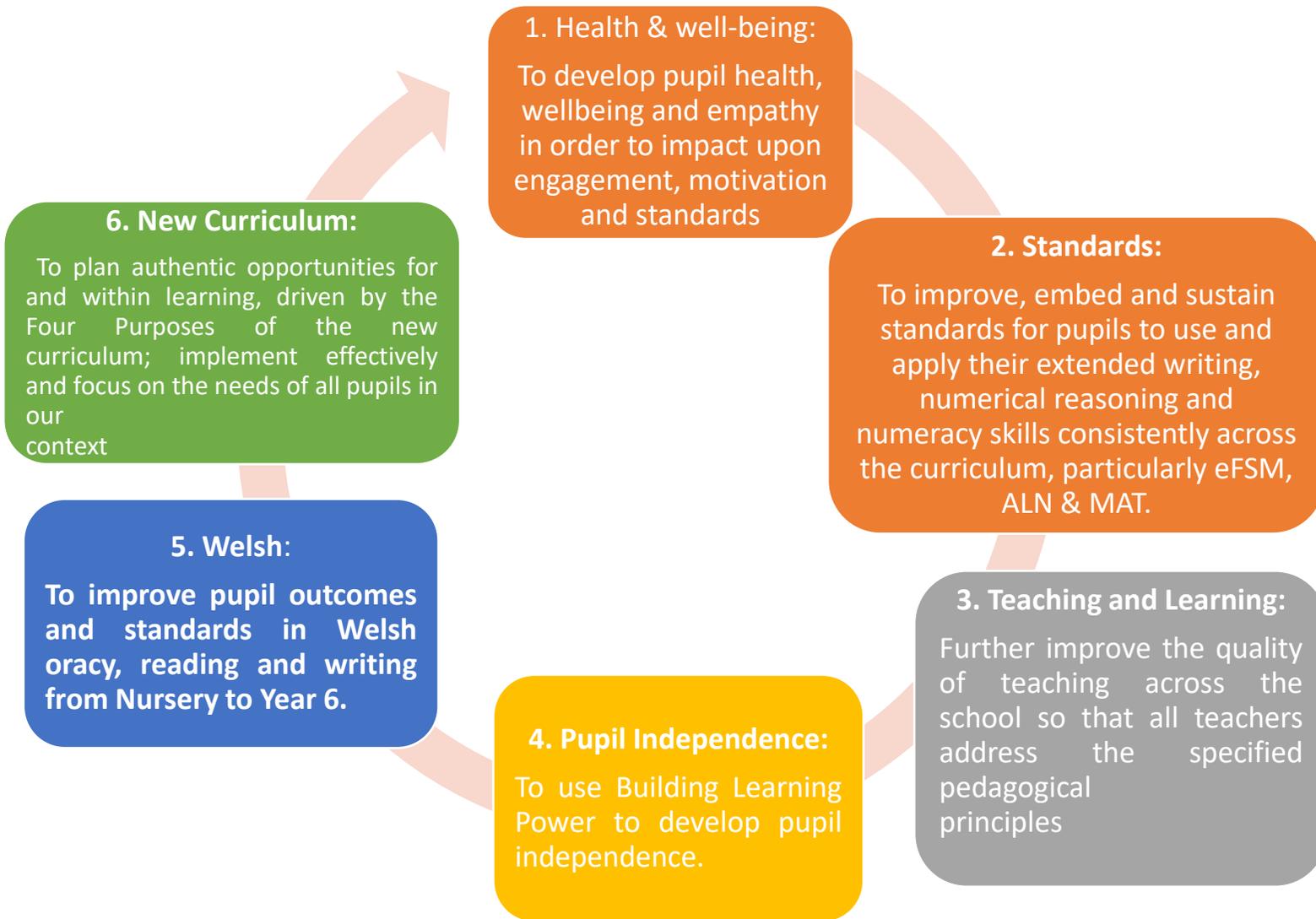# St Aidan's Church in Wales V.A School
School Development plan
Our Immediate Priorities

	By the end of July 2021, we aim to ensure that:
1	To develop pupil health, wellbeing and empathy in order to impact upon engagement, motivation and standard
2	To improve, embed and sustain standards for pupils to use and apply their extended writing, numerical reasoning and numeracy skills consistently across the curriculum, particularly eFSM, ALN & MAT.
3	To improve the quality of teaching across the school so that all teachers address the specified pedagogical principles
4	To use 'Building Learning Power' to develop effective pupil independence
5	Improve pupils' standards in Welsh oracy and reading across the school.
6	Plan authentic opportunities for and within learning, driven by the Four Purposes of the new curriculum; implement effectively and focus on the needs of all pupils in our context

1. Health & well-being:

To develop pupil health, wellbeing and empathy in order to impact upon engagement, motivation and standards

2. Standards:

To improve, embed and sustain standards for pupils to use and apply their extended writing, numerical reasoning and numeracy skills consistently across the curriculum, particularly eFSM, ALN & MAT.

3. Teaching and Learning:

Further improve the quality of teaching across the school so that all teachers address the specified pedagogical principles

4. Pupil Independence:

To use Building Learning Power to develop pupil independence.

5. Welsh:

To improve pupil outcomes and standards in Welsh oracy, reading and writing from Nursery to Year 6.

6. New Curriculum:

To plan authentic opportunities for and within learning, driven by the Four Purposes of the new curriculum; implement effectively and focus on the needs of all pupils in our context

Ambitious, capable Learners | Enterprising, Creative contributors | Ethical, informed citizens | Healthy, Confident individuals

Grant-Funding

What resources does the school have to support the achievement of its priorities?

