

PRIORITY 1: Teaching And Learning CONTRIBUTION TOWARDS RAISING STANDARDS: Raise standards of teaching and learning throughout the school ensuring consistency of provision

LINK WITH SELF-EVALUATION REPORT: 1.1.1 Results and trends in performance	1.1.2 Standards of groups of learners 1.1.3 Achievement and progress in learning 1.1.4 Skills	1.1.5 Welsh language 1.2.2 Participation in learning 2.1.2 Provision for skills	2.2.2 Assessment of and for learning 3.4.1 Management of staff and resources
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REASONS FOR THE PRIORITY	SUPPORTING EVIDENCE
<ul style="list-style-type: none"> A need to develop children’s skills to work more independently, to solve problems, to take greater responsibility for their learning and to lead more on the learning at KS2. 	SER FINDINGS
<ul style="list-style-type: none"> A need to develop and reconcile systems for setting and reviewing personal targets – develop the children to identify the value of utilizing strengths and strive to remedy weaknesses in passages of work. Ensure consistency in systems from class to class. Consistency is required in methods of responding to children’s work, in identifying steps to improve work, and in opportunities that children receive to improve their work. 	SER FINDINGS LESSON MONITORING FINDINGS GWE RECOMMENDATIONS (VISIT 2)
<ul style="list-style-type: none"> A need to reconcile use of AfL throughout the school – consistency in strategies, mapping provision and clear accountability. Consistency is required in setting SC – in number and differentiation between generic/task-specific ones. 	SER FINDINGS LESSON MONITORING FINDINGS GWE RECOMMENDATIONS (VISIT 2)
<ul style="list-style-type: none"> A need to further develop ICT skills, including ‘coding’ skills, after solving internet/wireless problems. 	SER FINDINGS
<ul style="list-style-type: none"> Consistency is required in the amount of extended passages of writing in Welsh/English. 	GWE RECOMMENDATIONS (VISIT 2)
<ul style="list-style-type: none"> An improvement is required in procedural numeracy test scores – 2014-15 tests indicate every class except for one in quartile 3 or 4 in terms of 85< and 115< results. Last year’s L4+ data results place Mathematics in quartile 3 also (the only quartile 3 indicator in KS2 this year). 	NATIONAL TESTS RESULTS 2014-15 CORE DATA 2014-15

ACTION	SER	SC/OUTCOMES	TIMETABLE/MONITORING	RESPONSIBILITY	COSTS
1.) Reconcile planning systems <ul style="list-style-type: none"> Weekly/fortnightly meetings within learning groups of a similar age to reconcile schemes of work and share effective resources/practices. Ensure better consistency in FP/KS2 planning systems – initial FP and KS2 meeting to share systems, see what works, etc. Respond to changes in the new Curriculum in the schemes of work. Collaborate with other large schools (Ysgol Eifion Wyn and Ysgol Maesincla) to share good planning practices. Develop effective internal collaboration to share good practices, e.g. ‘Learning Triads’. 	1.1.2 1.1.4 1.2.2 2.1.2 2.2.2	<ul style="list-style-type: none"> Consistency in schemes of work, opportunities for regular collaboration and sharing, observing good practices internally and regular meetings to share good practices ensuring the most effective teaching possible in classes. Several good/excellent lessons representing a 10% improvement on last year’s observations. Schemes that are fit for purpose following recent changes to the Curriculum. 	Weekly/fortnightly meetings to commence from 7.09.15. Meet to discuss any planning changes by the week of 12.10.15. School-to-School meetings held by the week of 23.11.15. Report from triads’ collaboration by the week of 30.11.15.	SMT SMT LITERACY CO-ORDINATOR/ NUMERACY CO-ORDINATOR SMT	None
