



# **Post Inspection Action Plan (PIAP) Ysgol Y Bryn**



**Recommendation 1:**

**Establish an effective leadership structure on all levels.**

<p><b>Where are we now?</b> based on our self-evaluation</p>	<p><b>Targets &amp; Success Criteria</b> We will know we have succeeded when:</p>	<p><b>Monitoring - Key Sources of Evidence</b></p>
<p>-A new SLT group has been formed with professionals coming into leadership positions for the first time.</p> <p>-A new structure of roles and responsibilities are in place since appointment of Acting Headteacher.</p> <p>-Greater involvement of middle leaders is planned for in School Evaluation processes. This is now to take place.</p> <p>-Middle leaders have been involved with School Improvement Planning for their areas of responsibility.</p>	<p>-Middle leaders are completing accurate self-evaluation activities.</p> <p>-Middle leaders are reviewing targets set termly and amending targets to ensure they continue to move forward within the PIAP and School Improvement Plan.</p> <p>-A greater shared involvement of roles and responsibilities is evident.</p> <p>-Clarity for all in regards to their roles and responsibility through annually update job descriptions.</p> <p>-Greater accountability has been created for all in school evaluation and improvement.</p> <p>-All contribute to the School Evaluation Report and School Improvement Planning.</p> <p>-Improved involvement and challenge from the Governing Body in School Evaluation and Improvement planning.</p>	<ul style="list-style-type: none"> <li>• Self-Evaluation documentation</li> <li>• Work Scrutiny</li> <li>• Lesson Observations</li> <li>• Learning walks</li> <li>• Job Descriptions</li> <li>• Performance Management</li> <li>• School Evaluation Report</li> <li>• School Improvement Plan</li> <li>• Governor visit reports</li> </ul>

<p><b>Who is leading on this project?</b></p>	<p><b>Staff name:</b></p>	<p>Mr Stephen Thomas</p>	<p><b>Governor Link:</b></p>	<p>Mrs Alex Roe</p>
---	---------------------------	--------------------------	------------------------------	---------------------

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress (impact achieved) (LJ)
Appointment of a new Headteacher	-Governing Body appointment panel to advertise and appoint a new Headteacher following the resignation of the previous Headteacher	AR (Chair) LJ (C.A) Appointment Panel	<b>Appointed:</b> April 2019  <b>Start date:</b> Sept 2019	£500 – advertisement cost- <b>Budget</b>	
Appointment of a Permanent Deputy Headteacher	-To work with the local authority change panel review to agree on appointing a permanent Deputy Headteacher.	AR (Chair) ST LJ (C.A)	<b>Appointed:</b> July 2019  <b>Start date:</b> Oct 2019	£500 – advertisement cost- <b>Budget</b>	
Create a new long term staffing structure with clearly defined roles and responsibilities for all and obtain agreement from staff for the new structure.	-To create a greater clarity for all as to their roles and responsibilities across the school through reviewing job descriptions and annually reviewing these.	ST	<b>Short term structure created:</b> Oct 2018  <b>Long term structure created:</b> Sept 2019		
To ensure high quality communication and leadership behaviours from the Senior Leadership Team	-To work together to create Senior Leadership Team values, aims and vision. -To ensure high quality SLT/Staff meetings to ensure a focus on school improvement priorities and addressing these. -To ensure effective minute taking of SLT meetings, where actions set are revisited to ensure completion.	ST  Senior Leadership Team	<b>Start:</b> Feb 19  <b>Embedded fully:</b> Dec 2019		

	<ul style="list-style-type: none"> <li>-To ensure correlation between SLT meeting minutes and staff meeting minutes.</li> <li>-To ensure effective communication systems across the school for all staff stemming from the SLT.</li> <li>-Ensure a robust Performance Management cycle is in place to appropriately challenge and support leaders in securing school improvement, creating greater accountability.</li> </ul>	ST			
ST to visit a Pioneer School (Parkland Primary School) and a school who have recently completed the Special Measures Journey (TBC) to seek opportunities to develop middle leaders.	<ul style="list-style-type: none"> <li>-To identify opportunities for collaborative partnerships to develop SLT and middle leaders knowledge and skills.</li> <li>-To provide time for discussion following visits and agreement on the implementation of any new appropriate systems/strategies following visits.</li> <li>-To introduce a collaborative working evaluation form to monitor actions and impact as a result of the collaboration visits.</li> <li>-To provide reciprocal visits to work with experienced professionals from pioneer school in reviewing impact of work undertaken.</li> </ul>	<p>SLT – GJ/RN/EH</p> <p>Middle Leaders – KL/AW/JT</p>	<p><b>Planning Visit:</b> Dec 2019</p> <p><b>Start visits:</b> Jan 2019</p> <p><b>Implementation Time:</b> Jan 2019 – May 2019</p> <p><b>Reciprocal visits to review impact:</b> May 2019</p> <p><b>Embed new practices by:</b> Apr 2020</p>	<p>Release time 6 x £120 = £600 <b>ERW Funding</b></p> <p>Release time 3 x £120 = £360 <b>ERW Funding</b></p>	
KS2, FP and Maths lead to work in collaboration with neighbouring school to review systems, curriculum and	<ul style="list-style-type: none"> <li>-To develop professional relationships and introduce school settings to each other.</li> <li>-To share practice and systems in</li> </ul>	GJ / RN / AW	<p><b>Visits begin:</b> Jan 2019</p> <p><b>Review work:</b></p>	<p><b>Release time</b> 2 x £120 = £240 <b>(ERW)</b></p>	

processes in place across the school.	place as leaders to identify areas to collaborate on for both schools. -Leaders to meet and work together to develop systems in Bryn and Bryn Teg and monitor collaboratively. -Conduct KS2 curriculum mapping together and create improved observation recording forms for FP.		Sept 2019  <b>Completed:</b> Apr 2020	<b>Time to implement</b> 2 x £120 = £240 <b>(ERW)</b>	
Middle Leaders Training	-GJ and RN to attend Middle Leaders training to further improve the knowledge and understanding of whole school leadership.	GJ/RN	<b>Start:</b> Feb 2019  <b>Completed:</b> July 2019	8 x £120 = £960 <b>(Funded by ERW)</b>	

### 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
<b>June 2019</b>	-SIP Completion -Work Scrutiny evaluations -Lesson Observations -Learning Walks -Pupil progress reports	<b>LJ (Challenge Advisor)</b>  <b>AR (Link Governor)</b>	<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>• A new staffing structure is in place that allows for greater distributed leadership</li> <li>• Roles and responsibilities are agreed and clearly defined for all staff.</li> <li>• A new Headteacher is appointed for the school.</li> <li>• A new communication tool is in place to communicate meetings, monitoring activities and Governing Body involvement.</li> <li>• Senior Leadership and Staff meeting minutes are being taken and actions being revisited regularly to ensure completion.</li> <li>• There is a clear link between Senior Leadership meetings and Staff meetings.</li> <li>• The school have engaged with the Local authority to begin the process of appointing a permanent deputy Headteacher.</li> <li>• Leaders have evaluated the impact of Leadership support visits to good practice and neighbouring schools.</li> </ul>	
<b>Oct 2019</b>	-Governor involvement -SER completion -Work scrutiny	<b>LJ (Challenge Advisor)</b>	<b>Milestone 2:</b> <ul style="list-style-type: none"> <li>• A new Deputy Headteacher has been appointed.</li> <li>• A new long-term leadership structure has been created for the school.</li> </ul>	

	-Lesson observations -Learning walks -Pupil progress reports	<b>AR (Link Governor)</b>	<ul style="list-style-type: none"> <li>• The new leadership team have agreed on their values, aims and vision as a leadership team for the school.</li> <li>• Job descriptions have been reviewed and agreed by all to ensure all fully understand their roles and responsibilities.</li> <li>• Performance Management appraisal has taken place and new SMART targets set to challenge and support leaders in gaining school improvement.</li> <li>• SLT members have completed and achieved their Middle Leadership qualification.</li> <li>• Senior Leadership meetings and Staff meetings continue to link and actions are revisited to ensure completion.</li> <li>• Leaders are displaying the behaviours agreed and exhibiting high quality leadership behaviour.</li> <li>• Communication systems have been reviewed and improved based on feedback from staff.</li> </ul>	
<b>Apr 2020</b>	-Governor involvement -SER completion -SIP reviewed based on development -Work scrutiny -Lesson observations -Learning walks -Pupil progress reports	<b>LJ (Challenge Advisor)</b>  <b>AR (Link Governor)</b>	<p><b>Milestone 3:</b></p> <ul style="list-style-type: none"> <li>• All leaders are confident in carrying out their roles and responsibilities as part of an effective leadership team.</li> <li>• Leaders are securing improvement within their phases with most teachers performing to at least a good standard across the school.</li> <li>• Leaders are confident in running school evaluation processes.</li> <li>• Leaders are confident in school improvement planning.</li> <li>• Communication systems within the school are effective at all levels.</li> <li>• Leaders are clear about their roles and responsibilities and have secured improvement for many learners in their areas of responsibility.</li> </ul>	



<b>Recommendation 2:</b>	<b><u>Develop the Governing body's ability to support the school strategically and to fulfill its statutory requirements.</u></b>
--------------------------	---

Where are we now? Based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Monitoring - Key Sources of Evidence
<ul style="list-style-type: none"> <li>-Limited opportunities created for the involvement of the Governing body in the strategic direction of the school.</li> <li>-Unclear roles and responsibilities.</li> <li>-An inaccurate picture of school's current position and need for improvement.</li> <li>-An increasing deficit budget.</li> <li>-Not all sub committees in place.</li> <li>-Further training required for clerk of the Governing Body.</li> </ul>	<ul style="list-style-type: none"> <li>-A greater shared involvement of roles and responsibilities is evident.</li> <li>-All required sub committees are in place.</li> <li>-Greater accountability and opportunities being created for all Governors to be involved in school evaluation and improvement.</li> <li>-An accurate understanding of school's position, including main strengths and areas for development.</li> <li>-An improved involvement of the Governing Body in School Evaluation and Improvement planning.</li> <li>-Plans in place to begin reducing the deficit budget.</li> </ul>	<ul style="list-style-type: none"> <li>-Governor minutes of meetings (full and subcommittee)</li> <li>-Finance plans</li> <li>-Governor visit evaluation forms</li> <li>-SER / SIP</li> <li>- Governor Sharepoint</li> </ul>

