



# **YSGOL Y WAUN GWERNAFFIELD**

## **School Development Plan**

**September 2015 – July 2016**

## **Welsh Government**

Three inter-related priorities have been identified by the WG.

- 1 Improved literacy levels.
- 2 Improved numeracy levels.
- 3 Reducing the impact of poverty on educational attainment.

6 'Key Drivers of Change' to support national priorities:

- A Using data effectively.
- B Strengthening learning & teaching.
- C Strengthening distributed leadership.
- D Establishing Professional Learning Communities.
- E Clarifying accountability for schools/governors/local authorities/WG.
- F Building capacity at school, local and national level.

RAG rating – each term as the plan is worked through review notes will be included and Red/Amber/Green will be allocated to each strand.

Red – no work has been done on this area.

Amber – some work has been done, however this needs continued work.

Green – this area has been achieved.

## **Glossary**

FP – Foundation Phase

WG – Welsh Government

LNF – Literacy and Numeracy Framework

ALN – Additional learning needs

SA - School Action

SIP – School Improvement Plan

AFL – Assessment for Learning

TA – Teaching assistant

ICT – Information Communication Technology

LO – Learning Outcomes

LLC – Language Literacy and Communication (FP)

MD – Mathematical Development (FP)

PSD – Personal and Social Development

NSP – National Support Programme

MAT – More able and talented

PLC – Professional Learning Community

FPPG – Foundation Phase Partnership Group

IWB – Interactive white board

SEG – School Effectiveness Grant

PDG – Pupil Deprivation Grant

SEAL – Social, Emotional Aspects of Learning

NARA –

WNT – Welsh National Tests

PPA – Planning, Preparation and Assessment

KS2 – Key stage 2

LA – Local Authority

HT – Head teacher

FSM – free school meals

SAP – School Action Plus

SER – Self evaluation report

TS – Thinking Skills

CT – Class teacher

INSET – In service training

L – Levels

Eng – English (KS2)

Ma – Maths (KS2)

LE – Leonardo Effect

WS – Whole school

**Priority 1: 1, 3, A, B, C, D, E**

WS – Raise pupil standards in reading Welsh.

Audit current resources.

Revise the plans in line with curriculum/framework.

Ensure there is carefully differentiated planning, good teaching, close monitoring/tracking of progress and collation of evidence to show actions, change and impact.

(Key Question 1 – standards of pupils Welsh, Key Question 2 – teaching and resource provision, Key Question 3 – leadership of new strategy)

**Areas for improvement**

Recognising that oracy represents 70% of the Welsh Language assessment this was a focus for the last two years through increased use of Welsh throughout the school, greater differentiation and challenge in everyday spoken Welsh. The positive results have now been observed by staff and the Local Authority. The school now feel that through a more focused approach to teaching Welsh reading these results would increase further as children would have increased opportunity to use and understand the language. Internal monitoring identifies that there is a need for increased evidence to be collected for Welsh to enhance the pupil profiles/books which in turn will identify pupil progress and standards more accurately and reliably.

Oracy – Daily HH sessions are used to introduce new vocabulary and reinforce the language. Differentiated Welsh phrases are shared during whole school assembly and these are used around the school.

Reading – There is limited group and individual reading taking place; this needs to be reviewed to ensure that children fully understand the text they read and to answer questions in English and Welsh about what they have read in Welsh. English guided reading sessions take place weekly although there are no Welsh reading sessions. Reading needs to be assessed and work planned for in order to reach targets.

**Strategy/  
Objective**

Having analysed data and identified this broad area for improvement, review the planning and practice from last year identifying areas of weakness/inconsistencies and work through a detailed plan for development and improvement in terms of teaching and learning.

CT to lead on this initiative with support from TA to ensure all stakeholders are involved, motivated and pupil progress is accurately monitored and assessed.

CT have been enrolled on Welsh courses for their year groups and the course content includes teaching reading. These taught strategies will be shared across the school.

Co-ord to take greater role in leading this area.

