Context: The emerging new curriculum brings particular challenges as a number of teachers lack confidence in creative subjects, provision having historically been reliant upon the input of specific individual staff across multiple classes. The 2018 Estyn report emphasised the need to improve pupils’ opportunities to “ <i>experiment freely and cultivate their own style</i> ”. This plan continues on from initial actions last year and seeks to further consolidate staff confidence to provide effective teaching across the EA AoLE and also to recognise and balance the potential of using external expertise, both to enhance provision and to help build capacity within the school.							
Aims:	Actions:	Responsible:	Timescales:	Resources & Cost:	Review, Evaluation & Support:	Update / Progress Report:	RAG Status:
2 EA ‘What Matters’ Review final version of EA ‘What Matters’ and assess any implications for teaching approaches and/or provision.	b. Teachers plan collaboratively to develop more integrated approach to expressive arts within topics. c. Teachers understand how EA statements support the Four purposes and link to other AoLEs.	DHT	Spring 20	Staff Meeting WG New Curriculum documents	Planning Review Staff feedback Update to GB		
3 Standards / Range Continue to improve range and quality of pupils’ creative individual responses to a range of stimuli across the EA disciplines of MMADD (PIAP)	a. Begin to develop electronic portfolio of pupils’ work (Google shared drive) to evidence quality & range. b. Evaluate range of planned provision (i.e. different media) and Curr. Cymraeg, to identify specific areas for further improvement. c. Subject Leader to provide support and guidance to colleagues to improve teacher confidence where identified (<i>see b above</i>) d. Refresher on use of ‘Into Film’ resource to support learning (e.g. critical thinking) – <i>link with Literacy plan</i>	EA Team / Subject Leaders	Throughout Year	Schemes of Work Staff Meetings (if required) Leader release time	Electronic Portfolio Planning Review Listening to Learners Staff feedback Subject leader support		
4 External Providers Review strategic approach to strengthening EA provision through in-house professional learning and the use of external expertise.	a. SLT / EA team to discuss the potential of using external providers and how to balance this with ensuring the development of staff’s own skills to build capacity. b. Begin to develop policy document for EA AoLE reflecting decisions made. (<i>see a above</i>)	Music Leader (Expressive Arts Lead)	Throughout Year	Staff meetings	Staff discussion SLT Minutes		

Curriculum For Wales 2022 - Continue to raise standards in core subjects and cross-curricular skills.

Raise awareness of finalised C4W22 AoLEs and consider implications for future provision and pedagogy.

C4W References: 4 Purposes, AoLE - All	SER / NIA References: 1.1 / 1.2 / 1.3 / 3.1 / 3.2 / 3.3 / 5.2 / 5.3 / 5.4
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Context: Given the substantial amounts of change currently going on as a result of the curriculum reform agenda, this plan is just to provide a simple oversight of the various other 'bits and pieces' around Literacy, Numeracy, curriculum reform that all need to continue, but are not substantial enough to warrant priority on the School Improvement Plan.

Aims:	Actions:	Responsible:	Timescale:	Resources & Cost:	Review, Evaluation & Support:	Update / Progress Report:	RAG Status:
1. Curriculum Reform Consider implications for finalised AoLEs / Assessment arrangements.	a. Review finalised AoLEs, alignment to four purposes, and implications for future strategic planning. b. Begin to identify any implications for teaching approaches and/or provision implicit from the 'what matters' statement or any prescribed content. c. Consider and respond to assessment proposals for C4W22.	Headteacher	Spring – Summer 20	Staff Meetings / INSET Day PLP Grant	Staff Feedback		
2. Language and Literacy Improve standards of pupils' handwriting and grammar.	a. <i>See separate action plan.</i> b. Staff audit of oracy provision against 'pillars of expectation' to inform SIP plan for 20-21. Improve parental information, engagement and involvement in aspects of pupils' literacy provision.	Literacy Lead	Throughout Year	PLP Grant PDG Grant	Listening to Learners Staff feedback Book Scrutiny		
3. Numeracy Improve standards of numeracy for targeted pupils.	a. <i>See separate action plan.</i> b. Evaluate usage and impact of 'Symphony Maths' with targeted pupils. c. Improve parent information, engagement and involvement in aspects of pupils' numeracy provision.	Numeracy Lead	Throughout Year	PLP Grant PDG Grant	Listening to Learners Staff feedback Book Scrutiny Symphony Maths usage and progress data		
4. DCF / ICT Further raise standards of digital learning throughout the curriculum.	a. <i>See separate action plan.</i> b. Provide additional training to improve staff confidence in delivering elements of DCF c. Provide additional support / training / modelling to staff and pupils (incl. digital leaders) d. Complete 360 degree e-safety framework	DCF Lead	Throughout Year	Staff Meetings Leader release time	Listening to Learners Staff feedback Electronic Portfolio		

Ongoing: Premises - Continue to maintain security, safety and cleanliness throughout the school.