2.) Continue to develop effective literacy practices <ul style="list-style-type: none"> Extend effective ‘Tric a Chlic’ reading development practices to FP and KS2 MAT pupils. Follow Siân Vaughan INSET courses to develop learning to read methods through focusing on reading for various purposes. 	1.1.1 1.1.2 1.1.3 1.1.4 1.1.5	<ul style="list-style-type: none"> Incerts assessments indicating that expected end of Key Stage results percentages in Reading at O5/L4+ and O6/L5 every year are likely to place the school above the benchmarks median and compare favourably with 	INSET – 22.10.15 23.10.15 ‘Geiriau Gwych’ – 21.10.15 ‘Iaith ar Daith’ – 19.10.15	HEADTEACHER HEADTEACHER / DEPUTY HEAD	Contribute to catchment area INSET courses - £1,100 Costs of ‘Iaith ar

<ul style="list-style-type: none"> Develop writing skills by following 'laith ar Daith' and 'Geiriau Gwych' courses. Ensure that four staff members receive training, cascade good methods and practices following training at staff meetings and adapt whole-school provision after attending training. Ensure consistency in teaching Welsh/English at KS2 (timetable, morning reading and grammar periods, number of written tasks) and provide more English provision at the end of the FP. Make more effective use of ICT as a resource to develop pupils' Literacy skills. Maintain the 'Family Schools' project to create apps to develop reading and comprehension skills. The project to focus on Y. 2 MAT pupils this year – MAT pupils to collaborate with an author across schools in the six counties in the north to create comprehension resources to use on iPads. Develop effective internal collaboration, e.g. 'Learning Triads' – share good practices among teachers in terms of teaching language/literacy. 	2.1.2	<p>family schools.</p> <ul style="list-style-type: none"> Incerts assessments indicating that expected end of Key Stage results percentages in Writing at O5/L4+ and O6/L5 every year are likely to place the school above the benchmarks median and compare favourably with family schools. Lesson monitoring and books scrutiny findings indicating an appropriate balance in Welsh and English tasks throughout the subjects at KS2. Lesson observation findings identifying effective use of ICT to support Literacy learning. Effective and robust systems to share good practices among teachers at the school. 	<p>Full presentation to staff on course contents by the week of 09.11.15.</p> <p>Monitoring forming part of scrutiny work for the week of 30.11.15 and each term.</p> <p>Organize internal ICT training by the week of 16.11.15.</p> <p>Initial Family Schools meeting 06.10.15.</p> <p>Report from triads' collaboration by the week of 30.11.15.</p>	<p>LITERACY CO-ORDINATOR</p> <p>DEPUTY HEAD</p> <p>HEADTEACHER</p> <p>SMT</p>	<p>Daith', 'Geiriau Gwych' courses – £200 x 4 = £800</p> <p>Release to attend courses – £180 x 4 = £720</p> <p>Release Co-ordinator to monitor – £180 x 4 = £720</p> <p>Family Schools contribution = £1,500</p> <p>Release teachers to collaborate (triads) - £90 x 12 = £1080</p>
<p>3.) Raise the procedural numeracy standards of pupils who fail to reach a S.S. of 85< and raise the percentage achieving a S.S. of 115<</p> <ul style="list-style-type: none"> Make effective use of the procedural tests' diagnostic tool. Identify trends for the whole school, years, year groups and individuals. Establish regular targeting systems to specifically focus on the weak areas according to the diagnostic tool. Make effective and regular use of assistants to support the targeting work, assessing and monitoring progress each term. Develop greater consistency and effective Numeracy learning practices by following Carol Ayers' schemes. Guidance from the Mathematics/Numeracy co-ordinator on the schemes and how to use them to enrich the planning/teaching/learning. Make any changes to the schemes of work, teaching methods required following the guidance. Make more effective use of ICT as a resource to develop pupils' Numeracy skills. Develop effective internal collaboration, e.g. 'Learning Triads' – share good practices among teachers in terms of Mathematics/Numeracy teaching. 	