<b>Who is leading on this project?</b>	<b>Staff name:</b>	Mr Stephen Thomas	<b>Governor Link:</b>	Mrs Alex Roe
--	--------------------	-------------------	-----------------------	--------------

Objective	Actions:	Person Responsible	Timescale	Cost & source	Evaluation of progress (impact achieved) (LJ/AR)
To create a clear roles and responsibilities structure with a sound understanding of roles and responsibilities for all Governors.	<ul style="list-style-type: none"> <li>-Review Roles and Responsibilities of Governors at Autumn Term meeting.</li> <li>-Plan involvement of Governors to establish relationships with staff and improve Governor knowledge of areas of responsibility within the school.</li> <li>-Conduct learning walks for Governors providing support documentation (templates/example questions) to support their evaluations.</li> </ul>	ST & Governors	<p><b>Set structure:</b> Dec 18</p> <p><b>Visits begin:</b> Feb 19</p> <p><b>Embedded with quality input:</b> July 2020</p>		
To improve the knowledge and skills of the Clerk to the Governing Body and Governors.	<ul style="list-style-type: none"> <li>-To set up collaboration visits between the Clerk and a clerk in a neighbouring school.</li> <li>-To provide training to the Clerk to the Governing Body and Governors.</li> </ul>	ST	<p><b>Collaboration begins:</b> Jan 19</p> <p><b>Completed:</b> Dec 19</p>	£200 (Training costs) <b>School Individual Grant</b>	
To ensure required sub committees are set up to fulfil the statutory requirements.	<ul style="list-style-type: none"> <li>-Set up Governors on HWB share site to access school policies more freely and frequently.</li> <li>-Set up required sub committees, ensuring all sub committees agree to the terms of reference.</li> <li>-Review the terms of reference annually within full Governor meetings to ensure statutory requirements are being met.</li> <li>-Set up a Policy subcommittee tab within share point to allow policy committee to access policies for</li> </ul>	ST & Governors	<p><b>Set up:</b> Dec 18</p> <p><b>Training and full use:</b> Jul 19</p> <p><b>Begin policy ratification:</b> Jan 19</p> <p><b>Embedded practice:</b></p>		



	<p>ratification.</p> <ul style="list-style-type: none"> <li>-To ensure all policies are ratified through the use of the sharepoint, focusing firstly on statutory policies and documents.</li> <li>-Create a policy database to ensure tracking of ratified policies and ensure policies are updated as required.</li> </ul>		Jul 20		
<p>To take full part in an improvement panel led by the Local Authority.</p> <p>.</p>	<ul style="list-style-type: none"> <li>-Following core inspection, feedback findings to full Governors and set up an Improvement Panel to work under the direction of the Local Authority.</li> <li>-Conduct improvement panel meetings monthly with LA to chair meetings.</li> <li>-Assign Governors on the panel specific recommendations to monitor progress within.</li> <li>-Arrange meetings for these Governors to visit the school each term to develop relationship with key staff and improve Governor knowledge of school processes in these areas.</li> <li>-Introduce evaluation forms for Governors to complete, where they agree actions with staff to review on a monthly basis and monitor impact.</li> <li>-Set dates with School Improvement Panel for monthly reviews for remainder of the academic year.</li> <li>-Ensure Improvement Panel Governors feed back progress to the full Governing Body in the termly meetings.</li> </ul>	<p>ST, LJ &amp; Governors</p> <p>ST/ Governors / Staff / LA</p> <p>ST / Governors</p> <p>ST</p> <p>Improvement Panel Governors</p>	<p><b>Improvement Panel set up:</b> Dec 18</p> <p><b>Monthly meet beginning:</b> Jan 19</p> <p><b>Embedded Practice:</b> Jul 20</p>	<p>Release time for staff - £360 (3 full days for the remainder of the year) <b>(School budget)</b></p>	

<p>To improve other Governor relationships and knowledge of the school's practices.</p>	<p>-In Autumn Governors meeting set dates with Governors not in the improvement panel to become involved in school evaluation processes.          -Set up all Governors on HWB share site to access school improvement and evaluation information to be able to triangulate information gathered and gain a more accurate view of the school and prepare questions prior to visits.          -Create a calendar of visits for the year ahead to improve communication to Governors and ensure it links to the School Evaluation Cycle.</p>	<p>ST &amp; Governors</p>	<p><b>Calendar and visits set up by:</b>          Jan 19</p> <p><b>Embedded practice:</b> Apr 20</p> <p><b>Quality evaluations and challenge from all:</b>          Jul 20</p>		
<p>To improve Governors capacity to evaluate school performance effectively. Training to be provided for governors on these resources created to support.</p>	<p>-To create a week-by-week monitoring calendar that outlines school evaluation processes. This will include a Governor section that outlines when Governors will monitor progress against the recommendations.          -To create template documents for learning walks, visits with area/subject leaders and discussions with learners to support Governors in undertaking school evaluation.          -To link Improvement Panel Governors with teachers for their given areas of responsibilities for a visit to share and develop a knowledge and understanding of how the area is run and evaluated in school. <b>During visit, Governor and teacher to</b></p>	<p>ST, Staff and Governors</p> <p>ST / AR</p> <p>ST / SLT</p> <p>AR / DW / IL / LK</p>	<p><b>Documents and links set up by:</b>          Feb 19</p> <p><b>Quality evaluations and challenge from all:</b>          Jul 20</p>	<p>4 x £120 = £480          (Release days)  <b>(School budget)</b></p>	

	<p><b>review action plan created for area of responsibility collaboratively.</b></p> <ul style="list-style-type: none"> <li>-To arrange information sharing visits for remainder of Governing body to improve relationships with staff and knowledge of school practices.</li> <li>-Governors to use evaluation / impact forms to feed back into Improvement panel meetings.</li> </ul>				
<p>To further increase the Governors visibility across the school community, ensuring all know whom Governors of the school are, for example, at whole school events.</p>	<ul style="list-style-type: none"> <li>-To further develop School Council's relationship with the Governing Body through sharing their work with Governors.</li> <li>-Chair and Vice Chair to support school in meeting parents in relation to the Estyn report.</li> <li>-Chair and Vice Chair to attend School Council meeting once termly.</li> <li>-School Council to attend Governing Body meetings to share work completed.</li> <li>-Governors (on rota) to be present at whole school events.</li> </ul>	<p>ST / Governors</p> <p>AR / LK</p> <p>KL / AR / LK</p>	<p><b>Start:</b> Jan 19</p> <p><b>Effective, challenge rich relationships formed:</b> Jul 20</p>	<p>2 x £120 = £240 (Release days) (<b>School budget</b>)</p>	
<p>To involve parents and gain views/impact on the actions set out within the Post Inspection Action Plan</p>	<ul style="list-style-type: none"> <li>-Once finalised, share the Post Inspection Action Plan (PIAP) with parents through letters (QR Code), school website, PTCA page and school app to share actions in place to address recommendations.</li> <li>- Set up a half termly parent forum meeting that will focus on wider school issues identified by parents but also chosen recommendations for each</li> </ul>	<p>ST</p>	<p><b>Share report:</b> May 19</p> <p><b>Start Parent Forum:</b> Jul 19</p> <p><b>Review:</b> Run half termly forums and review each</p>	<p>£150 – Printing costs / admin of parent checks (<b>School Budget</b>)</p>	

	<p>meeting to report progress and next steps.</p> <p>-As part of the Parent Forum, introduce opportunities for parents to view and be apart of learning walks (following required checks) to gain a greater insight as to the daily running and work carried out in school linked to their agenda items and the recommendations.</p> <p>-Provide a termly report to parents with actions through letters, website, twitter and school app, which shows the actions achieved, the steps taken, followed by the next steps within each recommendation. This feedback will also be provided in the Parent Forum and PTCA meetings.</p>		<p>time to improve.</p> <p><b>End:</b> Embedded and good attendance by Apr 20</p> <p><b>End of PIAP reporting to parents:</b> Once out of Special Measures.</p>		
--	---	--	---	--	--

<b>Step 3: Reviewing Impact</b> (Monitoring progress against milestones)				
<b>Date</b>	<b>Monitoring Activity</b>	<b>By whom?</b>	<b>Tangible signs of progress against milestones / further work required</b> <i>(not merely completion of activities or tasks)</i>	<b>RAG Progress</b>
<b>May 19</b>	<p>-Governor meeting minutes (sub committee / full meetings)</p> <p>-Finance plans to reduce deficit</p> <p>-Governor visit evaluations</p> <p>-Roles and responsibilities of Governors</p> <p>-Year ahead planner</p>	<p><b>LJ</b> <b>(Challenge Advisor)</b></p> <p><b>AR (Chair)</b></p>	<p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>• A new structure in place that creates a greater clarity as to everyone’s roles and responsibilities.</li> <li>• We have planned forward in detail the involvement of all Governors for the remainder of the academic year.</li> <li>• Governors have been able to arrange an introductory meeting with the staff leading on their areas of responsibilities to share current school practice.</li> <li>• Governors have acquired an accurate picture as to where the school is currently, its main strengths and areas for development.</li> <li>• The finance committee have agreed on a way forward in relation to finance and arranged a change panel review with the local authority.</li> </ul>	

