

AFON -Y FELIN SCHOOL IMPROVEMENT PLAN

2020 – 2021

Our Improvement Priorities

- 1a- To raise standards in reading especially in the Foundation Phase /reducing the impact of poverty on educational attainment.
- 1b- To raise standards in writing especially in the Foundation Phase/reducing the impact of poverty on educational attainment.
2. To continue to raise standards in Numeracy/reducing the impact of poverty on educational attainment.
3. To further develop wellbeing/reducing the impact of poverty on educational attainment.
4. To improve teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales.

School Context

The school achieved the 'Green' status in January 2020 in the National Categorisation process. Performance across many areas has continued to improve but our average performance remains slightly below Wales. The schools progress from baseline is very good.

The headteacher was appointed in April 2016 and has been at the school for six years (originally as the seconded deputy headteacher) and has overseen a period of continuous improvement over a six year period. A Deputy Headteacher was employed in April 2017 after being in an acting position for a period of 8 years. The schools current population is 146 pupils. The school continues with 6 classes to support the WG to narrow the gap using PDG. Each year the schools population has increased.

At the end of the financial year for the first time the school had a deficit budget of £46,965. (-6.5%)The condition of the building internally is good as many rooms have been refurbished/painted. Due to the expansion of the KS2 pupil population/covid 19 restrictions the 'Innovation and Creativity Room' has been converted into a classroom and IT hardware has been distributed into classrooms. The school has a renovated library/research zone. All pupils in the Foundation Phase have access to an outdoor classroom, with large soft surfaces provided. The school has spacious outdoor provision including a tyre park, trim trail, new multicourt, playground, large field, mud kitchen. These areas were developed recently to develop more effective outdoor learning spaces. A cycle/scooter shelter was installed during the Summer 2016. The orchard area is to be developed in conjunction with the community.

Staffing Levels	Teaching	HLTAs/ LSOs/FEO	SNLAs	Admin.	Caretaker Cleaners	Midday Supervisors	Canteen Staff	Total
	6 teachers plus Headteacher	5	1	1	1 caretaker 2 cleaners	4	3	24

No. on Roll	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
All Pupils	19	20	16	17	22	15	15	20	144
FSM	11	7	11	10	7	6	6	11	68

Ethnicity	White	Mixed Background	Asian or Asian British	Black or Black British	Chinese or Chinese British	Other Ethnic Groups
	97%					3%

			FSM	No. of pupils	68
				% of school roll	47%

Review of the 2019-20 SIP

(Due to Covid 19 no further data updates for the year as the school closed end of March. So all information is up to this point in 2020- Data is based up until January 20.)

Targets	Success Criteria	Evaluation rag rated
<p>To continue to raise standards in Literacy/reducing the impact of poverty on educational attainment focusing on developing reading across the school and spelling/grammar in KS2.</p>	<p><u>Autumn Term 2019 Update – 10 Pupils- 10% = 1 pupil</u></p> <ul style="list-style-type: none"> At the end of the Autumn Term 2019 the performance in English at KS2- Year 6 is suggesting that 80% (10 pupils) are working within Level 4+ and 4 pupil (40%) are targeted to achieve Level 5. They are currently Level 4+. This is a slight increase on last year's cohort. However, of the 10 pupils, 2 pupils (20%) have been identified with SA/SA+. The two pupils who have been identified as performing below Level 4 are SA+/SA. (One pupil has ADHD and is awaiting potential ASD outcome. The school is also awaiting panel decisions regarding comprehensive school provision- LRB provision discussed. The SA- pupil has been identified through out KS2 as not reaching L4. (Currently investigating potential ASD). Only 20% are eFSM pupils, (all-100%) are on target to achieve the national standard in English. One pupil eFSM pupil has been predicted to achieve Level 5. Pupil progress meetings- 13/01/20 demonstrate the progress of pupils in English/LLC across the school. Targets will be provided for pupils performing below the average and specific pupils will be referred to the relevant panel for guidance and support. Many of these pupils receive support through Letters and Sounds and Lexiauk. <p><u>Year 2- (23 pupils- 1 pupil=4.3%)</u></p> <ul style="list-style-type: none"> At the end of the Autumn Term 2019- it is suggesting that currently only 51.6% are on target to achieve O5+. Significant targeting of pupils currently performing at 4-/4 – Spring Term 20 to potentially raise O5+. If all O4+ achieve % will rise to 77%. Two pupils- will not achieve the national standards as currently operating at O2/O3. Both pupils are going through ND forum and have severe speech and language issues. (Both receive SALT support) – SA+. Of the 9 pupils- (38.7%) eFSM pupils, 7/9 are projected to achieve the national standard in LLC if targeted consistently. 6 lesson observations have been observed, 80% were judged as good or better - quality of teaching. 32% - two lessons was judged as excellent. Standards in books demonstrate that there is good progression in all classes. 	<p>Y</p>