<p>1.1.1</p> <p>1.1.2</p> <p>1.1.3</p> <p>1.1.4</p> <p>2.1.2</p> <p>3.4.1</p>	<ul style="list-style-type: none"> Every year a percentage achieving a S.S. of 85< placing the school in quartile 1 or 2. Every year a percentage achieving a S.S. of 115< placing the school in quartile 1 or 2. Incerts assessments indicating the expected end of Key Stage results percentages in Mathematics at O5/L4+ and O6/L5 each year are likely to place the school above the benchmarks median and compare favourably with family schools. Lesson observation findings identifying effective use of ICT to support Numeracy learning. Effective and robust systems to share good practices among teachers at the school. 	<p>Analyse diagnostic tool findings by the week of 21.09.15.</p> <p>Implement plans to target groups based on tool findings by the week of 28.09.15.</p> <p>Presentation for staff on Carol Ayers' schemes by the week of 19.10.15.</p> <p>Organize internal ICT training by the week of 16.11.15.</p> <p>Report from triads' collaboration by the week of 30.11.15.</p>	<p>NUMERACY CO-ORDINATOR FP AND KS2 TEACHERS</p> <p>NUMERACY CO-ORDINATOR FP AND KS2 TEACHERS</p> <p>NUMERACY CO-ORDINATOR</p> <p>DEPUTY HEAD</p> <p>SMT</p>	<p>Release teachers to collaborate (triads) - £90 x 12 = £1080</p> <p>Training on effective use of iPads/ICT to support numeracy = £500</p>

<p>4.) Develop independent learners</p> <ul style="list-style-type: none"> Reconcile response to work systems - provide regular and effective opportunities and guidance for children to improve their own work. Training provided at a staff meeting during September as a reminder – clear LO and SC, separate subject-specific/generic SC, appropriate individual targets for every pupil, regular use of discussion partners, self-assessment and peer assessment, exemplify text when setting SC, provide regular opportunities to improve work, effective use of visualizer. Reconcile feedback and redrafting strategies - ensure that it is clearly mapped and that all staff are aware of how and how often to improve work, e.g. encourage pupils to check regularly when working against SC during a lesson, provide opportunities when creating a passage of work for pupils to improve sections of it, do not correct a pupil's work and then have the pupil copy it, do not expect pupils to redraft complete passages of work, input any areas for improvement following a task into the personal targets setting system. Reconcile effective use of AfL throughout the school by providing teachers with strategic guidance on effective methods and practices and collaborating with other schools to identify good practices. Two teachers to attend the Shirley Clarke 'Outstanding Formative Assessment' course. Report to staff on the training and its implications for the school. Adjust SDP actions where required in accordance with any developments after attending the training. Develop 'Learning Triads' collaboration - Cymerau/ Maesincla/Y Graig – to KS2 this year. Focus on developing AfL skills in Y. 4 and 5. Collaborate on an effective lesson among the three schools with every teacher observing and collaborating to improve on the lesson the next time it is presented. Develop David Hyerle 'Thinking Maps' practices and Shirley Clarke 'Growth Mindset' skills to promote independent learners. Provide a greater opportunity and teach the pupils to respond to problems independently using the above techniques. 	<p>1.1.3 1.2.2 2.2.2</p>	<ul style="list-style-type: none"> Books scrutiny findings identifying regular and consistent opportunities for children to improve their work and showing examples of opportunities to improve work during tasks. Lesson observation and books scrutiny findings showing that children know how to improve their work and that they do so effectively. Constantly effective personal targets systems throughout the school. The children aware of their personal target/s and regularly reviewing. Lesson observations and books scrutiny findings indicating that appropriate AfL techniques are regularly used throughout the school and lead to children taking greater responsibility for their learning. 	<p>Staff Meeting training as a reminder by the week of 05.10.15.</p> <p>Strategic document providing guidance on feedback and redrafting in place by the week of 12.10.15.</p> <p>Shirley Clarke Course – 10.11.15.</p> <p>Report from the course by the week of 16.11.15.