Main Grants

Grant	Conditions / Purpose	Allocated Sept 2019 - April 2020
EYPDG	To be utilised to provide intervention strategies for eFSM pupils	£2300
PDG	To be utilised to provide intervention strategies for eFSM pupils	£11,500
EIG/RCSIG	To provide training for staff to improve quality of teaching and learning	£2025

Additional Grants

Grant	Conditions / Purpose	Total
Small and Rural Schools Grant	o Increase leadership capacity through school to school support (Triad) using networks for leaders at all levels in small schools o To enhance school based administrative support for financial planning, human resources and site management. o To provide release time for ALNCo to monitor and track identified pupils, update record keeping and prepare for TAPPAS meetings etc	£9695
Cluster RCSIG	Not known	
RRRS Grant	Literacy, numeracy and digital competence within a broad and balanced curriculum Numeracy intervention Development of independent learning skills Support and engagement through coaching (see RRSG plan)	£1776.00 (Sept – March) £1269.00 (April – August)

Priority 1: Health & Wellbeing	To develop pupil health, wellbeing and empathy in order to impact upon engagement, motivation and standards		
Who is leading the project?	HT & Staff	Link Governor:	T.B.C
Link to Teaching Standards	Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities. Pedagogy (P): Influencing Learners: challenging expectations, sustained efforts and resilience in learning.		
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: systems are in place to examine progress and gaps between current and expected impact. Establishing a culture of inquiry, exploration and innovation: staff want and dare to experiment and innovate in their practice. Learning with and from the external environment and larger system: staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school to school collaborations.		
Link to 12 Pedagogical Principles	P1. Good teaching and Learning maintains a consistent focus on the overall purposes of the curriculum. P2 Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them. P10 - Good teaching and learning encourages children and young people to take increasing responsibility for their own learning. P11 Good teaching and learning supports social and emotional development and positive relationships. P12 Good teaching and learning encourages collaboration.		

Where we are now based on self-evaluation 2019-20:	Success Criteria linked to BLP and Pedagogical Principles. We will know we have succeeded when:
Head teachers identify that staff mental wellbeing is crucial to the successful recovery of schools. Health and Wellbeing is an area that has been highlighted by WG for all schools to make a central focus for the recovery of schools following the Covid-19 pandemic. - Pupils and staff have been working from home with all the social and emotional consequences of this - Relationships need to be re-established pupil: pupil and pupil: staff - Anxiety for some pupils are running high due to separation - Pupils have been restricted in their movements and where they can visit - Limited interaction with others beyond family unit - Physical activity has been limited and stamina has been affected hugely – both physical and learning stamina - Staff anxiety (in some cases) high especially those who were shielding	- All staff feel happy and safe in the school environment - All pupils feel happy and safe in the school environment - Increased engagement in physical activity - All pupils ready to and engaged in their own learning - All pupils demonstrate mutual empathy - Empathy is embedded across the school community and curriculum

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source

All staff to engage with online mindfulness course during school closure time, provided by Rachel Dean via Teams.	All staff	Summer term 20	Register of attendance/written feedback	£185 RCSIG
All Wales self-assessments by staff – agreed by HT and reviewed regularly	All staff	Sept 20 Review in Oct.	HT and staff	
Triad HT's identified that in order to support pupil well-being, staff well-being is crucial and therefore: • On return to school all staff to be encouraged to re-familiarise themselves with the mindfulness training provided during the summer term. This to give a solid grounding before teaching / sharing the suggested activities with the pupils.	All staff	Sept 20	OneNote	
• *Well-being Wednesday* - Staff will be offered an opportunity for weekly check in sessions. Following the check-in session, staff will be encouraged to leave school promptly in order to enjoy a work free evening at home.	All staff	Sept 20	Staff discussion	
• PPA sessions will be taken at home as often as this can be accommodated.	All teaching staff	Sept 20		
• HT to work from home at least one day every fortnight.	HT	Sept 20		
• 1 or 2 members of staff from each school will attend Mindfulness in Schools Programme (MiSP) which will consist of 8 weekly sessions at 1 hour 15 minutes. This will initially take place online. These staff will be qualified to teach the foundation mindfulness curriculum.	Identified members of staff	Sept 20	CPD Performance Management	£125 RCSIG
• Following the MiSP training one member of staff will be offered the opportunity to attending a 3 day training course after which they will be qualified to teach the Paws B curriculum across the school.	Identified member of staff	Jan 21	CPD Performance Management	£450 PDG
• Purchase PASS assessment for wellbeing and pupils to complete the questionnaire.	All staff	Nov 20	Results to be analysed	£132 PDG
• Head teachers of Triad to plan a strategic journey for a *Spiral curriculum* (where skills are revisited regularly to embed)	HT	Oct 20		
• Daily check-ins in class (Teams to be used in event of school closure)	All staff	Sept 20		
• Teachers will facilitate 'Brain Breaks' after lunchtime for years 2 – 6 • Teachers will facilitate 'Belly breathing' and 'Finger holds' for years N – Y1	All staff	Sept 20	Lesson observation	
• Teachers will facilitate regular yoga/somatic movements	All staff	Sept 20		