<p><b>Nov 19</b></p>	<p>-Governor visit evaluations -SIP reviews -SER completion -Learning walks</p>	<p><b>LJ (Challenge Advisor)</b></p> <p><b>AR (Chair)</b></p>	<p><b>Milestone 2:</b></p> <ul style="list-style-type: none"> <li>• Governors have had opportunities to link in with the School Council to gain views of pupils.</li> <li>• A staffing restructure process has started in order to begin addressing the quality of education in school and the deficit budget.</li> <li>• Governors have had opportunities to review School Improvement Plans with leaders.</li> <li>• Governors have been involved in learning walks and discussions with learners. They met with individual leaders to discuss/share regarding areas of responsibility.</li> <li>• A glossary of terms has been created to support Governors with acronyms.</li> <li>• Governors are being involved in the school evaluation processes.</li> <li>• All Governors have received training to understand their roles as a Governor. A terms of reference has been created to support Governors in understanding what can and can't be agreed for Governors in certain meetings.</li> </ul>	
<p><b>Jul 20</b></p>	<p>-Governor involvement -SER completion -SIP reviewed based on development -Work scrutiny -Lesson observations -Learning walks -Pupil progress reports</p>	<p><b>LJ (Challenge Advisor)</b></p> <p><b>AR (Chair)</b></p>	<p><b>Milestone 3:</b></p> <ul style="list-style-type: none"> <li>• Governors are clear on school strengths and areas for development.</li> <li>• The Governing Body fulfil their statutory requirements to a high standard e.g. attending meetings regularly, effective minute taking showing effective challenge.</li> <li>• Governors have acquired an excellent understanding to the processes and systems in place at the school.</li> <li>• The Governing Body challenge the school effectively bringing about further improvements for pupil outcomes and in the strategic leadership of the school.</li> <li>• The Governing Body challenge effectively in school improvement with findings contributing to school evaluation and improvement planning.</li> </ul>	



<b>Recommendation 3:</b>	<b><u>Ensure that teachers' assessments are accurate and derive from a robust evaluation of pupils' standards.</u></b>
--------------------------	--

Where are we now? Based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Monitoring - Key Sources of Evidence
<ul style="list-style-type: none"> <li>-Teacher assessments across the school are inaccurate in multiple classes.</li> <li>-There is currently no quality assurance of teacher assessment taking place.</li> <li>-Current assessments don't give detailed enough reports of pupil's abilities and needs.</li> <li>-Standardisation does not currently take place involving teaching staff.</li> <li>-Target setting is inaccurate and doesn't always reflect needs of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>-INCERTS assessments will be a more accurate reflection of where pupils are based on evidence available.</li> <li>-SLT will quality assure assessments to ensure accuracy across the school.</li> <li>-Half termly standardisation mapped out and taking place involving all teachers in order to provide training on levelling/assessing pieces of work.</li> <li>-In house moderation reports involving all teachers.</li> <li>-Introduction of GL Assessment to evaluate pupil's abilities more robustly and accurately.</li> <li>-Staff training for assessing learning taken place.</li> </ul>	<ul style="list-style-type: none"> <li>-Incerts</li> <li>-Quality assurance documentation (SLT)</li> <li>-GL Assessments</li> <li>-Target setting</li> <li>-CPD records</li> <li>-Standardisation records</li> <li>-Moderation records</li> </ul>

<b>Who is leading on this project?</b>	<b>Staff name:</b>	Gemma James – Assessment Lead	<b>Governor Link:</b>	Dr Margaret Williams
--	--------------------	-------------------------------	-----------------------	----------------------

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress (impact achieved) (ST)
Introduce a pupil profile/tracking system for including all pupils in the school.	<ul style="list-style-type: none"> <li>-Visit assessment lead in neighbouring school to share practice relating to assessment and tracking.</li> <li>-Create a whole school tracking system to monitor pupil progress termly / yearly as well as tracking needs of pupils. The system will give teachers all the required information about their classes to ensure they fully understand the needs of the learners they teach and allow SLT to review accuracy of assessment for all learners in one place.</li> <li>-Further develop tracking system to track the progress of the different groups of learners and to set targets for pupils and ensuring they achieve as well as they can (recommendation 7).</li> <li>-Develop system in collaboration with ALNCO to include ALN pupil tracking (recommendation 5).</li> </ul>	<p style="text-align: center;">GJ</p> <p style="text-align: center;">GJ</p> <p style="text-align: center;">GJ</p> <p style="text-align: center;">GJ / EH</p>	<p><b>Visits:</b> Nov 18 – Apr 19</p> <p><b>Completed by:</b> Jul 19</p> <p><b>Groups of learners included by:</b> Oct 19</p> <p><b>ALN included by:</b> Jul 19</p>	£600 (4 release days) – remainder of academic year <b>(PDG)</b>	
Provide further training on INCERTS to ensure full understanding by all, with the aim of ensuring accurate teacher assessment.	-Seek additional training for staff identified as needing support with INCERTS assessing.	GJ	<b>All required training and shared by:</b> Jul 19	2 x £200 =£400 (Cost of course and supply) <b>(Professional Development Grant)</b>	
Introduce Quality Assurance of assessments	-FP lead to quality assure Baseline assessments and feed into SLT to further quality assure.	RN & SLT	<b>Start;</b> Apr 19	£450 (3 release days) – remainder of	

	<p>-Local Authority FP lead to support the school in ensuring an accurate baseline for Reception class.</p> <p>-Phase leaders and Deputy to quality assure teacher assessments termly, through comparing work / book evidence to assessments recorded in INCERTS.</p> <p>-Assurance meetings to take place between phase leaders and teachers to feed back quality assurance.</p>	<p>RN/GJ/EH</p> <p>RN/GJ</p>	<p><b>Completed by:</b> Oct 19</p> <p><b>Start:</b> Apr 19</p> <p><b>Embedded practice:</b> Apr 20</p>	<p>academic year <b>(School budget)</b></p>	
<p>Introduce standardisation and in house moderation, prior to cluster moderation. Training linked to teacher assessment to take place</p>	<p>-Map out half termly opportunities for standardisation of Literacy, Numeracy and Welsh to be introduced for all teachers to be involved in levelling/assessing work from each year group.</p> <p>-Evidence folders of standardised work to be created for Literacy and Maths.</p> <p>-In house moderation to take place involving all teachers prior to cluster moderation.</p> <p>-INCERTS training to take place for teachers requiring further support.</p> <p>-PPA to be planned together for teachers to support each other in recording assessments.</p>	<p>GJ</p>	<p><b>Completed by:</b> Mar 19</p> <p><b>Completed by:</b> Jul 20</p> <p><b>Start:</b> Mar 19</p> <p><b>Embedded practice:</b> Feb 20</p> <p><b>Start:</b> May 19</p>		
<p>Introduce a more robust assessment system to assess pupil's abilities and identify their skills.</p>	<p>-Purchase the GL Assessment package in order to provide evidence against the accuracy of teacher assessment and gain a more robust, accurate assessment of the abilities/skills of</p>	<p>GJ</p>	<p><b>Purchased:</b> Jan 19</p>	<p>£1700 (Package cost and training) <b>(PDG)</b></p>	



<p>learners in Reading, Spelling, Numeracy, Science, PASS and CAT testing.</p> <p>- Review GL next year against teacher assessment. If teacher assessment is accurate, consider only using CAT and PASS.</p> <p>-Create an assessment calendar for the years for all teachers to be aware of what assessments are needed and when.</p> <p>-Review and Implement more robust tracking of pupils skills in intervention programmes to track progress.</p> <p>-Utilise digital reports to identify specific targets for pupils and identify focus groups for class teachers based on the skills pupils require. This to feed IEP's and planning.</p> <p>-Utilise digital reporting platform to compare pupil's performances against teacher assessment.</p> <p>-Conduct two yearly assessments to monitor the progress of learners.</p>	GJ	<b>Review:</b> Oct 19		
	GJ/EH	<b>Created:</b> Feb 19 <b>Review:</b> Dec 19		
	GJ / Teachers	<b>Start:</b> Apr 19		
	GJ / SLT	<b>Start:</b> Apr 19 <b>Review:</b> Dec 19 <b>Embedded:</b> Jul 20		

<b>Step 3: Reviewing Impact</b> (Monitoring progress against milestones)				
<b>Date</b>	<b>Monitoring Activity</b>	<b>By whom?</b>	<b>Tangible signs of progress against milestones / further work required</b> <i>(not merely completion of activities or tasks)</i>	<b>RAG Progress</b>
<b>Apr 19</b>	INCERTS termly progress tracking New pupil tracker	<b>RN/EH</b>	<p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>We have quality assured the autumn term teacher assessments as an SLT using work to support quality assurances.</li> </ul>	