</p> <p>Visit to an effective AfL school by the week of 23.11.15.</p> <p>AfL strategic guidance and promoting independent learners document in place by the week of 07.12.15.</p> <p>Three schools' Learning Triads – initial meeting - 05.10.15.</p> <p>Collaboration with schools to trial and develop use of Thinking Maps and Growth Mindset started by the week of 18.01.16.</p>	<p>SMT</p> <p>SMT</p> <p>ASSESSMENT CO-ORDINATOR</p> <p>ASSESSMENT CO-ORDINATOR</p> <p>ASSESSMENT CO-ORDINATOR</p> <p>ASSESSMENT CO-ORDINATOR</p> <p>MLH</p> <p>HEADTEACHER</p>	<p>Release to develop strategic document = £200</p> <p>Shirley Clarke course - £220 x 2 = £440</p> <p>Release teachers to attend the course - £200 x 2 = £400</p> <p>Release for good practice visit - £200 x 2 = £400</p> <p>Release to attend schools' collaboration meetings - 3 x £200 = £600</p> <p>Release to attend schools' collaboration meetings - 3 x £100 = £300</p>
<p>5.) Develop 21st Century Learners</p> <ul style="list-style-type: none"> Use iPads/laptops as a usual part of classwork to practise basic literacy and numeracy skills, e.g. develop skills in spelling, reading, tables, using the four actions. 	<p>1.1.3 1.1.4 2.1.2</p>	<ul style="list-style-type: none"> Lesson observation findings identifying effective use of ICT to support the teaching of Literacy/ Numeracy. 	<p>Audit of use of iPads and ICT by the week of 19.10.15.</p>	<p>DEPUTY HEAD/ FfH</p> <p>DEPUTY HEAD/</p>	<p>Release to conduct audit 2 x £100 = £200</p>

<ul style="list-style-type: none"> • Conduct an audit of how and for what purpose iPads/laptops are used. Search for ways to improve their use throughout the school and for other innovative ways to use them in the classroom. Conduct an audit at the end of the year to witness development. • Develop teachers' skills to use modern computers and software through providing CPD ICT opportunities, e.g. INSET, Twilight Sessions, internal training for staff on iPads. • Adapt schemes of work to clearly indicate which ICT skills are being addressed. Monitor use of schemes of work. • Develop the use of 'Physical Literacy' (part of a middle leadership project led by Ffion Hughes). Develop fitness and sports as part of pupils' daily lives. • Map provision— apps, software, etc. to use throughout the school. • Invest in new laptops so that there is enough suitable equipment available for the classes. • Continue to develop coding skills to further develop modelling, e.g. 'Raspberry Pi'. 	3.4.1	<ul style="list-style-type: none"> • iPads and laptops a regular feature of teaching and learning in every class. • School teaching staff possessing up-to-date ICT skills to support the learners and develop effective teaching. • Sufficient appropriate ICT software, hardware and resources at the school to provide every pupil with regular participation in their use. • Incerts assessments indicating higher than expected progress in the ICT skills of most pupils throughout the school during the year. • 'Physical Literacy' project indicating an increase in the number of pupils participating in fitness and sports activities in their leisure time. • ICT coding skills developing among the school's eldest pupils. 	<p>Organize iPads twilight training by the week of 09.11.15.</p> <p>Schemes of work to indicate specifically which ICT skills are nurtured by the week of 18.01.16.</p> <p>Map apps and software provision by the week of 01.02.16.</p> <p>Children's Physical Literacy questionnaire by the week of 23.11.15 and again by 23.05.16.</p> <p>Guidance from Coleg Meirion Dwyfor with 'Raspberry Pi' used by the week of 29.02.16.</p>	<p>FfH</p> <p>KS2 TEACHERS</p> <p>DEPUTY HEAD</p> <p>FfH</p> <p>DEPUTY HEAD</p>	<p>Release to monitor schemes of work = £400</p> <p>New laptops 15 x £450 = £6,750</p> <p>Release to attend courses and drive the Physical Literacy leadership scheme 6 x £200 = £1,200</p> <p>Release to receive Coding guidance = £100</p>	
					<p>COSTS</p> <p>RESERVES</p> <p>EIG</p> <p>PDG</p> <p>TOTAL</p>	<p>£0</p> <p>£11,740</p> <p>£6,750</p> <p>£17,890</p>

SUCCESS INDICATORS	EVIDENCE