• Staff CPD – staff identified across the Triad to engage in empathy training provided by Empathy Lab.	Identified staff	Jan 21	PM	£425 PDG
• Identified staff to attend training and complete associated questionnaires and audits for staff and pupils creating an action plan for empathy within the school. **NB. SDP to be updated at this point.**	Identified staff	Jan 21	HT Monitoring	£180 x 2 PDG
Pupils: School Council to have a 'Well-being/Wellness' representative and an Empathy representative – this team of pupils can model mindfulness and empathetic learning within their classes and around the school	Identified staff	Jan 21	Pupil voice	
Outdoor learning policy to be written.	HTs	Oct 2020	Lesson observation/ Learning walk/Health Check/ Listening to learners	
• Outdoor learning: Staff to ensure that the outdoor environment is used daily to support group activities and to further encourage motivation and engagement	All staff	25th Nov Spring term	Lesson observation/ Learning walk/Health Check	£90 x 2 S&RS
• Each class to identify a day where the whole class engages in an outdoor learning activity eg. Muddy Monday, Wellies Wednesday, Fresh Air Friday	All Staff		Timetables	
• School membership for https://themuddypuddleteacher.co.uk/ providing access to accredited on-line training, other courses and resources.	All staff	20th Nov 2020	Monitoring planning / lesson observations	£124.98 EYPDG
Increased Physical activity – • Mile a day • Physical Literacy • Tag rugby	All staff		Pupil Voice	
Identified member of staff to take the lead in applying for the John Muir Award	Identified staff	July 2021	Achievement of John Muir Award	£180 x 3 PDG
To develop the outdoor environment: • Raised beds/poly tunnel • Flower tyres • Outdoor seating	Al staff/Stakehol ders		Developed areas within the school grounds Achievement of John Muir Award	Cost to be determined by pupils and enterprise event to raise funds

To develop links with the community and utilise their skills and expertise, eg. Invite local craftsmen to teach the children (when covid restrictions allow)	Identified staff		Developed areas within the school grounds	
Staff CPD – develop further understanding of the Health and well-being AOLE through Triad INSET provided by external advisors; Cath Delve and Karen Mills.	All staff	Jan 22nd 2021	Planning and listening to learners/lesson obs	£500 PDG
Continue use of emotion coaching through ELSA to support pupil's understanding of their emotions and behaviour	ELSA All staff		Evidenced through written records	PDG 1 hour a week
Explore opportunities for project work with local artists to provide opportunities for the pupils to develop their creativity (when covid restrictions allow)	Identified staff		Pupil voice	
Risk assessments/safety documentation to be produced and regularly reviewed.	HT		Monthly review and update	

Priority 2: Standards	To improve, embed and sustain standards for pupils to use and apply their extended writing, numerical reasoning and numeracy skills consistently across the curriculum, particularly eFSM, ALN & MAT.		
Who is leading the project?	HT & Staff	Link Governor:	TBC
Link to Teaching Standards	Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities.		
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: systems are in place to examine progress and gaps between current and expected impact.		
Link to 12 Pedagogical Principles	P 4 - Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking P6 - Good teaching and learning creates authentic contexts for learning. P7 – Good teaching and learning means employing AFL principles		

Where we are now based on self-evaluation 2018-19:	Success Criteria linked to BLP and Pedagogical Principles. We will know we have succeeded when:
- Small cohorts can make data volatile when looking at the percentages, but WG data suggests that:- - There has been an improvement in the percentage of pupils achieving >115 at the end of year 2 and year 6 in reasoning. - At the end of FP 44.4% achieved >115, this did not correspond to the teacher assessment for MD. 1 pupil 11.1% achieved outcome 6 and 2 pupils were very good outcome 5 with elements of outcome 6. Results of reasoning demonstrates that pupils can apply their skills. - At end of KS2 50% achieved >115 in reasoning, this corresponds with the teacher assessment of 50% of pupils achieving level 5 in maths. - However, data for the other year groups in reasoning shows that in years 3 and 5 only 1 pupil achieved the higher score and no pupils in year 4 achieved this. - This indicates that reasoning should be priority, particularly in current years 4 to 6 - At FP 5 pupils were targeted for Outcome 6 in MD; 1 pupil (11%) achieved the outcome and made the expected 3 levels of progress, but 4 did not (they all achieved outcome 5, with 2 having aspects of outcome 6). Three of the 4 pupils who did not achieve their target made the expected 3 levels of progress, with 1 pupil making the lower than expected 2 levels of progress (this pupil joined the school in the September and target set was aspirational). This led to a review of the teaching timetable to ensure continuity in teaching, particularly of number for 2019-20 - Good practices in number acquisition and reasoning need to be shared across the school and triad. - Work scrutiny and lesson observations identified: - Cross-curricular numeracy is not sufficiently developed in FP - Pupils need to be aware of how numeracy relates to real life situations - Opportunities need to be maximised to clarify misunderstandings –success criteria needs to be suitable in order that feedback can take place and be effective in moving the children's learning forward. - More opportunities need to be provided for cross-curricular extended writing, numeracy and ICT	**SC linked to BLP and Pedagogical Principles** We will know we have succeeded when: - Monitoring demonstrates:- - Consistent coverage of maths skills in planning for all year groups - A range of strategies is evident for problem solving and real-life contexts - Improved questioning used in lessons, which focus on thinking and reasoning skills - Analysis of data demonstrates: - Improved application of mathematical skills through mastery in maths (evidenced in NFER and WG test results against TA). - Greater correlation between Teacher Assessment and WG test data. - Increased percentage of eFSM achieving higher levels in maths and language - Increased percentage of girls making greater than expected progress to achieve higher levels