**Tasks/  
Actions/  
Timescales**

Autumn Term

Review current practice and resources – CT to review what ‘reading’ was taught last year and audit resources both in class, electronically, in the library and through scheme materials.

Write a HH timetable to include different strands of Welsh over the week.

Once books/materials have been identified, decide on level.

Create ‘book packs’ with teacher guide for supporting teaching.

Carry out audit of planning, teaching and learning of Welsh reading – including review of Welsh contact time for lessons and everyday Welsh and the cycle of materials to be used on two year cycle.

Work with Ysgol Gwernymydd regarding materials and levels. (school to school)

JW to attend two twilight sessions specific to Y3/4 for the scheme and plans which will include reading.

HS and RL to attend two full days specific to their year groups and will be given a project to work on back in school.

	<p>LA to attend Welsh lang for school leaders.  TAs to attend three training days – one per term. Attend in pairs to encourage support once back in school.  Introduce weekly Welsh reading sessions within classes – identify on year planner as to expectation.  Identify core group of pupils to track/monitor reading, inc fsm and summer born.  Agree on 'book bands' for our materials.  <u>Spring Term</u>  Staff to continue to attend training and share with Governors and other school staff the main points learnt from courses.  Monitor core group of pupils reading and collate evidence.  Children to assess each other reading Welsh materials.  Review planning, teaching and learning through observation and talking to pupils.  <u>Summer Term</u>  CT to evaluate the changes that have been made, identifying areas addressed and those in need of more time/alternative approaches.  Assessment of all pupils.  Accurate assessment for End of FP and KS2 in Welsh.  Monitor and evaluate core group of pupils data.</p>			
<b>Success Criteria</b>	<p>To have a planned programme for the teaching of Welsh reading which shows progression of taught vocabulary across the school.  To increase pupil confidence knowing their sounds, recognising spelling patterns and reading in Welsh.  To have 80% of each cohort reading at the expected level or above for their year group, and at least 30% above – evidence collected for Rec, Yr2, Yr4 and Yr 6.</p>			
<b>Actioned by/ Personnel</b>	<p>HT to lead in the evaluation of previous practice, analysis of data, identification of need and training.  CT to identify own 'groups' and targets.  HT to identify fsm and summer born groups – added to incerts.  CT to write own long, medium and short term plans in consultation with HT, each other, TA support, ALN and Basic Skills – high focus on reading activities.  CT to meet with other school for joint working and standardisation.</p>			
<b>Cost/ Resources/ Training/ INSET needs</b>	<p>Initial audit to take place during staff meeting time.  INSET – twilight (9<sup>th</sup> November 3.30 – 6.00pm) - Planning  Training  RL –September, January, April (supply funded)  HS –September, January, April (supply funded)  RL 01.10.15 – KS2/3 transition – how do we record evidence?  LB, LH, SH, AG – attend one day courses for TAs in FP and KS2 Oct, Jan, Mar. (Sch to pay supply – EIG)  LA - 08.10.15 (sch to pay supply – EIG)  Staff meeting 16.11.15 – Marion attend to monitor audit, answer questions and provide support.  INSET – twilight (end of January) – Review progress so far  Staff meeting mid March, RL and HS share project  Staff meeting end of April to monitor standards</p>			
<b>Monitored by/ who, when, how</b>	<p>CT to monitor identified core group attainment half termly by hearing read, recording evidence and evaluating planning.  HT to monitor incerts progress – half termly (first week after each holiday)  CT to provide HT and Govs with written termly report/evaluation as to progress.</p>			

**Priority 2: 1, 3, A, B, C, D, F**

WS – Raise pupil standards in IT.  
Audit current practice and resources.  
Revise the plans in line with new curriculum/framework.  
Ensure there is carefully differentiated planning, good teaching, close monitoring/tracking of progress and collation of evidence to show actions, change and impact.  
Children are to use business software and increase the accuracy of their digital literacy.  
(Key Question 1 – standards of pupils IT skills, Key Question 2 – teaching and resource provision, Key Question 3 – leadership of new strategy)