	GL Assessment assessments Standardisation reports Mapping of skills/schemes	<b>ST</b> <b>MW ( Link Governor)</b>	<ul style="list-style-type: none"> <li>• We have held progress meetings with staff to inform them of pupil’s progress in their classes.</li> <li>• We have completed the reading, PASS and Numeracy assessments on the GL assessment platform. We are beginning to use this to inform our planning and pupils going to intervention.</li> <li>• We have completed mapping of skills/schemes, showing opportunities for standardisation.</li> <li>• We have carried out standardisation as a teaching team for Literacy.</li> <li>• The new school tracking system includes the relevant information about pupils for teachers to gain a greater understanding about their pupils. This starting to be used for tracking pupil progress.</li> </ul>	
<b>Dec 19</b>	INCERTS termly progress tracking New pupil tracker GL Assessment assessments Standardisation reports	<b>RN/EH</b> <b>ST</b> <b>MW ( Link Governor)</b>	<b>Milestone 2:</b> <ul style="list-style-type: none"> <li>• The new school tracking system includes pupil progress from each term.</li> <li>• SLT have quality assured teacher assessments from the year for each term before, so that teachers are aware of target pupils from the first week back and accurate assessments are handed across during transition.</li> <li>• We have carried out further standardisation in Literacy, as well as Maths to continue supporting consistency of teacher’s assessment.</li> <li>• Leaders have gathered appropriately levelled pieces of work for their portfolios.</li> <li>• We have successfully worked through cluster moderation in 2018/19.</li> <li>• We have started processes for tracking groups of learners – EAL, FSM, Boys vs Girls.</li> <li>• There has been a robust transition meeting between teachers to ensure effective handover of information and knowledge sharing about pupils moving to new year group.</li> </ul>	
<b>Jul 20</b>	INCERTS termly progress tracking New pupil tracker GL Assessment assessments Standardisation reports	<b>RN/EH</b> <b>ST</b> <b>MW ( Link Governor)</b>	<b>Milestone 3:</b> <ul style="list-style-type: none"> <li>• We have accurate assessments of pupil’s skills/abilities to take into the next academic year.</li> <li>• The new school tracker is up to date and including all relevant information required for teachers to know their classes/individual pupils well. This is now embedded practice being updated by teachers on a half termly basis.</li> <li>• We have reassessed pupils using the GL Assessment platform. We have compared against teacher assessments to ensure accuracy and consistency of teacher assessment.</li> <li>• We are tracking the progress of FSM, EAL and other groups of learners effectively.</li> <li>• Standardisation practices are embedded as part of school evaluation cycle and are effective in ensuring accurate levelling.</li> <li>• Teacher assessment across the school is accurate.</li> </ul>	

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress (impact achieved) (ST)
-----------	---------	--------------------	-----------	---------------	---



<b>Recommendation 4:</b>	<b><u>Establish a robust system to support those pupils with Additional Learning Needs.</u></b>
--------------------------	---

Where are we now? Based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Monitoring - Key Sources of Evidence
<ul style="list-style-type: none"> <li>-ALN across the school needs complete overhaul.</li> <li>-ESTYN identified ALN systems as lacking rigour.</li> <li>-ALN records were identified as inaccurate in Estyn's views.</li> <li>-Lack of a criteria for ALN.</li> <li>-Lack of a clear provision map.</li> <li>-IEP targets not pupil friendly and most not suitable.</li> <li>-Assessments to identify ALN pupils aren't suitable.</li> <li>-Distributed leadership of ALN is underdeveloped.</li> <li>-No specific tracking for ALN pupils evident. Teacher assessment judged to be inaccurate meaning ALN progress is unknown.</li> </ul>	<ul style="list-style-type: none"> <li>-An improved system of identifying ALN pupils is created.</li> <li>-A clear provision map is created to improve teacher knowledge of steps to take.</li> <li>-New assessment systems are identified.</li> <li>-Improved, more appropriate targets created for IEP's</li> <li>-Tracking system for ALN pupils to be developed in line with Assessment leads work.</li> <li>-All staff understand their roles in relation to ALN.</li> <li>-ALN pupils are making progress appropriate to their ability.</li> </ul>	<ul style="list-style-type: none"> <li>-Provision Map</li> <li>-ALN folder</li> <li>-ALN Tracking system for pupil progress</li> <li>-Assessment systems for identifying ALN pupils</li> <li>-IEPS</li> <li>-One Page Profiles</li> <li>-Staff training logs</li> <li>-Local Authority Action plan</li> </ul>

<b>Who is leading on this project?</b>	<b>Staff name:</b>	Mrs Emma Haines (ALNCO)	<b>Governor Link:</b>	Dr Margaret Williams
--	--------------------	-------------------------	-----------------------	----------------------

<p>ALNCO to visit good practice school to collaborate with an ALNCO on devising new systems for school and developing a greater understanding of the recent ALN reform.</p>	<p>-ALNCO to visit Parkland Primary School – Pioneer school with particular ALN strength.          -ALNCO to receive Local Authority support from Matt Davies to devise effective provision mapping, criteria and Person Centre Planning (PCP) approaches. To meet on a monthly basis and agree on actions to be implemented by the next meeting.          -ALNCO to visit Bryn Teg primary school to collaborate with ALNCO on One Page Profile OPP, Individual Education Plans (IEP), PCP.          - ALNCO has a clear understanding of roles and responsibilities.</p>	<p>EH  EH  EH</p>	<p><b>Visits:</b> Jan 19 – May 19  <b>Start:</b> Jan 19 <b>Finish:</b> Apr 20  Feb 19  Dec 19</p>	<p>£120 (Release day) (<b>ERW</b>)      £120 release day (<b>ERW</b>)</p>	
<p>Identify new assessment systems for identifying ALN pupils and specific focuses for any interventions pupils require.</p>	<p>-Utilise the GL assessment package, alongside teacher assessment to identify pupils needing further support and the specific skills pupils need support with in order to progress. Utilise the Dyslexia and Dyscalculia testing to identify further needs for pupils within Literacy and Maths.          -Implement CHATT consistently across FP and identify specific targets to feed into IEP’s.          -Implement Talkabout intervention and assessment to support high social and emotional need across KS2.</p>	<p>GJ / EH  EH  ST / KL  EH / AB</p>	<p><b>Effectively used by:</b> Jul 19  <b>Embedded:</b> Oct 19  <b>Embedded:</b> Dec 19</p>	<p>£1700 – GL package (<b>PDG</b>)   £300 training costs (<b>PDG</b>)   £700 – Talkabout (<b>PDG</b>)</p>	
<p>To identify training for remainder of staff to further develop their knowledge and understanding of their role in ALN across the</p>	<p>-EH to provide training for staff on ALN based on training and support received and to update staff on their responsibilities in relation to ALN.</p>	<p>EH All staff</p>	<p><b>Training provided by:</b> Dec 19</p>		

school.	-GJ to provide training to staff on the new assessment system, which includes an ALN aspect for all classes. - AB to visit good practice schools for intervention support training.	GJ	Further training as required.	1 x £80 = £80 (Release day) <b>(School budget)</b>	
To review, develop and improve IEP's/ IDP's across the school to ensure targets are appropriate and focus on skills pupils need to develop.	-EH to work with MD (Local Authority) on improving quality / appropriateness of IEP targets and reviewing systems across the school. -EH to provide support for all teachers in improving the quality of OPP's and target setting within IEP's. - GL Assessment, CHATT SEAL and teacher assessment all to be utilised to ensure relevant and skill specific targets are set for learners to progress	EH, MD and teachers  EH  EH/ GJ	<b>Begin support</b> Jan 19  <b>Start:</b> Feb 19  <b>Start:</b> Apr 19 <b>Review:</b> Apr 20	1 x £120 (support day for staff) <b>(School budget)</b>	
To ensure staff, are aware of the provision map and how to implement into their planning.	-EH to deliver staff training for provision mapping and how to utilise. -To review planning with a focus on ensuring staff embed additional support for pupils within their lesson planning on a daily basis.	EH  All staff	<b>Delivered:</b> Jul 19		
To develop in class intervention support.	-EH to work with KL to implement SEAL assessment. -Utilise this data to identify pupils with concerns. -EH to work with ST and GJ to develop timetable for AB and TA's. - AB and EH to review timetable termly. -EH to deliver CHatt training to all staff. -AB to assess children termly.	EH AB All Staff	<b>Begin:</b> May 2019 <b>Review and improve termly</b>		

To prepare the school for the ALN reform.	-EH to undertake PCP training to support role as ALNCO. -EH to share PCP training with staff. -EH to share new processes and systems with staff as they further develop through her working with LA and two schools in relation to ALN.	EH	<b>Start:</b> Feb 19  <b>New processes/practices embedded by:</b> Apr 20	1 x £120 (Release for training) <b>(Professional Development Grant)</b>	
---	---	----	---	---	--

<b>Step 3: Reviewing Impact</b> (Monitoring progress against milestones)				
<b>Date</b>	<b>Monitoring Activity</b>	<b>By whom?</b>	<b>Tangible signs of progress against milestones / further work required</b> <i>(not merely completion of activities or tasks)</i>	<b>RAG Progress</b>
<b>Jul 19</b>	-ALN provision mapping -Tracking systems -Assessments -Intervention progress -IEPs -ALN file	<b>ST</b>  <b>Matt Davies (LA ALNCO advisor)</b>  <b>MW (Link Governor)</b>	<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>We have devised a provision map for pupils across the school.</li> <li>We have created a specific criterion that outlines how pupils enter the ALN register.</li> <li>We have started working collaboratively with another school to improve ALN systems.</li> <li>We have identified assessment systems to assess pupils accurately and identify specific skills they need further development with.</li> <li>We have update pupils IEP's with more specific targets to pupils and their needs.</li> </ul>	
<b>Feb 20</b>	-ALN provision mapping -Tracking systems -Assessments -Intervention progress -IEPs -ALN file -LA action plan	<b>ST</b>  <b>Matt Davies (LA ALNCO advisor)</b>  <b>MW (Link Governor)</b>	<b>Milestone 2:</b> <ul style="list-style-type: none"> <li>We have provided training to all staff to further develop their knowledge and understanding on ALN.</li> <li>Our systems in identifying ALN pupils are more robust. Our ALN register is accurate.</li> <li>We have moved our practice more towards PCP and current ALN reform.</li> <li>We have created a tracking system to track progress of ALN pupils.</li> <li>IEP's reviewed termly with pupils and parents and renewed.</li> <li>We are continuing to work within the collaboration to further improve our systems in relation to ALN.</li> </ul>	
<b>Jul 20</b>	-ALNCO -ALN File -IEPs -Meeting minutes	<b>ST</b>  <b>Matt Davies (LA</b>	<ul style="list-style-type: none"> <li>ALN within Bryn is being led strategically and effectively.</li> <li>All staff understand their roles and responsibilities in regards to ALN within the remit of their classrooms.</li> <li>We have have adopted and embedded PCP practices and ALN systems are more inline with</li> </ul>	