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source
Following school closure, to raise standards through the use of accelerated learning programme to provide targeted support for individuals and or groups of learners who need additional support. (including eFSM, ALN and MAT)	Triad HT KR	5th Oct.	Work scrutiny	RRRS grant £1776.00 (Sept – March) £1269.00 (April – August)
To produce a Distant and Blended Learning Policy to ensure provision for all pupils at all times.	Triad HT	23rd September		£180 S&RS Management time
Where necessary (e.g. partial school closure), to provide support for parents and carers to understand and engage in their child's learning at home.	All staff	28th Sept	Monitoring of engagement during distant learning	
Establish an ICT PLC across Triad to determine how the Triad will engage with Teams (this may differ between the schools), for staff and learners, and to plan training for all staff across the three schools.	WM & GP	22nd Sept 1st Oct		£270 S&RS
To deliver training for all staff on Microsoft Teams to ensure all staff are confident in delivering all approaches of blended learning.	WM & GP	6th Oct	Work and planning scrutiny and	Twilight in lieu of INSET
To administer and use in-house school assessments to identify targeted pupils who require further interventions. See 'Administration of Assessments' document.	All teaching staff	21st Sept.	Tracking of groups of learners	
Triad to research appropriate support resources and school to develop an action plan for intervention strategies/catch up	HTs	29th Sept		£180 S&RS
Use effective tracking systems for targeted groups of learners.	Assessment Coordinator	16th Nov 9TH Dec. 23rd March	Tracking of groups of learners	£90 S&RS
Continue with nace activities (National Association for Able Children in Wales) Continue to implement Rising Stars (maths for the more able) as appropriate	Leader of AOLE for maths		Work scrutiny - Maths	
	Leader of AOLE for Language		Work scrutiny - Language	

Analyse in house assessments to identify groups of learners (inc. MAT, ALN, FSM) Create registers for each group of learners and record baseline for tracking purposes.	Class teachers/Asses s. Co-ordinator	29th Sept		£180 S&RS
Time provided for ALNco to monitor interventions and ALN pupils, prepare for TAPPAS meetings and meet with other agencies.	ALNco	24th Sept 9th, 16th 25th Nov 2nd 9th 16th Dec		HT to cover £90 x 6 S&RS
Monitor progress during Pupil Progress meetings – rigorous to focus on high attainment with HT	All staff	9th Dec	Non-contact with HT	£180 S&RS
Staff to ensure concrete apparatus is used to teach new concepts, moving to pictorial and finally abstract concepts.	All staff Triad HTs	2/9th Nov Spring Term	Maths as a priority for Lesson Obs..	PPA S&RS
All classrooms to have an easily accessible maths area, with appropriately differentiated maths activities/missions/quests to provide challenge. Use RUCSAC within the maths area. (ensuring resources remain within PODs, if shared cleaning schedules need to be adhered to)	All staff	Oct. 5th	Audit for continuous and enhanced provision	1265
Ensure teachers are using accurate mathematical terminology.	All staff HTs	2/9th Nov Spring Term	Evidenced in lesson obs.	PPA S&RS
Teachers to provide opportunities for children to explain and justify their answers.	All staff	2/9th Nov Spring Term	Listening to Learners	PPA
Challenge pupils with Wiltshire 27, NRich activities and Blooms Taxonomy higher order questioning through missions. Ensure this is happening through book look.	All staff	Oct. 5th 7th Dec	Work Scrutiny	PPA
Pupils to attend MAT enrichment sessions with Triad, via Teams, aiming to further develop pupils' skills who are working at the higher levels.	HT	Spring term	Individual pupil tracking of skills (BB)	
Staff to observe good practice across the Triad in order to improve teaching of numerical reasoning (Maths) (if restrictions are relaxed)	Teaching staff	Spring term	CPD	S&RS
Staff to attend Talk for writing training (cluster Inset). (2 members of staff to lead the project in the school and across the triad)	All staff	Autumn term and ongoing	Work scrutiny / learning walks	£180– RCSIG Training from PLG
Staff to observe good practice across the Triad in order to improve extended writing across the curriculum (Language) (if restrictions are relaxed)	Teaching staff	Spring term	CPD	S&RS

Review Writing Policy following school closure	All staff	28th Sept	Staff meeting	1265
All classrooms to ensure non-negotiables are adhered to.	HT	Nov 20 Spring term	Health Check/Learning walk	S&RS
Introduce and monitor Nessy spelling and reading, an online programme – this can be accessed at home and in school	HT/Coordinator	November	PPA/work scrutiny	PDG
Evidence of extended writing (at least two pieces per half term). Staff to use a range of strategies, including Talk for writing.	HT and leader of AOLE	~~5th Oct~~ 14th Dec	Work scrutiny	PPA

Priority 3: Teaching and Learning	To improve the quality of teaching across the school so that all teachers address the specified pedagogical principles
Link to Teaching Standards	Pedagogy: (P) Refining teaching: managing the learning environment. Advancing learning: four purposes for learning, real life authentic contexts, progression in learning.
Link to SLO	Establishing a culture of inquiry, exploration and innovation: staff want and dare to experiment and innovate in their practice.
Link to Pedagogical Principles	3. Good teaching and learning means employing a blend of approaches, including direct teaching. 5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engaging trust. 7 - Good teaching and learning means employing AFL principles 8. Good teaching and learning ranges within and across areas of learning and experience. 9. Good teaching and learning regularly reinforces cross-curricular responsibilities, including Literacy, numeracy and DC and provides opportunities to practice them.
Where are we now based on our self-evaluation:	**Success Criteria linked to BLP and Pedagogical Principles** We will know we have succeeded when:

- Triad monitoring 2018/19 evidenced that FP practices were not robust in terms of areas of learning and focussed teaching. CPD through Cath Delve and Triad learning walks led to the development of non-negotiables.
- Foundation Phase pedagogy was introduced in KS2 in the form of a carousel of activities and quests to develop pupil independence.
- Work scrutiny (2019/20) identified the need for a common approach to identifying LO and SC (introduced Spring 2020) for some activities and also to ensure clear opportunities exist for identifying the way forward for learners in FP and KS2.
- Learning walks and work scrutiny (2018/19) identified a lack of high expectations for all groups of learners in some areas of the school.
- Triad standardisation was introduced due to inconsistencies in moderation across clusters.
- All schools adopted planning through Building Blocks to highlight coverage of the skills
- Planning has been revised to support and manage workload, but continues to differentiate to support all groups of learners.
- Whole class Provision Mapping has been revised to identify where support and intervention is required.
- Intervention strategies have been identified to support maths: 'Springboard', 'Numicon' and 'Talk for Writing'.
- Current interventions continue to support other needs, eg, Accelerated Literacy, Toe by Toe
- Based on tracking, individual targets are set for each learner in language and maths.
- Following training provided by external advisor, Outdoor learning is planned and timetabled daily where appropriate and as a dedicated weekly session.

- All teaching is at least good in with a majority of the lessons observed as excellent.
- All teachers use a range of different approaches and resources to successfully engage pupils' interest.
- All classrooms are stimulating and engaging learning environments where all groups of pupils can learn productively.
- Pupil Progress Meetings are robust and demonstrate value added, with all pupils making at least one sub-level of progress each term. Evidenced in tracking systems and Building Blocks
- Monitoring demonstrates curriculum coverage *and opportunities for all learners to take increasing responsibility for their own learning* through continuous and enhanced provision.
- Lesson observations demonstrate improved questioning which focus on thinking and reasoning skills.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source
• Through Triad monitoring and small schools training, audit current continuous and enhanced provision in light of the COVID 19 restrictions. *Revisit when guidance allows.*	HT's	~~2nd/9th Nov~~ 25th/26th Nov	Monitoring continuous and enhanced provision in staff meeting	Rural & Small schools Grant (RSSG 3 days @ £180
• Staff to use skills tracker to identify coverage of skills taught (Building Blocks).	All staff	Weekly, ongoing	Lesson observations	PPA
• Staff to use skills tracker for individual pupil tracking, focusing on all groups of learners. (Building Blocks).	All staff	7th 0ct. 30th Nov	Monitoring of tracking systems during PPM	staff meeting PPA

To improve teaching and learning, all classrooms to: • have clearly defined areas of learning indoors **(within COVID 19 guidelines)** • have clearly defined areas of learning outdoors • have clearly available and readily available resources **(within COVID 19 guidelines)** This will improve pupil understanding through *promoting problem solving, creative and critical thinking* and *encouraging collaboration*.	All staff	2nd/9th Nov 25th/26th Nov	Triad verification by HT- Lesson obs/Health checks	S&RS Management time
• Ensure staff are using format for LO/SC slip for KS2 and use of Caterpillar in FP.	All staff	5th Oct 25th/26th Nov 14th Dec	Work Scrutiny/Health checks	3 x £180 SRSG
• To consistently develop Foundation Phase pedagogy through focussed teaching (to include AFL strategies) throughout the school.	Teaching staff	2nd/9th Nov 25th/26th Nov	Triad HT – Lesson obs / Health checks	S&RSG Triad staff meetings INSET
• New Curriculum re-organised into AoLE - long and midterm planning – Triad collaborative PLC staff meeting over Teams and Twilights	HT Teaching staff	Sept 2nd Sept 14th Oct 6th Dec 4th	Cath Delve Triad Training PS Triad meetings – Teams	INSET Triad HT meeting Triad PLCS Non-contact time @ £90 x 4
• New Curriculum re-organised into AoLE - long and midterm planning – collaborative PLC staff meeting over Teams and Twilights	HT/Teaching staff	Twilights sessions: Oct 6th Dec 9th	PS Triad meetings – Teams	
• Opportunities for staff to discuss best practice across the Triad, through school-to-school support.	HT/Teachers	Twilights sessions: Oct 6th Dec 4th		Staff meetings INSET
• Regular in-house monitoring of planning, including Governors (when safe), and Triad verification (to include AFL strategies)	Triad HT's/Staff	Termly, Oct 5th	Work scrutiny Staff meeting	SRSG 1 day supply per AOLE
• Rigorous Performance Management Cycle.	HT & Staff	16th 23rd Nov	Performance management setting targets	£180 S&RS
• HT/AOLE co-ordinator to monitor short term planning to ensure that provision for all groups of learners. This will be done during learning walks, health checks and phase meetings.	HT	Nov.5th 25th/26th Feb 10th May 18th	AOLE leaders to conduct work scrutiny – Maths, Science and Technology	SRSG 6 days @ £180

• Use in-house tracking systems to effectively monitor intervention programmes	ALNCo & All staff	29th Sept 16th Nov 14th Dec	Pupil Progress Meetings	SRSG @ £80 each session

Priority 4: Pupil Independence	To use 'Building Learning Power' to develop effective pupil independence
Link to Teaching Standards	Pedagogy (P): Influencing learners: challenging expectations, listening to learners, learners leading learning, sustained effort and resilience in learners, reflection on learning, learning outcomes and well-being.
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: sources of research evidence are readily available and easily accessed and structures for regular dialogue and knowledge exchange are in place.
Link to the 12 Pedagogical Principles	P2- Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort and meeting expectations that are high but achievable for them P7 - Good teaching and learning means employing AFL principles P10 - Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.