**Areas for improvement**

As a school we are still waiting for the fibre optic wi-fi to be installed by openreach, idata and FC. This has had some negative impact on the IT provision our children have received as we have not had access to tablets or lap tops.  
16 wi-fi learnpads were purchased Summer 2015 on recommendation from FC as they will support the installation and maintenance of the machines, however training was not purchased on this occasion as other schools have offered support.  
FC have no longer have the personnel in the role of advisory support for IT curriculum and we do not have a member of staff who offers/leads ICT as a personal talent or knowledge at present.  
We have dated plans which do not build progressively on pupil skills or extend their use of IT across the curriculum.

**Strategy/  
Objective**

I have been in contact with Barbara Davies (previous LA officer) and arranged for her to support us through private consultancy. She will deliver half a day INSET in January and follow up individual sessions with class teachers to plan a series of workshops/lessons for teachers to deliver to their class with highlighted progressive skill development and then for her to return and monitor/review/build on the work.  
Staff are using new 'topic/theme' plans which have all been re-written and are to identify new opportunities to integrate IT into lessons.  
Staff will use incerts to support planning.  
New co-ord to be identified.

**Tasks/  
Actions/  
Timescales**

Autumn Term  
Head to meet with Barbara Davies in October to outline our action plan, identifying key areas where support is required.  
Barbara to attend school and carry out an audit of soft and hardware to identify if there is anything additional required and also to ensure that the use of resources is maximised.  
Staff to add opportunities for IT in their Autumn term planning, the main work for this priority will start in January 2016.  
Spring Term  
INSET delivered by Barbara Davies – outline expectation and opportunities.  
Areas identified from the audit to feed into shorter term action plans ....  
Allocate specific 'tasks' to classes to cover the main strands of ICT and IT, ensuring skills are taught and then practiced.  
Opportunities for LNF links to be developed through website reviews, housepoint/attendance spreadsheets, class monthly powerpoint presentations, programming within topic.  
Barbara to support class teachers 1-1 during PPA and additional time with their planning – each group topic to clearly identify areas for ICT to be added to support and enhance the curriculum.  
Summer Term  
See shorter term action plans following audit and INSET.

<b>Success Criteria</b>	<p>Clear planned opportunities for pupils to access IT across all areas of the curriculum.  Pupils to use IT to enhance their learning of other areas.  Pupils to develop a progressive range of skills – planned for, practiced, monitored and evaluated.  Evidence of planned and taught IT for all pupils to ensure full coverage of the NC in books, on the walls and saved on the school server.  Pupils to talk with confidence about how IT supports them with their learning and to know the skills they are developing – an appreciation of the software (business software) they are using and to understand why it is used for the best outcomes.</p>
<b>Actioned by/ Personnel</b>	<p>HT to liaise with Barbara Davies to agree on the format and content for INSET.  Barbara to outline the expectations for each year group for staff to adhere to.  Staff to plan own opportunities for their class with support from BD and through PPA sessions.  HT to appoint new co-ord to lead/monitor school progress.  Children to share their work with classes across the school and present to Governors.</p>
<b>Cost/ Resources/ Training/ INSET needs</b>	<p>Initial audit to take place during staff meeting time and October.  INSET – 4<sup>th</sup> January with Barbara Davies - Planning opportunities  Each CT to have half a day to access online/school server resources and plan unit of work based on recommendations from Barbara  Staff meeting mid March – Barbara to attend to monitor audit, answer questions and provide support.  Staff meeting end of June to monitor standards.  B Davies to charge supply rate for work – initially based on 8 half days. (Audit, INSET, one half day with each class teacher, two half days to monitor progress with HT/Coord.)</p>
<b>Monitored by/ who, when, how</b>	<p>HT, co-ord and Barbara to monitor planning and pupil books/online work.  CT to provide written evaluation/progress report to HT and Govs termly.</p>

**Priority 3: 1, 2, 3, A, B, C, D, F**

FP – Raise pupil levels of independence when accessing provision areas and recognition of the skills they are developing.