	-Training records -LA Action plan -ALN register	<b>ALNCO          advisor)</b>  <b>MW (Link          Governor)</b>	the ALN reform, e.g. Person Centred Review meetings involving parents and external agencies. <ul style="list-style-type: none"> <li>• All additional learning needs pupils have an IEP that contains targets specific to their needs, and these are reviewed termly in collaboration with parents.</li> <li>• We maintain an accurate ALN register.</li> <li>• We track ALN pupils robustly and identify changes in needs or successes in term of progress.</li> </ul>	
--	---	--	--	--



**Recommendation 5:**

**Improve attendance at school**

<b>Where are we now?</b> Based on our self-evaluation	<b>Targets &amp; Success Criteria</b> We will know we have succeeded when:	<b>Monitoring - Key Sources of Evidence</b>
<ul style="list-style-type: none"> <li>- Attendance has decreased 4 years in a row.</li> <li>- Attendance for the school is in the bottom quartile.</li> <li>- No improvement of attendance for children identified under 85% throughout the year.</li> <li>- Pupils in the 90%-95% band for attendance are performing worse than previous year.</li> </ul>	<ul style="list-style-type: none"> <li>- Target of 94.5% has been reset to achieve for whole school.</li> <li>- Increase the attendance for many pupils across the school.</li> <li>- Improved attendance for EFSM pupils</li> <li>- Decreased number of latecomers to the school.</li> <li>- Introduced new incentives led by pupils.</li> <li>- Improved attendance in the Nursery class.</li> </ul>	<ul style="list-style-type: none"> <li>-Attendance analysis file</li> <li>-Letters sent to parents</li> <li>-Records of phone calls made to parents</li> <li>-Incentives</li> <li>-Weekly Celebration Assembly awards</li> <li>- Posters displaying class attendance outside each classroom</li> <li>-Meeting with parent minutes</li> <li>-Parent meeting action plans</li> <li>-EWO meeting minutes</li> </ul>

<b>Who is leading on this project?</b>	<b>Staff</b>	Mr Stephen Thomas Mrs Sian Robinson (Admin Officer)	<b>Governor Link:</b>	Mr Islwyn Lewis
--	--------------	--	-----------------------	-----------------



Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress (impact achieved) (LJ)
Improve school processes and procedures for addressing attendance issues.	<ul style="list-style-type: none"> <li>-To review and improve the school's attendance policy.</li> <li>-To devise analysis systems to analyse pupil attendance, including groups of learners.</li> <li>-To provide training to staff on Teacher Centre (Register platform for Carmarthenshire).</li> <li>-To visit good practice schools to seek good practice with improving attendance.</li> <li>-To introduce first day text messaging.</li> <li>-SR to attend training on attendance management in schools.</li> <li>-Headteacher to arrange meeting with school's EWO to begin tackling attendance issues and receive on-going support.</li> </ul>	<p>ST</p> <p>ST</p> <p>SR</p> <p>ST/SR</p> <p>SR</p> <p>ST</p>	<p><b>Completed:</b> July 2019</p> <p><b>Training by:</b> July 2019</p> <p><b>Attended:</b> Feb 2019</p> <p><b>Start:</b> Feb 2019</p> <p><b>Arrange for:</b> Apr 2019</p> <p><b>Embedded practices by:</b> Dec 19</p>		
Improve systems to highlight the importance of attendance with parents	<ul style="list-style-type: none"> <li>-Colour banded letters to be created and sent to parents for all pupils on a termly basis to highlight band of attendance</li> <li>-Further letters for attendance between 85-90% to remind parents of the importance of attendance and arrange meetings to explore further support.</li> <li>-Letters and meetings to be arranged for those under 85% attendance with Head and EWO.</li> <li>- Referrals to EWO to be made for those failing to improve attendance. Further action to be taken if necessary.</li> <li>-Introduce holiday request forms to request holiday absences. To be reviewed case by case by the Headteacher.</li> </ul>	<p>ST / SR</p> <p>ST/SR</p> <p>ST</p> <p>ST</p> <p>SR</p>	<p><b>Start:</b> Jan 19</p> <p><b>Start:</b> Apr 2019</p> <p><b>First meetings:</b> May 2019</p> <p><b>Start:</b> June 2019</p> <p><b>Start:</b> Nov 2018</p>	<p>£300 – Printing costs throughout year (<b>School budget</b>)</p>	

	<ul style="list-style-type: none"> <li>-To discourage appointments during school hours.</li> <li>-To develop positive habits in Nursery aged pupils in relation to attendance through creation of an early years policy.</li> </ul>	<p>All staff</p> <p>LD / RN / ST</p>	<p><b>Start:</b> Jan 2019</p> <p><b>Start:</b> May 2019</p> <p><b>All practices above fully embedded by:</b> Dec 19</p>		
To introduce pupil incentives for high and improved attendance	<ul style="list-style-type: none"> <li>-Carry out termly assemblies to promote the importance of attendance.</li> <li>-Weekly achievement assemblies to begin and promote best attendance class across both phases with weekly class prizes selected by the pupils and a whole class prize at the end of the academic year.</li> <li>-To obtain prizes from local businesses to support with incentives in place in school.</li> <li>-100% achievers to receive half termly awards and certificates, as well as certificates for most improved attenders.</li> <li>-Gain views of school council on how we can improve attendance and incentives they would like to see in school.</li> <li>- Prize draws for children receiving 97% or higher attendance throughout the year (termly), with prizes available for all children above this percentage.</li> </ul>	<p>ST / SLT</p> <p>ST / SLT</p> <p>All staff</p> <p>ST/SR</p> <p>KL</p> <p>ST</p>	<p><b>Start:</b> Jan 2019</p> <p><b>Obtain prize by:</b> Jun 19</p> <p><b>Start:</b> Apr 2019</p> <p><b>Start:</b> Apr 2019</p> <p><b>Start:</b> July 2019</p> <p><b>Embedded practices by:</b> Dec 19</p>	<p>Approximately £500 up until April 20</p> <ul style="list-style-type: none"> <li>-Prizes</li> <li>-Cups</li> <li>-Additional printing costs</li> </ul> <p><b>(School Budget)</b></p>	
Improve the attendance of eFSM learners	<ul style="list-style-type: none"> <li>-To introduce as part of the analysis system an FSM group tracker.</li> <li>-Utilise the incentives above to promote positive attendance.</li> <li>-To utilise the PDG to explore further strategies to support FSM pupils attendance.</li> </ul>	<p>ST</p> <p>ST</p> <p>ST</p>	<p><b>Start:</b> Apr 2019</p> <p><b>Finish:</b> July 2019</p> <p><b>Start:</b> Apr 2019</p> <p><b>Start:</b> May 2019</p> <p><b>End/Review:</b> Apr</p>	<p>£1000 – initiatives / project</p>	

			20	(PDG)	
Reduce the number of late comers to school	-As part of the analysis of attendance, analyse latecomers. -Meet with parents to explore further support with lateness.	ST/SR  ST/EWO	<b>Start:</b> Apr 2019  <b>Start:</b> June 2019 <b>Embedded practice by:</b> Dec 19		-Latecomers being recorded daily where parents are asked to sign in with reason for lateness. <b>Feb 19.</b> -Discussions daily with parents has led to a reduced number of latecomers since it's introduction. <b>May 19.</b>

<b>Step 3: Reviewing Impact</b> (Monitoring progress against milestones)				
<b>Date</b>	<b>Monitoring Activity</b>	<b>By whom?</b>	<b>Tangible signs of progress against milestones / further work required</b> <i>(not merely completion of activities or tasks)</i>	<b>RAG Progress</b>
<b>Jun 19</b>	<ul style="list-style-type: none"> <li>-Review attendance of all pupils</li> <li>-Staff Training records</li> <li>-Pupil analysis</li> <li>-Letters sent out</li> <li>-EWO meeting minutes</li> <li>-Create attendance groups based on percentages of attendance.</li> <li>-Governor impact logs</li> </ul>	<p style="text-align: center;"><b>LJ</b></p> <p style="text-align: center;"><b>IL (Link Governor)</b></p>	<p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>• Everyone is clear in relation to their roles regarding attendance.</li> <li>• There is a system and an analysis file created to record/analyse attendance.</li> <li>• We have identified pupils who require focus in relation to attendance, as well as groups of learners to target e.g. FSM.</li> <li>• We have sent letters to parents highlighting attendance band that pupil's fall into.</li> <li>• We have sent letters home to parents congratulating those pupils who are improving their attendance who were in the amber and red category.</li> <li>• We have started attendance assemblies and the incentives for learners.</li> <li>• We are sending text messages to parents on first day of absence.</li> <li>• We have improved attendance to 94%.</li> <li>• We have held meetings with parents to discuss lateness and put support strategies in place to reduce this.</li> </ul>	
<b>Dec 19</b>	<ul style="list-style-type: none"> <li>-Letters sent to parents</li> <li>-Attendance analysis</li> <li>-Observation of incentives / weekly assemblies</li> <li>-EWO meeting minutes</li> <li>-Parent meeting action plans</li> <li>-Analysis reports for lateness</li> <li>-Governor impact logs</li> </ul>	<p style="text-align: center;"><b>LJ</b></p> <p style="text-align: center;"><b>IL (Link Governor)</b></p>	<p><b>Milestone 2:</b></p> <ul style="list-style-type: none"> <li>• We have continued to send letters to parents highlighting attendance bands that pupil's fall into.</li> <li>• We have introduced specific initiatives for FSM pupil's attendance and are starting to see an improvement.</li> <li>• We are continuing to text parents on first day of absence.</li> <li>• We have maintained an attendance figure of 94%.</li> <li>• We have refined and improved attendance incentives through conversations with pupils.</li> <li>• We are working closely with EWO to meet and support parents.</li> <li>• We have introduced an Early Years Attendance policy to address Nursery aged pupils attendance.</li> <li>• We have continued to address lateness through support meetings with parents.</li> </ul>	