Where are we now based on our self-evaluation:	Success Criteria linked to BLP and Pedagogical Principles We will know we have succeeded when:
- Triad monitoring and Support Visits identified a lack of pupil independence in 2019 and so this was targeted in 2019 - Learning environments improved during the early part of 2019/20 due to the robust monitoring system followed and supported by the involvement of external provider - Staff expectations of pupil independence have improved – initially staff were too controlling (2018/19) in certain areas across the school. Training provided in 2019/20 impacted positively on this. - Research visits (Jubilee Park, Newport and Hallbrook Primary, Carlisle) undertaken for BLP and working towards the New Curriculum (July 2019). - Cath Delve training facilitated: Enhanced and continuous provision, Outdoor learning and Planning for the NC. - Arranged for further training by Cath Delve, continuing professional development – Planning, Health and Wellbeing AoLE and Pedagogical Principles - Pupil outcomes (Autumn 2019) did not match WG test results and therefore, Triad is targeting independence and have developed a Diagnostic tool to determine whether lack of pupil independence is influencing this discrepancy. No formal assessments for end of year 2020 due to school closure.	- Monitoring demonstrates that a culture exists where learners value mistakes, challenge and feedback and where teachers value effort, questions, taking risks and recognise the growth of learning habits. - All pupils to achieve the targets set for them. - Monitoring demonstrates that pupils use BLP strategies for different purposes. - Planning demonstrates that Pupil Voice strategy is embedded and utilised to ensure a balance between child-initiated and adult led learning and that AFL procedures are embedded and are consistent throughout the school.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring	Est. Cost/ Source
HTs to meet with BLP representative to review training package, evaluate progress and decide ways forward	HT's	Sept 1st	HT to reflect and plan directed day	Planning and preparation day 1
Staff to re-engage with BLP online training - perseverance	All staff	12th Oct	Staff to complete training records	1265
Classroom culture - All staff re-evaluate the level currently in terms of classroom culture in order to reinstate a learning focused culture and develop classroom culture from this point in BLP format. Teachers to assess whole class against the BLP learning grid in order to target specific need. Use pupils' One Page Profiles to support this.	All staff	Sept 2020	Staff to introduce Learning Diary to highlight their journey	PPA
Reintroduce characters to represent the different learning muscles	All staff	~~Nov 2nd/9th~~ 25th/26th Nov	Lesson Obs/health checks	
Each class to have a designated area related to the latest BLP habit. Classroom environment is organised appropriately to support independent learning, for example, clearly defined areas, accessible resources.	All staff	Sept 2nd 25th/26th Nov	INSET Health Checks	
Introduce individual pupil tracking through BLP levels	HT's	Spring Term	INSET	
Use Success Criteria slips/Caterpillar highlighting LO, SC and links to differentiated skills (cross year group classes)	HT & All staff	5th Oct ~~Nov 2nd/9th~~ 25th/26th Nov 14th Dec	Work scrutiny Lesson obs Health Checks	
Review Effective Feedback Policy.	All staff	Sept 20		
1. Review unit on Perseverance - Perseverance and how it grows (compete grid). Reintroduce a perseverance friendly classroom. Introduce 3B4ME (getting unstuck) – Ceri Crwban	All staff	Oct 2020	Staff Meeting	1265

2. Review perseverance friendly classroom. How effective is 3B4ME (getting unstuck) – Ceri Crwban	All staff	~~Nov 2nd/9th~~ 25th/26th Nov	Staff meeting Lesson Obs./Health checks	1265 S&RS
3. Review CPD module for 'managing distractions' and Introduce ideas within the classroom	All staff	Oct 2020	Staff meeting	1265
4. Review classroom practice on managing distractions and introduce 'Dealing with Challenge'.	All staff	Nov. 2020	Staff meeting - Monitor effectiveness	1265
5. Monitor effectiveness of BLP	HT/Triad	~~Nov~~ 14th December	Work scrutiny	
6. Triad sessions on 'Mindfulness' to be used as appropriate with children, promoting a growth mindset.	All staff	Sept 2020	Learning walks and listening to learners	£185 RCSIG
7. Continue to implement check-in systems across whole school. Staff to monitor pupil well-being.	All staff		Pupil questionnaires	
8. Feedback on classroom practices relating to dealing with challenge. Introduce setting goals.	All staff	Dec 2020	Staff meeting – monitor effectiveness	
9. Feedback and sharing good practice on 'setting goals'.	All staff	Dec 2020	Staff meeting	
10. Introduce Helping Learners to - Question	All staff	Jan 2021	Staff meeting	
11. Monitor effectiveness of BLP	HT/Triad	Spring	Learning walk	
12. Review classroom practice on 'questioning' and introduce Helping Learners to - Listen	All staff	Spring term	Staff meeting	
13. Review classroom practice on 'listening' and introduce Helping Learners to - Collaborate	All staff	Spring term	Staff meeting	
14. Review classroom practice on 'collaborate'. Complete CPD module.	All staff	Spring term	Staff meeting	

15. Introduce Helping Learners to Take risks	All staff	Spring term	Staff meeting	
16. Review classroom practice of taking risks and introduce reasoning into learning.	All staff	Summer term	Staff meeting	
17. Review classroom practice on reasoning into learning.	All staff	Summer term	Staff meeting	