Audit current practice and resources.

Revise the plans and opportunities provided in line with curriculum/framework.

Ensure there is carefully differentiated planning, good teaching, close monitoring/tracking of progress and collation of evidence to show actions, change and impact.

(Key Question 1 – standards of pupils skills, Key Question 2 – teaching and resource provision, Key Question 3 – leadership of new strategy)

**Areas for improvement**

Following the Foundation Phase refit last year we have had the time to familiarise ourselves with the new furniture and how the different layout impacts on our planning, teaching and pupils learning. We have adapted our teaching style to accommodate the foundation phase ethos with the new environment. Last year we tried various strategies and found some areas of the curriculum/timetable needed accessing in different ways. Independent challenges have been set up and this now needs extending further to ensure that skills are practiced in these areas and that the LNF is incorporated.

**Strategy/  
Objective**

Full coverage of the provision areas, enhanced and continuous opportunities available to all.  
Greater differentiation in terms of extension of tasks to challenge and gain examples of 'higher level' work to support levelling.  
Support pupils eligible for fsm to ensure achievement at expected, or higher levels.

**Tasks/  
Actions/  
Timescales**

Autumn Term  
RC to attend the 5 day WG Foundation Phase core training.  
CT to write weekly challenges which are shared with staff and pupils to encourage revision of taught skills and independence.  
Children to have feedback as to their progress in this work and recognition that although it is independent and no adult present that it is valuable and valid.  
Work in the FPPG with other schools in the cluster to share good practice and ideas, especially Ysgol Gwernymyndd who are planning with us.  
At the end of the half terms, children are to evaluate the challenges in terms of their opinion of impact on their learning.  
Timetable the responsibility of provision areas and the expectation of changing them.  
Share between the two classes the activities set to ensure progression of expectation.  
Audit resources for outdoor learning and plan for the development of two key areas each fortnight.

Spring Term  
Create bank of challenges for each class.  
Reference challenge planning and provision area planning to the LNF and FP framework ensuring coverage.  
Clearly defined areas of learning in both classrooms and outdoors which are regularly used.

Summer Term  
Continue from Spring with additional assessment/observation evidence being collected, monitored and assessed.

**Success  
Criteria**

For children to confidently talk about how their independent learning is developing and to know which skills they are using as they work.

	<p>To provide broad, varied and exciting opportunities for children to work independently in all areas of the curriculum and classroom, both indoors and out.</p> <p>To show a progression of skill development from Nur to Year 2 in various areas of learning with some evidence of assessment.</p>
<b>Actioned by/ Personnel</b>	All Foundation Phase staff.
<b>Cost/ Resources/ Training/ INSET needs</b>	<p>RC courses are funded and used as NQT development.</p> <p>Staff to attend twilights for FPPG to keep themselves aware of changes and opportunities.</p> <p>FP staff to hold half termly planning and assessment meetings to ensure consistency and share ideas – as staff meeting sessions.</p> <p>PDG to support additional opportunities.</p>
<b>Monitored by/ who, when, how</b>	<p>HT to monitor overall impact with staff and children having the opportunity to feedback evaluations based on observation and inclusion.</p> <p>Staff to discuss with children after each half term how the classroom is changing and take on board their suggestions.</p> <p>Govs to observe in FP identifying the learning taking place.</p> <p>Scrutiny of books and progress through plans.</p>

**Priority 4: 1, 2, 3, A, B, C, D, E**

KS2 MAT – ensuring there is appropriate challenge to meet the needs of MAT pupils across the key stage in both Maths and English, to develop mechanisms to extend pupils independent learning, producing strong evidence of extension, pace and challenge. Ensure there is close monitoring/tracking of progress for fsm, summer born pupils and boys to close the gap. (Particularly Extended writing and Maths reasoning)

(Key Question 1 – Improve attainment of pupils - extended, Key Question 2 – Provision for pupils to extend and challenge)

**Areas for improvement**

Whilst pupils' performance at level 5 in English and Maths, shows an increase on last year it is similar to that of the family, LA and Wales.