<p><b>Jul 20</b></p>	<p>-Attendance analysis including groups of learners (FSM) and lateness -Early Years policy -Parent meeting action plans -Governor impact logs</p>	<p><b>LJ</b> <b>IL (Link Governor)</b></p>	<p><b>Milestone 3:</b></p> <ul style="list-style-type: none"> <li>• We have improved attendance across the school for a second year.</li> <li>• We have improved Nursery aged pupils attendance.</li> <li>• We have improved the attendance of eFSM pupils across the school.</li> <li>• We have reduced lateness within the school.</li> <li>• We have reduced the number of pupils with attendance less than 85%.</li> <li>• We have increased the number of pupils achieving 95% or more.</li> </ul>	
----------------------	--	--	---	--



<b>Recommendation 6:</b>	<b><u>To implement the principles of the Foundation Phase in full.</u></b>
--------------------------	--

Where are we now? Based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Monitoring - Key Sources of Evidence
<p>-Planning reviews are displaying an inconsistency in the planning for skills in FP.</p> <p>-Work scrutiny is showing an over reliance on worksheets in most classes which also included the enhanced provision books and there were inconsistencies with differentiation within a few classes.</p> <p>-Lesson observations show that there is support needed to develop the pedagogy used in many classes.</p> <p>-Learning walks identify that continuous provision areas are defined in all classes. However enhanced provision in many of the classes was not evident. In upper foundation phase challenges were visible within some areas, however there was no evidence of differentiation within the maths and language provision.</p> <p>-Pupil's independent skills are underdeveloped across the phase.</p> <p>-Outdoor provision showed a lack of areas in all classes across the phase. The outdoor area wasn't used effectively for focused tasks or child initiated learning.</p>	<p>-A greater consistency across the phase in planning for skills. As well as an improvement in the regularity of planning in few classes.</p> <p>-A greater consistency in the use of continuous provision to allow pupils to apply the skills they've acquired.</p> <p>-Improved enhancements being provided for pupils in the areas to further challenge them and help them progress in their learning.</p> <p>-Pupils showing improved independent skills across the phase. Greater opportunities being provided to develop this.</p> <p>-Outdoor learning areas have been set up, defined and have enhancements placed within them to support learning in the outdoors.</p> <p>-A greater consistency in recording of evidence in INCERTS across the phase.</p> <p>-Improved observations of learning taking place within the areas by all staff.</p> <p>-Many pupils making good or excellent progress based on teacher assessments.</p>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Lesson observations</li> <li>• Planning reviews</li> <li>• Learning walks</li> <li>• Discussions with learners</li> <li>• Outside areas</li> <li>• Classroom environments</li> <li>• Observation forms</li> <li>• INCERTS Assessments</li> </ul>

<b>Who is leading on this project?</b>	<b>Staff</b>	Miss R Nicholas (FP Lead)	<b>Governor Link:</b>	Mrs L Kitchin
--	--------------	---------------------------	-----------------------	---------------

Objective	Action	Person Responsible	Timescale	Cost & source	Evaluation of progress (impact achieved) (ST)
Foundation Phase leader to be enrolled on FP moving forward training.	<ul style="list-style-type: none"> <li>-FP lead teacher to work with other coordinators to view good and excellent practice in other schools.</li> <li>-Action planning to be completed and carried out linked to each of the 4 days of training. These plans to look at phase consistency, improvement in continuous provision and outdoor learning areas.</li> <li>-School to work collaboratively with Local Authority FP lead to audit all of Foundation Phase and identify targets to improve.</li> <li>-RN to cascade Moving Forward training to staff to further develop the consistency in approaches across Foundation Phase through action planning using knowledge gained from training.</li> </ul>	<p>RN</p> <p>RN</p> <p>RN / RJ / ST</p> <p>RN / FP staff</p>	<p><b>Training completed by:</b> Dec 18</p> <p><b>Cascaded fully by:</b> Apr 19</p> <p><b>Start:</b> Oct 18</p> <p><b>Practices agreed upon embedded by:</b> Apr 20</p>	<p>£660 (supply release) <b>(ERW)</b></p>	
Evaluation/Audit of phase and performance across the phase.	<ul style="list-style-type: none"> <li>-Foundation Phase lead and Local Authority advisor to conduct planning reviews, learning walks and work scrutiny to identify key areas of development and strengths within the phase.</li> <li>-FP leader to create action plan to support under performance within phase based on findings.</li> <li>-Phase meetings to be utilised to bring team together and agree on actions to work on for every 3 weeks across the phase.</li> </ul>	<p>RN &amp; RJ</p> <p>RN</p> <p>RN / FP staff</p>	<p><b>Full Audit / Evaluate:</b> Oct 18</p> <p><b>Effective evaluation / improvement planning embedded:</b> Apr 20</p>	<p>£240 (supply release) <b>(School budget)</b></p>	

To complete an outdoor evaluation audit to monitor current provision and action plan	<ul style="list-style-type: none"> <li>-Audit the outdoor learning spaces.</li> <li>-Improve safety of outdoor learning areas in the FP.</li> <li>-Create an action plan to develop learning zones in the outdoors for FP.</li> <li>-Further develop outdoor learning areas to improve the opportunities pupils have to apply skills learnt and acquire new skills – RN to visit Pembrey for good practice idea sharing.</li> </ul>	<p>RN &amp; FP staff</p> <p>FP Staff</p> <p>FP staff</p>	<p><b>Full Audit Complete:</b> Oct 18</p> <p><b>Implementation of plan by:</b> Jul 19</p> <p><b>Completed:</b> Apr 20</p>	<p>£10,000 – Resource and demolishing of areas. <b>(School Development Fund)</b></p>	
Create a provision map for Bryn school with all involved focusing on each subject area, what we do well now, what needs to be better, what we propose as a team to improve the provision.	<ul style="list-style-type: none"> <li>-RN / ST to review curriculum and provision with staff to evaluate current provision.</li> <li>-RN to work with staff to set out provision maps and agree on provision moving forward.</li> <li>-Non-negotiable agreed across phase to try and gain a greater consistency.</li> </ul>	<p>ST &amp; all staff</p> <p>RN / FP staff</p> <p>FP Staff</p>	<p><b>Reviewed:</b> Dec 18</p> <p><b>Agreed by:</b> Feb 19</p> <p><b>Embedded:</b> Apr 20</p>		
Improve the quality and consistency of planning across the phase.	<ul style="list-style-type: none"> <li>-To review current long, medium and short term planning arrangements.</li> <li>-Improve the short term planning structure across the phase to gain greater quality and consistency.</li> <li>-Introduce joint year group PPA.</li> <li>-Introduce planning meetings across the phase and work together to share planning and develop a greater consistency so that the quality of planning is improved, ensuring skills focused planning.</li> <li>-Review planning every 4 weeks and provide feedback to individuals of strengths and ways to improve.</li> <li>-Ensure teachers planning together are</li> </ul>	<p>RN &amp; FP staff</p> <p>All staff</p> <p>RN</p> <p>RN</p>	<p><b>Reviewed by:</b> Dec 18</p> <p><b>Start:</b> Nov 18 <b>Start:</b> Apr 19</p> <p><b>Start:</b> Jan 19</p> <p><b>Start:</b> Feb 19</p>		



	sharing workload in creating resources for areas across the two classes.	FP staff	<b>Evaluation of impact:</b> Jul 19		
Improve continuous provision and enhancements provided across the phase.	<ul style="list-style-type: none"> <li>-Conduct a continuous provision evaluation of the phase.</li> <li>-ST/RN to view good practice schools – Parkland Primary School / Pembrey and agree on next steps to improve continuous provision across the phase.</li> <li>-Develop the areas within Foundation Phase classes so they are more prominent and used more frequently.</li> <li>-Develop systems across the FP that encourage greater independence for pupils within continuous and enhanced provision.</li> <li>-Provide training to staff in FP on practice of FP, deployment of adults, class management of a FP classroom.</li> <li>-Enhancements will be reviewed within planning reviews mentioned previously, but also conduct regular learning walks to evaluate quality of enhancements within areas ensuring sufficient challenge.</li> <li>-Improve consistency in recording practical evidence across the phase ensuring it captures key moments of progress for learners.</li> </ul>	<p>RN &amp; FP staff working with RJ</p> <p>FP staff</p> <p>RN and FP staff</p> <p>RN / RJ</p> <p>RN</p>	<p><b>Full Audit:</b> Jan 19</p> <p><b>Visits completed by:</b> Apr 19</p> <p><b>Reciprocal Visits:</b> May 19</p> <p><b>Classroom environment and areas improved by:</b> Jul 19</p> <p><b>Consistent quality enhancements across phase and recording of practical evidence by:</b> Dec 19</p>	<p>£280 (2 x release days) <b>(School budget)</b></p> <p>£500 – resources <b>(PDG)</b></p> <p>£120 – release day <b>(School budget)</b></p>	
Improve skills and accuracy of staff in taking observations.	<ul style="list-style-type: none"> <li>-Review and change observation sheets used across the phase, including the outcome ladders to support and up-skill staff in knowing what they are looking for in the continuous provision areas.</li> <li>- Moving forward Observations training</li> </ul>	RN & FP staff working with RJ	<b>Introduction of new Observation sheets:</b> Mar 19		