<p>1.) Reconcile planning systems</p> <p>a) Consistency in schemes of work and schemes that are fit for purpose following recent changes to the Curriculum.</p> <p>b) Collaboration, meeting together, regular sharing, observing good practices and sharing good practices.</p> <p>c) Several good/excellent lessons representing a 10% improvement on last year's observations.</p>	<p>a) SER 2015-16 KQ2 (by 13.05.16)</p> <p>b) SER 2015-16 KQ2 (by 13.05.16)</p> <p>c) Lessons monitoring composite report twice a year</p>
<p>2.) Continue to develop effective literacy practices</p> <p>a) Incerts assessments indicating that expected end of Key Stage results percentages in Reading and Writing at O5/L4+ and O6/L5 every year are likely to place the school above the benchmarks median and compare favourably with family schools.</p> <p>b) An appropriate balance in Welsh and English tasks throughout the subjects at KS2.</p> <p>c) Effective use of ICT to support Literacy learning.</p> <p>d) Effective and robust systems to share good practices among teachers at the school.</p>	<p>a) Assessment, tracking and targeting – termly review End of Key Stage results – June 2016</p> <p>b) Books scrutiny – 23.11.15 Lessons monitoring composite report autumn term</p> <p>c) Lessons monitoring composite report autumn term</p> <p>d) SER 2015-16 KQ2 (by 13.05.16)</p>
<p>3.) Raise the procedural numeracy standards of pupils who fail to reach a S.S. of 85< and raise the percentage achieving a S.S. of 115<</p> <p>a) Every year a percentage achieving a S.S. of 85< and a S.S. of 115< placing the school in quartile 1 or 2.</p> <p>b) Incerts assessments indicating the expected end of Key Stage results percentages in Mathematics at O5/L4+ and O6/L5 each year are likely to place the school above the benchmarks median and compare favourably with family schools.</p> <p>c) Effective use of ICT to support Numeracy learning.</p> <p>d) Effective and robust systems to share good practices among teachers at the school.</p>	<p>a) National Tests Results – June 2016</p> <p>b) Assessment, tracking and targeting – termly review End of Key Stage results – June 2016</p> <p>c) Lessons monitoring composite report autumn term</p> <p>d) SER 2015-16 KQ2 (by 13.05.16)</p>
<p>4.) Develop independent learners</p> <p>a) Children provided with regular and consistent opportunities to improve their work and opportunities to improve work during tasks. The children knowing how to improve their work and doing so effectively.</p> <p>b) Constantly effective personal targets systems throughout the school. The children aware of their personal target/s and regularly reviewing.</p> <p>c) Appropriate AfL techniques regularly used throughout the school and leading to children taking greater responsibility for their learning.</p>	<p>a) Books scrutiny – 23.11.15</p> <p>b) Books scrutiny – 23.11.15 Lessons monitoring composite report autumn term</p> <p>c) Lessons monitoring composite report autumn term SER 2015-16 KQ2 (by 13.05.16)</p>
<p>5.) Develop 21st century learners</p> <p>a) Effective use of ICT to support the teaching of Literacy/Numeracy, with iPads and laptops a regular feature of teaching and learning in every class.</p> <p>b) School teaching staff possessing up-to-date ICT skills to support the learners and develop effective teaching.</p> <p>c) Sufficient appropriate ICT software, hardware and resources at the school to provide every pupil with regular participation in their use.</p> <p>d) Incerts assessments indicating higher than expected progress in the ICT skills of most pupils throughout the school during the year.</p> <p>e) 'Physical Literacy' project indicating an increase in the number of pupils participating in fitness and sports activities in their leisure time.</p> <p>f) ICT coding skills developing among the school's eldest pupils.</p>	<p>a) Books scrutiny spring term Lessons monitoring composite report spring term</p> <p>b) SER 2015-16 KQ3 (by 04.07.16)</p> <p>c) SER 2015-16 KQ3 (by 04.07.16)</p> <p>d) Assessment, tracking and targeting – termly review</p> <p>e) FfH Audit – by 13.05.16</p> <p>f) HVJ Audit – by 13.05.16</p>