Priority 5: Welsh	Improvements to pupil outcomes and standards in Welsh from Nursery to Year 6.
Link to Teaching Standards	Pedagogy (P): managing the learning environment, helping with assessment, providing appropriate resources, involving families in learning. Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement.
Link to SLO	Learning with and from the external environment and larger system: staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school to school collaborations.
Link to 12 Pedagogical Principles	Good teaching and learning: 1.Maintains a consistent focus on the overall purposes of the curriculum 3.Employ a blend of approaches including direct teaching 5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest. 8.ranges within and across AOLE 10.encourages children and young people to take increasing responsibility for their own learning

Where are we now based on our self-evaluation: based on 2018-2019 data	Success Criteria linked to BLP and Pedagogical Principles We will know we have succeeded when:
• Only 1 pupil (1.5%) hears or speaks any Welsh within the home, for most pupils their only contact with the Welsh language is through school. • 1 member of staff has attended the Welsh Sabbatical for a term, 3 members of staff are currently undertaking the Foundation Level Welsh Course through Pembrokeshire learning to improve their personal skills, 2 members of staff have attended and passed Geiriau Bach course and 1 member of staff, who works 0.1 is fluent in Welsh (although not first language) • All staff undertake Teacher Assessment levelling and outcomes for Welsh Second Language each term. • Most pupils make good progress in developing their Welsh language skills, this is evident through work scrutiny and listening to learners. • Most pupils have a good attitude to learning Welsh and increasingly use the language around the school in informal situations. • Most pupils understand the advantages of learning Welsh and becoming bilingual, this has been reinforced through initially the Bronze Siarter Iaith and continues to be reinforced as the school continues to work towards achieving the Silver Award. • Over the past 3 years most pupils who have been at the school for the whole of their education achieve at least level 4 in Welsh; the exception being a statemented child with global delay. • Data shows that ; the percentage of pupils achieving level 5 has increased, however, when looking more specifically at the different elements of Welsh, 62.5% of pupils achieved level 5 in oracy, 50% in reading and 25% in writing. • To achieve silver charter Welsh across the curriculum and reading needs to be a focus.	• Welsh needs to be consistently delivered from Nursery to Year 6, evidenced through listening to learners.(This includes use of our existing language patterns; existing Pembrokeshire schemes of work across all year groups, the learning environment.) • Pupils throughout the school to make at least expected progress following school closure in 2019-2020. • Monitoring shows an improvement in pupil standards, particularly in writing • Good progress has been made to achieving The Silver Awards of the Siartr Iaith • Learning walks/health checks demonstrate a Welsh ethos throughout the school. • Pupils achieve their end of targets in oracy, reading and writing • Pupils oracy is evidenced at least half termly on individual HWB accounts • The role of the Criw Cymraeg is developed further by promoting the Welsh ethos in school and the wider community. • Displays include the Welsh National Anthem and famous individuals in school corridors to increase pupil awareness of Welsh culture. • We have a greater participation in Urdd events, including sporting events, Eisteddfod, residentials. • All staff are aware of progression of skills and gave high linguistic expectations, identified and highlighted in planning.

Actions	By whom?	Date	Monitoring activity	Est. Cost/ Source
• Audit staff strengths and areas of expertise and identify relevant training.	N/R staff	November	Planning and preparation day	
• Staff to review the pupil profile in order to set end of year targets.		By 5th November	Staff Meeting & Pupil Progress Meeting	PPA
• Classrooms environments to reflect the agreed non-negotiables, where environments are language rich within learning areas in the classroom and outdoor area eg. use of puppets, role play are/performing, ipads for recording	All staff	~~Nov 2nd and 9th~~ 25th/26th Nov		Staff meeting
• Pupils to store evidence of oracy on Hwb in individual pupil files	All staff HTs	Ongoing 14th Dec	Work scrutiny and listening to learners	
• Use Pod Antur in KS2 targeting Welsh learning across the curriculum – Cwricwlum Cymraeg	SM/WM	ongoing		
• To reengage with siartr Iaith and complete baseline questionnaires with pupils	All staff pupils	Nov 2020	Feedback provided	
• Criw Cymraeg to lead on working towards targets to complete the Silver Award of the Siartr Iaith.	All staff	Ongoing		
• Embed Tric a Chlic as a Welsh reading scheme in the Foundation Phase	KR and ST	Autumn Term	Listening to learners / scrutiny	
• To use reading materials to encourage pupils to read Welsh eg. Bore da (available free through Urdd website)	All staff	ongoing	Triad Work Scrutiny Listening to learners	
• Daily timetabled Welsh consolidation sessions	All staff	ongoing	Staff meeting/ Triad Work Scrutiny	
• Display Welsh signage and literature eg. Famous Welsh people and bilingual displays.	AOLE lead	ongoing	PPA Learning walks	Budget
• Continue Enrichment week to provide all pupils with the opportunity to study and learn about an aspect of Welsh history.	All staff	March	Work scrutiny evidence on hwb	
• AOLE lead to distribute Welsh Language Patterns to staff members specific to each Year Group including a comment sheet for any observations or extra language patterns taught. This will be used to raise pupil standards in Welsh.	All staff	November	Work scrutiny Listening to learners	

• Pupil involvement to continue to develop the Criw Cymraeg roles in the school eg presenting awards 'seren yr wythnos', leading games at playtimes, leading assemblies, sharing 'brawddeg yr wythnos' with whole school. Th elevel of involvement depends upon COVID restrictions	All staff	w/c March 1st	Work scrutiny/evidence on HWB	