L4+ oracy is lower than the family, LA and Wales, however, L5 oracy is significantly higher than that of the family, LA and Wales. (One child did not achieve L4 oracy)

L4+ reading is above the family, LA and Wales and L5 is slightly above for all three.

L4+ writing is slightly below the family, but above the LA and Wales, while L5 writing is equal to the family and slightly above the LA and Wales.

L4+ maths is above the family, LA and Wales as is L5 maths.

We have been benchmarked against schools of similar fsm eligibility (8-16%) in quartile 1 for L4+ in each subject plus the CSI. (Our benchmark has moved this year from >8% to 8-16%)

For L5+ the English benchmark has risen significantly from quartile 3 last year to quartile 1 for Mathematics is has increased from quartile 3 to quartile 2.

Analysis of the WNT is included in the School SER, identifying a significant improvement in pupils reading test scores, and a general increase in reasoning and procedural.

A change of staffing within KS2 has resulted in the previous UKS2 teacher now teaching lower down the school and the previous LKS2 teacher now taking Year 5/6 there needs to be secure understanding of year/level expectation.

**Strategy/  
Objective**

Greater differentiation in terms of extension of class tasks and homework to challenge and gain examples of 'higher level' work to support levelling.

Increase pace and challenge into lessons – allowing MAT pupils to investigate problems in Maths, continue with extended reading comprehensions which is providing a broad breath of reading materials and extend language use/content written work.

To review and improve links with home, ensuring homework sent is differentiated and the communication of our plans is shared.

For JW to share his knowledge of KS2 assessment with RL to build confidence in levelling and improve challenge taught knowing the content of levels.

Support pupils eligible for fsm to ensure achievement at expected levels through additional support.

**Tasks/  
Actions/  
Timescales**

Autumn Term

New systems of identifying and providing appropriate targets to develop our MAT pupils.

Analysis of the WNT, NARA and Salford assessments identifies pupils standardised scores. CT to analyse and pupils achieving higher than 110 are to be monitored/tracked as MAT and planned for thoroughly using differentiated tasks to allow challenge.

CT to audit policy, plans and delivery.

CT to identify 'core targeted group' of pupils for Maths and English using pupil data and WNT.

CT to write challenging targets for Maths and English and share with parents (October)

CT and pupils to monitor progress and feedback to parents through homework links.