	<p>cascaded to FP staff to give greater understanding of practice and regular observation note taking.</p> <ul style="list-style-type: none"> <li>- TA training – Observing Learners</li> <li>- Observations note taking will be monitored during Learning walks, classroom observations, work scrutiny.</li> </ul>	<p>RN</p> <p>RN</p>	<p><b>Review impact by: Jul 19</b></p>		
<p>To improve quality of staff questioning and develop pupil's independent skills to support their learning.</p>	<ul style="list-style-type: none"> <li>- Moving forward together day 4 on independence. Visit to Pembrey Primary school to observe good practice of consistent systems and independence</li> <li>- Training cascaded to staff and action plan to implement new systems to develop pupil's independent skills agreed by staff.</li> <li>- Parklands visit to observe good practice of independent systems and quality of questioning.</li> <li>- Improve quality of questioning through good practice visits, improving planning of questioning, resources to support questioning within lessons.</li> <li>- Nick Jones Excellent Teaching and Learning Training (<b>Recommendation 7</b>)</li> </ul>	<p>RN</p> <p>RN/KL/JT</p> <p>RN/ST/RJ</p> <p>ST</p>	<p><b>Training cascaded by: Apr 19</b></p> <p><b>Agreed actions in place and embedded by: Dec 19</b></p>	<p>3 days x £120 = £360 <b>(ERW)</b></p>	
<p>Arrange good practice visit to identify excellent practice in application of the FP principles and pedagogy. Plan improvements at phase, apply and review.</p>	<ul style="list-style-type: none"> <li>- FP team to visit Parkland Primary School to view good practice and set up collaboration with FP practitioners.</li> <li>- Collaboration evaluation forms to be completed to monitor actions and impact as a result of this close working.</li> <li>- KL to visit Pembrey Primary School to observe Continuous provision, outdoor learning areas and independence strategies for ideas to improve practice.</li> </ul>	<p>RN/KL/JT</p> <p>ST / FP staff</p> <p>KL</p>	<p><b>Visits completed by: Apr 19</b></p> <p><b>Actions agreed and embedded by: Apr 20</b></p>	<p>£620 (Release days for staff to visit) <b>(ERW)</b></p>	

	Agree on strategies to be implemented within Bryn. -Rose Jones (FP lead for LA) to support action planning to improve pedagogy and practice.	RJ/RN			
--	---	-------	--	--	--

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
Jul 19	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Planning reviews</li> <li>• Lesson Observations</li> <li>• Learning walks</li> <li>• Discussions with learners.</li> </ul>	<p><b>ST</b></p> <p><b>RJ (FP LA Advisor)</b></p> <p><b>LK (Link Governor)</b></p>	<p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>• Greater consistency in the planning for skills across all classes.</li> <li>• Work scrutiny showing an improvement in the accuracy of recording evidence using INCERTS.</li> <li>• Continuous and enhanced provision being planned for in order to allow pupils opportunities to apply skills they've acquired.</li> <li>• Staff have started to develop areas (including outdoors) and the areas are being planned for across the phase consistently.</li> <li>• New observation systems are in place to support staff with written observations.</li> <li>• New systems in place across the phase to promote pupil independence.</li> </ul>	
Dec 19	<ul style="list-style-type: none"> <li>-Work scrutiny</li> <li>-Planning reviews</li> <li>-Lesson Observations</li> <li>-Learning walks</li> <li>-Discussions with learners.</li> </ul>	<p><b>ST</b></p> <p><b>RJ (FP LA Advisor)</b></p> <p><b>LK (Link Governor)</b></p>	<p><b>Milestone 2:</b></p> <ul style="list-style-type: none"> <li>• Short term planning happens weekly across the phase. Long term planning used to create Medium term plans and feed short term planning. Skills are being planned for.</li> <li>• Less reliance on worksheets. Work in books is purposeful and related to the skill planned for.</li> <li>• Improvement in differentiation within the books and within the continuous/enhanced provision.</li> <li>• The new observation sheets introduced last academic year have been reviewed and improved to ensure consistent quality in observation notes across the phase.</li> <li>• Learners can talk about their learning more confidently.</li> <li>• Pupils are beginning to use the systems in class to develop as more independent</li> </ul>	

			<p>learners.</p> <ul style="list-style-type: none"> <li>• Outdoor learning areas are set up, clear and used effectively to support pupil's learning on a daily basis.</li> <li>• Most pupils are making appropriate progress (0.66 of an outcome).</li> </ul>	
<b>Jul 20</b>	<p>-Work scrutiny -Planning reviews -Lesson Observations -Learning walks -Discussions with learners.</p>	<p><b>ST</b>  <b>RJ (FP LA Advisor)</b>  <b>LK (Link Governor)</b></p>	<p><b>Milestone 3:</b></p> <ul style="list-style-type: none"> <li>• Consistent approaches with our practice across FP.</li> <li>• Planning is at least to a good standard in all classes. Planning is skills focused.</li> <li>• Teaching is at least good in all classes.</li> <li>• Improvement in books across the phase with clear differentiation, marking in line with agreed policy and Learning Objectives clear.</li> <li>• Continuous and enhanced provision is used effectively across the phase. Pupils are consolidating the skills they've learnt across different areas.</li> <li>• New observation sheets are being completed consistently and are used to inform future planning.</li> <li>• Many pupils are showing greater independence in their learning. Many pupils talk confidently about their learning.</li> <li>• Outdoor learning is embedded as part of daily learning and supports pupils in learning and applying skills.</li> <li>• Most pupils are making expected or better progress than expected progress across the phase.</li> </ul>	

<b>Recommendation 7:</b>	<b>Improve the quality of classroom practice so that teaching and learning supports the development of pupils as independent learners and ensures that all pupils achieve as well as they can.</b>
--------------------------	--

Where are we now? Based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Monitoring - Key Sources of Evidence
<p>-Teaching in half of classes is adequate.</p> <p>-Teaching in few classes is good.</p> <p>-Teaching in few classes is unsatisfactory.</p> <p>-Practice is currently not engaging and securing good progress for learners.</p> <p>-Staff have received limited professional development opportunities in recent years specifically linked to developing teaching practices.</p> <p>-Quality of marking varies significantly across the classes.</p> <p>-Inconsistent use of success criteria/AFL across the school.</p> <p>-Need to improve pupil response, self and peer assessment.</p> <p>-Independent skills of learners are limited across the school.</p>	<p>-Improve quality of teaching across the school.</p> <p>-Move few teachers displaying unsatisfactory teaching to at least good.</p> <p>-Planning focuses on skills development of pupils and assessments are used to feed the planning processes to ensure continued progress for pupils.</p> <p>-Ensure teaching is at least good in all classes.</p> <p>-All teachers provide greater AFL strategies, opportunities for pupils to be part of the marking and feedback process to ensure immediate progress for learners.</p> <p>-An agreed success criteria format across the school used consistently.</p> <p>-All teachers are differentiating effectively and challenge all groups of learners.</p> <p>-Nearly all pupils having improved independent learning skills.</p> <p>-Most pupils across the school make expected progress or better.</p> <p>-Pupils working above their peers are making progress appropriate to their ability.</p>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Lesson observations</li> <li>• Planning reviews</li> <li>• Learning walks</li> <li>• Discussions with learners</li> <li>• Outside areas</li> <li>• Classroom environments</li> <li>• Observation forms</li> <li>• Pupil Questionnaires</li> <li>• Marking and Feedback Policy / Examples</li> <li>• INCERTS Assessments</li> </ul>

<b>Who is leading on this project?</b>	<b>Staff name:</b>	Miss Gemma James (KS2) Miss Rachel Nicholas (FP)	<b>Governor Link:</b>	Mrs L Kitchin
--	--------------------	---	-----------------------	---------------

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress (impact achieved) (ST/LJ)
Seek good practice schools and training, discuss and agree on actions in school.	<ul style="list-style-type: none"> <li>-Collaborate with a pioneer school to work with in order to improve teaching (Parkland Primary School).</li> <li>-To link with Penellgar Primary School as a school who have been through a school improvement journey in order to improve standard of teaching.</li> <li>-Contact Pembrey Primary School to view good practice in FP continuous provision and Outdoors across KS2.</li> <li>-Seek good practice in schools for developing independence.</li> <li>-Observe good practice in areas of learning and developing independence across KS2 in neighbouring school and agree on provisions and systems within Bryn to develop this.</li> <li>- Identify methods to support differentiation and challenge of all learners.</li> <li>-GJ/RN/EH to view good practice missions learning (independence / areas of learning) from Headteacher.</li> <li>-All teaching staff to view good practice in Parkland Primary school and agreed actions to bring into Bryn – focused on independence, questioning, differentiation and challenge.</li> </ul>	<p>All staff</p> <p>GJ/RN to plan visits with school</p> <p>AW</p> <p>SLT</p> <p>All staff</p>	<p><b>Visits to start:</b> Dec 18</p> <p><b>Reciprocal Visits:</b> May 19</p> <p><b>Independent learning, challenge and differentiation consistent by:</b> Apr 20</p> <p><b>Agreed actions in place and embedded by:</b> Apr 20</p>	<p>£750 training costs <b>(School Improvement Grant)</b></p> <p>£120 (Release day) <b>(ERW)</b></p> <p>£120 (Release day) <b>(ERW)</b></p>	

<p>Undertake lesson observations identify strengths and shortcomings in teaching.</p>	<p>-Organise lesson observations and triad groups across phases.          -Use strengths and areas for development to plan out collaboration / good practice sharing and to identify specific training needs for individuals.          -Identify support following observations to appropriately support staff and improve the quality of teaching within classes.          -Provide further training and support to improve challenge, questioning and differentiation within teacher planning and within lessons.          -Continue to evaluate impact of the training and support linked to above action and provide further support/training to gain improvement across the school in these areas.</p>	<p>SLT  ST / GJ / RN  ST  SLT</p>	<p><b>Undertake observations:</b> Feb 19  <b>Triad Observation running by:</b> Jun 19  <b>Training and support given by:</b> Dec 19  <b>Evaluate impact termly</b> – Consistent by Apr 20</p>	<p>£120 (shared release day) <b>(School budget)</b></p>	
<p>Undertake Nick Jones Excellent Teaching and Learning training for all staff to develop greater understanding of up to date practices.</p>	<p>-Utilise remaining Inset day for Nick Jones Excellent Teaching and Learning Training.          -Agree key actions from training, which staff believe will impact practice to implement. – Revisit Non-Negotiable agreement and amend to give staff a good understanding of expectations.</p>	<p>ST  ST &amp; Staff</p>	<p><b>Training delivered by</b> March 15<sup>th</sup>  <b>Actions agreed by:</b> Apr 19  <b>Consistently applied to at least good standard by:</b> Apr 20</p>	<p>£500 Course cost <b>(School Improvement Grant)</b></p>	
<p>Ensure that the quality of staff planning consistently</p>	<p>-Review long and medium term planning across FP and ensure topics</p>	<p>SLT</p>	<p><b>Long, Medium and</b></p>	<p>6 x £120 = £720</p>	