				SER / NIA References: 4.3 / 5.1 / 5.2 / 5.4			
Context: School staff and governors have been proactive in continuing to ensure that [REDACTED] provides high quality, safe and secure buildings and grounds for staff and pupils. The introduction of the new 'Corporate Landlord' structure has begun to have [REDACTED] impact in providing a more transparent system for ensuring all compliance measures are met and greater accountability within the Local Authority premises team. [REDACTED] delays in progressing various school objectives are beginning to get resolved and new issues being addressed more promptly.							
Aims:	Actions:	Responsible:	Timescales:	Resources & Cost:	Review, Evaluation & Support:	Update / Progress Report:	RAG Status:
1. Ensure that the school building and grounds and safe and comply with all requirements.	a. H&S team to update annual H&S review and risk assessments. b. Plan to address any issues identified from review.	GB H&S Team GB H&S Team	Aut 19 and Ongoing Ongoing	None N/A	Current audit & risk assessments in place. Corporate Landlord SLA records.		
2. Cost and plan for improvements to the school grounds to facilitate and encourage improvements in outdoor learning.	a. Review outdoor provision with staff / pupils and external consultation to consider options for future development. b. Evaluate proposals in the light of finalised C4W22 AoLEs to establish clear purpose and benefits (<i>Establish V4M</i>) c. Seek grant / community / business / PFA funding streams to support intended improvements.	HT & GB HT & GB HT & GB	Throughout Year	TBC	School Council Staff feedback SLT Minutes		
3. To continue to explore opportunities for reduction in Electricity usage (Solar / Lighting)	a. Eco-committee to meet with BCBC Energy team. b. Costs and feasibility provided to Eco-Committee & presented to Governors.	HT EcoCommittee	Ongoing	TBC	Corporate Landlord GB minutes Eco-Committee minutes		
4. Ensure that all staff have relevant training in place for H&S issues.	a. Complete outstanding actions on BCBC H&S Audit.	HT Site Manager	Spring 19	n/a	Training records H&S Documentation.		

Three Year Strategic Overview 2017/18 – 2019/20
(Priorities are subject to change if necessary to respond to changing need)

2019 – 2020 Aims & Aspirations	2020 – 2021 Aims & Aspirations	2021 – 2022 Aims & Aspirations
General - Complete consultations and implementation of updated school vision & values. Curriculum for Wales - Continue to develop pedagogical approaches in line with 12PP. Priorities to Growth Mindset / Metacognition. - Consider implications of the progression steps / assessment changes when proposals finalised. - Further embed use of electronic pupil portfolios to support standardisation & moderation. - Improve pupils' Welsh oracy skills. All AoLEs - Begin to audit provision against the finalised AoLE documents. - Identify any long-term planning changes necessary to facilitate the full implementation of Curriculum for Wales. - Establish clear approaches to whole school provision for EA and H&WB. Closing the Gap - Continue to respond to any specific concerns within cohorts in under-performance of vulnerable groups. ALN - Review impact of additional learning provision (ALP) across the school. Implement new ALN requirements.	General - Further develop / embed any aspects from 19-20 SIP that need further development. Curriculum for Wales - Complete long-term plans for all AoLEs, ensuring preparation for full implementation of 4CP and use of 12PP - Clearly identify and plan for any changes resulting from progression steps / assessment changes. - Further embed use of electronic pupil portfolios to support standardisation & moderation. - Consider and trial assessment strategies in response to the agreed progression steps / assessment arrangements. All AoLEs - Complete review of provision against all AoLEs and introduce any necessary programmes / resources to ensure comprehensive provision for each AoLE - Focus on SciTech & Humanities AoLEs Closing the Gap - Continue to respond to any specific concerns within cohorts in under-performance of vulnerable groups. ALN - Ensure all requirements in place for new ALN Code of Practice.	Curriculum for Wales - Continue to consolidate and strengthen approaches consistent with Four Purposes and 12PP - Ensure that whole school prepared for full implementation of all AoLE 'what matters' statements - Focus on Literacy & Numeracy AoLEs Closing the Gap - Continue to respond to any specific concerns within cohorts in under-performance of vulnerable groups. ALN Ensure all requirements in place for new ALN Code of Practice.