	<p>HT to identify fsm, summer born and boys to monitor. CT to monitor progress of incerts half termly – include in planning and lesson evaluations.</p> <p>CT to continue to increase the challenge for pupils accessing RM maths and ensure access is 3 times a week for target group.</p> <p>Review English/Maths planning and identify opportunities for extended work/increased challenge, through the introduction of Hamilton Trust.</p> <p>Continue the delivery of weekly guided reading sessions including the use of First News comprehensions.</p> <p>RL and JW to continue to meet with James Jones (Gwe) regarding extension opportunities.</p> <p>HT to liaise with Gwernymyndd and Bryn Gwalia regarding developments, initiatives and monitoring..</p> <p><u>Spring Term</u></p> <p>JW and RL to meet to review the Level Descriptors and secure judgements on pupils work.</p> <p>JW and RL to plan a series of lessons/activities to allow challenge for Ma and Eng in each topic.</p> <p>Work with other schools in Mold Consortium to plan workshops where appropriate.</p> <p>CT to meet with parents to review progress towards targets and discuss new ones, pupils to be included in the discussions.</p> <p><u>Summer Term</u></p> <p>CT to review policy, plans and delivery.</p> <p>CT to evaluate the changes that have been made, identifying areas addressed and those in need of more time/alternative approaches.</p> <p>Assessment of whole of KS2 pupils.</p> <p>Accurate assessment for End of KS2 in English and Maths.</p> <p>Monitor and evaluate core group of pupils data.</p>			
<p><b>Success Criteria</b></p>	<p>Increase opportunities for L4 evidence for Year 5 Writing and Maths in July 2016. (CT provide examples)</p> <p>Increase opportunities for L3 (and some L4) evidence for Year 4 Maths and L3 for Year 3 English. (see individual teacher action plans for targeted groups).</p> <p>Increase moderated evidence for Year 6 Maths and Extended writing in July 2016</p> <p>Evidence of strong L3/4 work in Year 3/4/5 in Maths and English.</p> <p>Planned units of work/initiatives to allow challenge for Maths and English across KS2.</p> <p>To have 40% of Yr 3 producing L3 (2 out of 5 children)</p> <p>70% of Yr 4 producing L3 (11 out of 16 children)</p> <p>30% of Yr 5 producing L4 (5 out of 15 children)</p> <p>50% of Yr 6 producing L5 (4 out of 8) (aware of cohort starting point and previous intervention provided)</p> <p>Pupils and parents to have increased knowledge of how well their child is progressing.</p>			
<p><b>Actioned by/ Personnel</b></p>	<p>RL and JW to work together and with local small schools (PLC – KS2 manager meetings and KS2/3 transition) to share good practice, planning and initiatives for challenge.</p>			
<p><b>Cost/ Resources/ Training/ INSET needs</b></p>	<p>£125 to subscribe to the First News weekly comprehensions.</p> <p>From consortium and KS2 meetings ask if there are examples of good resources.</p> <p>Gwe to visit and provide support for CTs – staff meeting time.</p> <p>INSET – January afternoon CTs to review class practice and monitor evidence.</p> <p>RL to attend Mold Transition meetings for moderation.</p>			
<p><b>Monitored by – who, when, how</b></p>	<p>HT to monitor incerts progress for targeted groups termly.</p> <p>CT to provide written evaluation/progress report to HT and Gows termly.</p> <p>KS2 CT to share plans/initiatives to encourage challenge in Maths and English with FP staff.</p>			

**Continuation 5: 1, 2, 3, A, B, C, D, E, F**

Self Evaluation – Continue to review the self evaluation and performance management process as a mechanism for improving Teaching and Learning – staff to have greater understanding, involvement and input in the tracking/monitoring of progress, taking personal accountability.

For Governors to continue their role of critical friend with increased involvement in reviews and monitoring.

(Key Question 3 – personal leadership and management/self evaluation strategies)

**Areas for improvement**

LA currently writes SER with increasing input from staff, Governors are evaluating parent views and are to move onto evaluating their effectiveness.

Some staff have increasing ownership of their monitoring role in terms of pupil progress.

Incerts is updated occasionally but not regularly to allow tracking of progress mid-year.

Governors are actively involved in school monitoring, however, the evaluation of their performance is underdeveloped.

Some staff are still developing their skills in monitoring, standardising, moderating pupils work, resulting in insecure judgements not based on sound evidence.

**Strategy/  
Objective**

To equip teachers with the tools to evaluate effectively and critically to aid the future development of teaching and learning.

To provide training, examples and support to teachers to allow them to evaluate and use the analysis to improve.

To follow monitoring policy and timetable for the year.

To ensure full ownership of SDP and SER to all stakeholders.

To evaluate gov effectiveness and write Gov action plan.

**Tasks/  
Actions/  
Timescales**

Autumn Term

Agree/confirm monitoring policy and dates.

HT to share the core data pack and WNT data with staff and Governors, explaining the results and brief analysis.

CT to analyse their data and identify key groups for targeted monitoring.

LA to facilitate staff meeting discussing self evaluation continued from last year – sharing documentation from Estyn. Focus to be evaluative and

quantifiable statements in terms of impact on standards rather than descriptive of what has happened.

Staff to use data to identify two key areas for improvement and write own action plan for development. (based on Ma and Eng)

HT to continue to hold staff meeting outlining good practice of self evaluation.

Staff to take ownership of areas for improvement and write termly report for Governors and HT.

Gov to attend staff reviews.