Priority 6: New Curriculum	Plan authentic opportunities for and within learning, driven by the Four Purposes of the new curriculum; implement effectively and focus on the needs of all pupils in our context
Link to Teaching Standards	Pedagogy (P): Managing the learning environment, assessment, differentiation, recording and reporting & Involving partners in learning. Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities, wider reading and research findings Innovation (I): developing new techniques and evaluating the impact of changes in practice. Leadership (L): taking responsibility for self.
Link to SLO	Establishing a culture of inquiry, exploration and innovation: The school supports and recognises staff for taking initiative and risks. Staff engage in forms of enquiry to investigate and extend their practice.
Link to 12 Pedagogical Principles	P 1: good teaching and learning maintains a consistent focus on the overall purposes of the curriculum. P3: good teaching and learning means employing a blend of approaches including direct teaching P8: good teaching and learning ranges within and across AOLE. P9: good teaching and learning regularly reinforces cross curricular responsibilities, including Literacy, Numeracy and Digital Competence, and provides opportunities to practice them.

Where are we now based on our self-evaluation:	Success Criteria linked to BLP and Pedagogical Principles We will know we have succeeded when:
We must maintain and improve standards and provision in response to the demands of the New Curriculum and WG tests. In response to the Donaldson Review and revised curriculum orders a new approach to planning, assessment, pedagogy and classroom environment is a priority for this year. These practices, we intend, to be fully embedded over the next 3 years, in conjunction with Foundation Phase practices. • Research visits (Jubilee Park, Newport and Hallbrook Primary, Carlisle) undertaken and BLP and Cath Delve training facilitated. (Summer 2019) • Arranged for further training by Cath Delve, continuing professional development around BLP and inquiry led teaching/learning for 2019/20 & 2020/21 (due to school closure). • We are allowing our staff and pupils to have ownership of learning pathways but are maintaining our use of Building Blocks to ensure tracking of the 2015 LNF/DCF and AOLe coverage.	• Continuous and enhanced provision provide appropriate challenge supporting the development of taught skills. • Planning and listening to learners demonstrates that pupils' influence the content of the school curriculum. • Monitoring identifies: 1. pupils' experiences which in turn demonstrate a range of opportunities to enquire and learn in both outdoors and indoor environments 2. Pupils are able to talk about their authentic experiences, by articulating their learning journeys to others 3. There is a focus on the learning and not the activity 4. Inquiry learning evokes curiosity and engagement. 5. Pupils are able to use their knowledge and skills to collect new information. 6. Pupils are provided with opportunities to use their preferred ways of learning to demonstrate their understanding across the AOLE's.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source
Teaching and learning to be focussed on the 6 AOLEs with knowledge, skills and experiences and achievement outcomes at the heart of developing learning.	All staff	Oct 5th	Scrutiny of planning	£180 S&RS
Further develop inquiry-based learning in thematic work to deliver the new curriculum (led by a question and use of I see, I think, I wonder)	All staff	Spring 2021	Scrutiny of planning Learning walks/health checks	
Further utilise the Triad network on Hwb as a collaborative platform to share resources and planning.	All staff	September		
Consistent use of planning folders/documents across the Triad to track development of learning. Planning to be linked to 4 purposes, WM statements, PP, LNF, DCF and draft curriculum for AOLEs.			Scrutiny of planning	
Triad Progression Step PLCs to develop long and medium-term planning for the new curriculum. Staff to meet to discuss planning twice termly.	All staff	14th Sept 4th Dec		Triad staff meeting INSET
Provide opportunities for 'pupil voice' to assist with the planning during 'tuning in' of new themes.	All staff	ongoing		PPA
Continue to embed I project to enable pupils to find out about topics of personal interest and to be encouraged to use and apply skills taught. Pupils will be expected to share their finding with others through class presentations.	All staff	Sept		
Continuous and enhanced provision - this will be audited and reviewed upon relaxation of Covid 19 restrictions – in line with WG guidelines	All staff	~~Nov 2nd/9th~~ 25th/26th Nov	Lesson Observation Health checks	
Staff to review professional values/non-negotiables; classroom environments to reflect this.	All staff	~~Nov 2nd/9th~~ 25th/26th Nov	Lesson Observation Health checks	Directed day
Timetable relating to theme to be fluid and staff to encourage flexible learning seating this will be reviewed upon relaxation of Covid 19 restrictions – in line with WG guidelines	All staff	ongoing	Learning walk	

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To provide opportunities for professional development: • Planning for the New Curriculum • Whole staff INSET on Health and Well-being AOLE • Whole staff INSET on 12 Pedagogical Principles • Whole staff training on Mindfulness • Whole staff training on Empathy Lab	All staff	ongoing	Performance Management	Cost of training already detailed
Provide opportunities for parents to meet with staff to become familiar with the changes to practices related to introducing the new curriculum (via Teams). • Learning Review (parent consultation meetings) • Open afternoons • Celebration Day/Events ***Compliant with COVID restrictions***	All staff	Half termly	Open evening Learning afternoons	
Use Building Blocks as planning programme in order to track coverage of DCF/LNF and AOLE's.	All staff	ongoing	Work scrutiny	£90 x4 S&RS
Further develop Outdoor learning environment/classroom throughout whole school. Develop the use of the outdoor learning environment through pupils engaging in John Muir throughout the school Fresh Air Friday/Wellies Wednesday	All staff	ongoing	Learning walks Health checks	

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