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PDG: £25,300**EY PDG: £4,200 Total £29,500**

Grant	Total	Breakdown of activities, expenditure	Intended Impact of Expenditure
PDG	£14,946	Small Group Tuition LSOs to provide weekly small group targeted interventions in Literacy, Numeracy basic skills and Emotional Literacy support. LSO 4 days per week = £14946	Maximise pupil progress in Literacy and Numeracy for vulnerable pupils in Key Stage Two. Targeted pupils make improved progress towards matching their chronological age expectations. (<i>Sutton Trust Impact +4 months</i>)
EYPDG PDG	£4,200 EYPDG £10,746 PDG	Early Years Intervention LSA to provide additional support into two Reception classes to facilitate improved EY Intervention by trained staff (e.g. Wellcomm, Language Links, ELSA) LSO 4 Days per week = £14946	Pupils have improved early intervention through proven strategies to improve oracy and emotional literacy skills. (<i>Sutton Trust Impact +4/5 months</i>)
TOTAL	£29,892	(£392 overspend)	

Primary School Grant Funding Details 2019-20
EIG: £155,199

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EIG £164,201	£18,690 £18,690 £18,690 £18,690 £17,039 £18,690 £18,690 £14,946 <u>£162,812</u>	Foundation Phase LSOs Working towards ratio of 1:10 in Nursery Ratio of 1:12 in Reception Ratio of 1:15 in Year 1 / Year 2 K. Vincent P. Chappell T. O' Roche F. Quick H. Oram A. Muriithi C. Morgan D. Coutanche	To deliver Foundation Phase staffing ratios.
	£7,613	Overspent – taken from school budget.	
<i>Note: Despite using the entire EIG grant to provide Foundation Phase assistants (LSOs), this is still not enough to deliver the adult:pupil ratios that are expected by Welsh Government.</i> <i>Development of Welsh, Staff CPD and marking are funded directly from the school budget and PDG for some training where relevant to PDG objectives.</i>			

Primary School
Professional Learning Plan 2018-2020

£12,438 (19.8 FTE Teachers x £628.37) Confirmed

Aims	SLO Ref	Actions	Timescale	Links	Staffing	Expected Costs	Expected Outcomes	RAG
Review and develop shared and inclusive vision centred on the learning of all learners.	SLO 1	Senior leaders to facilitate collaborative workshops with staff and learners to consider, update and amend school vision fit for purpose of new curriculum.	Spring 19 Spring 20	SIP 19-20 TBC	SLT to lead various groups. SLT meetings to bring together strands of workflow.	16 Supply Days over the period. 16 x £125 = £2000	SLT / staff and focus group meetings illustrate progress. Completed new school vision shared with all.	
Continue to further professional learning for all staff to develop wholeschool needs for new curriculum and individualised needs arising from selfevaluation	SLO 2	Phase leaders utilise Continua matrices to review, highlight and plan for areas of common PL priorities (aligned to 12PP / AoLEs) Individual PL provided where possible to strengthen quality of individual teaching areas. Senior Leaders to receive coaching and mentoring training.	Spring 18 – Spring 20 Spring 18 – Spring 20 Autumn 19 – Spring 20	SIP 19-20 TBC SIP 19-20 TBC	All teachers and support staff involved. Led by SLT SLT / External provider (TBC)	40 Supply Days over the period. 40 x £125 = £5000 Mentoring Prog 6 x £1000 = £6000 16 Supply Days over the period. 16 x £125 = £2000	Individual PL records. TC Profiles for whole staff. PL Log for mentoring programme.	
School to School collaboration to develop enquiry, innovation and exploration. Exchanging knowledge and experiences.	SLO 3 SLO 4 SLO 5 SLO 6	Collaborative opportunities involving various staff across cluster / SIG / ITE network other working groups. Many of these are already ongoing throughout the school and are continually reviewed / updated to reflect progress and priorities.	Spring 18-19 Spring 19-20	SIP 19-20 TBC Cluster Transition Plan 18-20 SIP Plans 19-20	Various staff for different collaborative projects including: Welsh Lead Curric. Development Leads FP & KS2 Leads ITE Senior Mentor	40 Supply Days over the period. 40 x £125 = £5000	Each collaborative project has its own defined foci, methodology, timescales and outcome. (i.e Expressive Arts, Wellbeing, Cluster Curric. Reform, Welsh (18-19) Visible Learning (19-20)	