Following staff reviews, CT to write SMART action plans which they will evaluate termly and share with HT.

DHT to hold support staff reviews to identify areas for their professional development setting appropriate targets to their role.

Spring Term

Continue with monitoring policy and timetable.

Staff include identified areas for development in their planning and to incorporate activities in their teaching to allow pupil development.

HT to hold staff meeting reviewing Self Evaluation and to gain input for Sch SER Key Question 2.

	<p>HT to review staff targets and monitor incerts progress termly based on half term staff input.</p> <p>HT to hold half year PM review meetings to discuss progress and support further developments.</p> <p>Staff to ensure reviews are quantified not descriptive – identifying progress and any areas to be developed further.</p> <p>Governors to continue to complete audit of their role, collate evidence and increase the evaluative practice of their role within school.</p> <p>Hold a Governor day where Gobs are invited in to look at areas for development with staff and pupils. Hold a Learning Walk with the school council.</p> <p><u>Summer Term</u></p> <p>Continue with monitoring policy and timetable.</p> <p>Staff to continue to evaluate their practice in terms of teaching and pupil learning and write annual review.</p> <p>HT to hold staff meeting for Self Evaluation linked to Key Question 3.</p> <p>June Inset – write elements of SER for the year.</p>			
<b>Success Criteria</b>	<p>Staff to take greater ownership on the weekly evaluation of their teaching and pupils learning providing written feedback each term.</p> <p>Incerts to be updated each half term and HT monitor progress of core groups.</p> <p>Staff to write reviews with evaluation of their actions and quantities of progress made – not description of whole school actions. To take ownership and confidently talk about the teaching and learning in their class.</p> <p>Pupils to have made greater progress towards targets – increased standards in Maths and English.</p>			
<b>Actioned by/ Personnel</b>	<p>LA to lead in the SE development.</p> <p>TP (Gov Chair) to support school/Gov links.</p>			
<b>Cost/ Resources/ Training/ INSET needs</b>	<p>Perf Mgmt reviews to be held with HT and Gov for individual staff – supply to cover classes for the day.</p> <p>Staff to carry out Assessments/Evaluations during PPA.</p> <p>June INSET to carry out evaluations collectively.</p>			
<b>Monitored by – who, when, how</b>	<p>HT to monitor input to incerts termly.</p> <p>Gov to monitor CT progress half yearly.</p> <p>CT to monitor pupil progress half termly and write evaluation termly.</p>			

### **Areas for development identified in the SER KQ1**

To maintain and improve collation of evidence of performance in all three areas of learning ensuring accurate collection, moderation and standardisation across schools.

To maintain and improve collation of evidence of performance 5 in all three KS2 core subjects.

The above areas will be addressed through more thorough, planned school moderation meetings – already KS2 Ma, Eng, We and Sci have been planned for RL to attend Mold Alun, and for FP to be planned for within a small school cluster during the autumn term following our joint taught topic. Autumn = letter writing and number combinations, Spring and Summer to be decided.

To monitor and improve attendance, specifically unauthorised absences and late arrivals after registration has closed.

Attendance from 14-15 has been analysed and pupils allocated 'bands' which their attendance fell into for last year. These have been shared with staff, pupils and parents and a target set to improve their attendance into the next 'band' or to maintain if they were above 98%. This will be monitored at the end of each term with pupils receiving a progress certificate if appropriate. In terms of unauthorised absences, if no reason has been supplied to the school within a week of absence, the HT will send a letter home requesting that information. For excessive holiday requests, the data for 14-15 has been shared with Governors and Parents outlining the impact on learning this increase has had.

Weekly 'class' attendance for the previous week is shared in whole school assembly with the class having the highest attendance receiving a certificate for the week – percentage data displayed in the hall.

### **Building plan**

- 1 – cleaning of carpets in KS2 classrooms
- 2 – security of site and safety of gates
- 3 – community centre toilet refurbishment
- 4 – review use of outdoor area and safety

### **Monitoring Schedule 2015 to 2016 – see timetable**