<p>challenges and meets the needs of all learners, including more able and talented learners. Ensure that lessons are routinely delivered in line with the planning.</p>	<p>are suitable for skills coverage.</p> <ul style="list-style-type: none"> <li>-Complete long and medium term planning for KS2 against topics taught, changing topics to suit skills if necessary.</li> <li>-Introduce a new short term planning tool agreeing what ‘good’ short term planning looks like, including planning for MAT pupils.</li> <li>- Plan for independent learning opportunities through ‘chili’/ ‘pila-pala’, where all learners are challenged appropriately.</li> <li>-Phase leaders to conduct regular planning reviews.</li> <li>-Short term planning platform to be accessible for all so staff can share good examples of planning.</li> <li>-Introduction of joint PPA between year groups to support the planning process.</li> </ul>	<p>RN/GJ</p>	<p><b>Short term planning improved by:</b> Apr 19</p> <p><b>All teachers planning to at least a good standard consistently:</b> Apr 20</p>	<p>(Release time for mapping/planning reviews) <b>(School budget)</b></p>	
<p>Ensure regular, quality monitoring systems are in place to monitor progress in books and consistency across phases.</p>	<ul style="list-style-type: none"> <li>-Ensure SEC processes are mapped out weekly to ensure communication of monitoring is clear for all.</li> <li>-Conduct 3 weekly work scrutinies with all staff sharing books to ensure planning is delivered in classes, skills coverage is being met and to share good examples as a team to support improvement in marking and feedback, differentiation, use of success criteria and challenge.</li> <li>-Change focus of 3 weekly work scrutiny once progress in area of focus is clear. This process to continue</li> </ul>	<p>ST</p> <p>All Staff</p> <p>ST</p> <p>SLT</p>	<p><b>Mapped out by:</b> Feb 19</p> <p><b>Start:</b> Mar 19 <b>Embedded:</b> Apr 20</p> <p><b>Change focus:</b> Once each area of focus is</p>		



	<p>regularly.</p> <p>-Headteacher to conduct focused learning walks weekly, focusing on specific areas on each walk to monitor progress, e.g. challenge, differentiation, questioning.</p> <p>-Hold discussions with pupils based on changes and gain their views on what is working and what they see as being better in relation to their learning.</p>	All Staff	<p>embedded consistently</p> <p><b>Start:</b> Jan 19 <b>Embedded practice by:</b> Dec 19</p> <p><b>Start:</b> Apr 19 <b>Embedded practice by:</b> Dec 19</p>		
Provide support for teachers across Foundation Phase to improve questioning techniques and promotion of pupils as independent learners.	<b>-See FP recommendation (improving quality of questioning and developing pupil independence).</b>	RJ / ST / RN			
Pupils working above their peers are challenged appropriately to ensure they make good progress.	<p>-A MAT register has been created identifying the variety of talents of pupils within the school.</p> <p>-Teachers are provided training to challenge MAT pupils.</p> <p>-MAT pupils are identified within planning and this provides appropriate challenge to ensure these pupils progress.</p> <p>-Activities are provided to further challenge MAT pupils within their areas of strength.</p>	<p>GJ</p> <p>GJ / ST</p> <p>All Staff</p> <p>GI / All Staff</p>	<p><b>Register completed:</b> Jul 19</p> <p><b>Training provided to all:</b> Feb 20</p> <p><b>Activities start:</b> Sept 20</p>	2 x £120 = £240 (Release of MAT lead) (School Improvement Grant)	
Review and develop AFL strategies to support independence, differentiation and challenge.	-SLT to attend Gareth Coombes training on assessment for learning and assessment of learning, focusing on feedback and marking.	SLT	<b>Training:</b> January 31 <sup>st</sup> 19	£60 for training (shared cost with other	

	<p>-Training to be cascaded back to all staff by SLT.</p> <p>-Agree on strategies across the school in relation to marking and feedback. Reviewing the policy and agreeing on next steps.</p> <p>-Agree on success criteria strategies to be used across the school.</p> <p>-Begin monitoring consistency of the feedback and marking, AFL and Success Criteria processes across the school – starting 3 weeks after implementation.</p> <p>-Conduct joint work scrutiny specifically focusing on marking and feedback with the aim on sharing good practice in school and gaining greater consistency across the school.</p> <p>-Introduce Mr Men AFL strategy within FP. Begin monitoring for consistency and quality 3 weeks after implementation.</p>	<p>SLT / All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>GJ / RN</p> <p>All Staff</p> <p>RN / FP Staff</p>	<p><b>Cascaded to staff:</b> Mar 19</p> <p><b>Agreed strategies:</b> Mar 19</p> <p><b>Start:</b> Apr 19</p> <p><b>Start:</b> Apr 19</p> <p><b>Embedded practice by:</b> Dec 19</p> <p><b>Start:</b> Apr 19</p>	<p>schools) (School Improvement Grant)</p> <p>£360 – 3 x Release days for remainder of academic year. (School Improvement Grant)</p>
--	---	---	--	--

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
Jul 19	<p>-Long term planning</p> <p>-Book looks</p> <p>-Monitoring system</p> <p>-Short term planning reviews</p>	<p>ST</p> <p>LJ (Challenge Advisor)</p> <p>RJ (FP LA Advisor)</p>	<p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>FP staff have started working with LA advisor to plan for improvement in implementation of FP principles and practices.</li> <li>Moving Forward training has been disseminated across the phase.</li> <li>AFL strategies have been agreed and are being used across the school.</li> <li>The new success criteria format is being used across the school by pupils, peers and teachers to support the development of independent learners.</li> </ul>	

		<b>LK (Link Governor)</b>	<ul style="list-style-type: none"> <li>• FP and KS2 have re-designed classrooms to cater for areas of learning to promote independent learners.</li> <li>• MAT pupils have been identified and are starting to be planned for in short term planning to ensure appropriate challenge.</li> <li>• Nick Jones Excellent Teaching and Learning training has been delivered and actions following training agreed and implemented.</li> <li>• Lesson observations have been carried out to gain a clear understanding to the strengths and areas for development for all, with triad observation groups set up based on findings.</li> <li>• All KS2 classes are delivering Amser Chillli to allow greater pupil voice, independence and challenge in their topic learning.</li> </ul>	
<b>Feb 20</b>	<ul style="list-style-type: none"> <li>-Lesson Observations</li> <li>-Book looks</li> <li>-Monitoring system</li> <li>-Short term planning reviews</li> <li>-Standardisation</li> <li>-INCERTS Quality Assurance</li> </ul>	<p><b>ST</b></p> <p><b>LJ (Challenge Advisor)</b></p> <p><b>RJ (FP LA Advisor)</b></p> <p><b>LK (Link Governor)</b></p>	<p><b>Milestone 2:</b></p> <ul style="list-style-type: none"> <li>• The support package in place is having a positive impact on the standard of teaching within the school ensuring at least all teaching is good within the school.</li> <li>• Triad Observations are having an impact on improving the standard of teaching through collaborative working and sharing.</li> <li>• New AFL strategies have been reviewed and improved and are beginning to have an impact on practice and develop pupils' independence to identify next steps in their learning.</li> <li>• We are more consistent in the quality of independent learning opportunities we are providing pupils to develop their skills through Amser Chillli (KS2) and Amser Pili Pala (FP).</li> <li>• Learning across the school is less 'teacher led' and more of teachers facilitating.</li> <li>• There is more fluidity in practice in FP where pupils transition from class to outdoors more regularly.</li> <li>• Pupil voice opportunities are being offered consistently and utilised in practice across all classes.</li> <li>• Lesson observations show improvement in teaching for all teachers.</li> <li>• Planning reviews show at least good quality planning across the school that includes clear differentiation with appropriate challenge, skills being planned for, questioning, AFL and evaluative opportunities planned for each lesson.</li> <li>• Work scrutiny shows most pupils making at least good progress.</li> </ul>	

<b>Jul 20</b>	-Lesson Observations -Book looks -Monitoring system -Short term planning reviews -Standardisation -INCERTS Quality Assurance	<b>ST</b>  <b>LJ</b> <b>(Challenge Advisor)</b>  <b>RJ (FP LA Advisor)</b>  <b>LK (Link Governor)</b>	<b>Milestone 3:</b> <ul style="list-style-type: none"> <li>• Teaching across the school is at least good in all classes. Evidenced through observations and learning walks.</li> <li>• Teacher’s question and challenge pupils effectively to support at least good progress for all.</li> <li>• FP principles and pedagogy is applied to at least a good standard and consistently across FP.</li> <li>• All teachers are facilitating teaching rather than leading it, providing effective opportunities for developing pupils’ independent skills through Amser Chilli and Amser Pili Pala.</li> <li>• Most pupils are developing as independent learners and can apply this throughout the daily learning.</li> <li>• All learners receive effective and appropriate challenge to ensure their progress.</li> <li>• Outdoor learning is consistently used across the school to support pupils learning and application of skills.</li> <li>• Most pupils are making at least good progress from their starting points.</li> <li>• MAT pupils are making at least good progress against their starting points.</li> <li>• All pupils make progress to the best of their abilities.</li> </ul>	
---------------	---	--	--	--