	<ul style="list-style-type: none"> • The SIMS tracker demonstrates the value added progress of oracy/reading and writing development termly. • In the FP meetings, staff have started to use SEESAW to develop a consistent approach to observation of LLC/Literacy in FP. • The Curriculum lead for LLC has conducted monitoring in the Autumn Term in grammar/spelling at KS2.-01/10/19 • Monitoring feedback was provided- 04/11/19- Staff meeting which identified key areas for development in each cohort. • Year 6 attended the Language and Culture event on 19/09/19. • Rhiannon Davies from the Reading Challenge conducted an assembly- 08/10/19 which promotes reading at home. • DJ attended the LLC- What Matters training day- 06/11/19 which has provided valuable information going forward. • To support developing both oracy and debating skills 6 pupils from Yr 6 took part in a Cluster Parliament Week debate at the Council Chambers on 'Should Animals be used for entertainment?' • Year 2 visited Cardiff Castle as a hook for both creative and factual writing.- 14/01/20 • Due to changes in FP staff, the Active and Experiential Document has been discussed to ensure there is a consistent approach to developing Literacy skills in enhanced/continuous provision areas both indoors/outdoors. • The FEO delivered Language and Play to Nursery parents during the Autumn Term 19. • At the end of Autumn Term 2019, of the original 21 Nursery pupils only 3 need Wellcomm in January 2020. • Speech Links- 10 pupils require support. This will happen through whole class support this year rather than intervention. • LLC curriculum map was completed- Summer Term 	
<p>Target 2: To continue to raise standards in Numeracy/reducing the impact of poverty on educational attainment</p>	<p><u>Autumn Term 2019 Update</u></p> <p><u>Year 6 pupils- (10 pupils- 1 pupil = 10%)</u></p> <ul style="list-style-type: none"> • At the end of the Autumn Term 2019 the performance in Maths at KS2- Year 6 is suggesting that 80% (10 pupils) are working within Level 4+ or above and that 4/5 (50%)pupils are currently on L4+ and targeted to achieve L5. However, of the 10 pupils, 2 pupils (20%) have been identified with SA/SA+. (One pupil has ADHD and is awaiting potential ASD outcome. The school is also awaiting panel decisions regarding comprehensive school provision- LRB provision discussed. The SA- pupil has been identified through out KS2 as not reaching L4. (Currently investigating potential ASD). They are both currently Level 3. Of the 20% eFSM pupils, (all-100%) are on target to achieve the national standard in Maths. One pupil has been predicted to achieve Level 5 in Maths. 	

	<p><u>Year 2- (23 pupils- 1 pupil= 4.3%)</u></p> <ul style="list-style-type: none"> • In Year 2, currently 34% 8 pupils are on target to achieve Outcome 5+. (Weak) There are 11 pupils (51.6%) who are currently 04 these need significant support to achieve the National standard. Significant targeting of pupils currently performing at 04 Spring Term 20 to potentially raise O5+. Two pupils- will not achieve the national standards as currently operating at 02/03. Both pupils are going through ND forum and have severe speech and language issues. (Both receive SALT support) – SA+. Of the 9 pupils- (38.7%) eFSM pupils, 8/9 are projected to achieve the national standard in MD if targeted consistently. • Action- Provide significant targeting for pupils – O4. • Moderation took place in the Autumn term 2019 to ensure levels reflected are evidenced in books. • The FP Compact Profile was conducted in the Autumn 2019 for Nursery/Reception pupils to establish a baseline. • CLIC groups in FP/KS2 have been created to ensure clear differentiation is provided for individuals. • In FP meetings, the Active and Experiential Document has been discussed to ensure there is a consistent approach to developing Numeracy skills in enhanced/continuous provision areas both indoors/outdoors. • Monitoring of standards suggests that there is progression between year groups but problem solving/reasoning needs to be taught more consistently. 	
<p>Target 3: To improve wellbeing/reducing the impact of poverty on educational attainment</p>	<ul style="list-style-type: none"> • 23/09/19- All staff have received Epipen refresher training. • 07/10/19- All staff have received Child Protection Training. • 07/10/19- All staff have received Team Teach training to support pupils behaviour. • Year 2 have participated in Kerbcraft with Sarah Lewis on a weekly basis to improve their road safety awareness. • Pupils participated in the Design to Smile Week and designed ‘birthday cards for Dewi’ for the competition to raise their understanding of the importance of cleaning teeth. The Design to Smile Team involved pupils in Class 1 with toothbrush workshops. • NJ(LSO) received refresher Wellcomm training- 17/09/19. • Class 2 parents attended FAZ for a 6 week programme during the Autumn Term. • All pupils participated in the Bike to School Week. The Active Crew supported the champion- 23/09/19. Golden Lock assembly- 02/12/19.Christmas Bling- 19/12/19 this supports the schools aim to achieve the Gold award. • The Green Team champion –KE met with Joanne Bendon to discuss Phase 6 of Healthy Schools- 08/11/19 	

	<ul style="list-style-type: none"> • The choir attended Harvest Festival at St James- 27/09/19, Pensioners- 03/10/19 • Fluoride Vanish Day- 02/10/19 • RS has commenced a two day training course on Real PE- 03/10/19. This is an area for consideration for SIP- 2020/2021 • Year 5/6 had the opportunity to develop rugby skills through Tag Rugby sessions with the Ospreys. • The Keep Wales Team conducted ADA Litter Workshops for Year 3/4/5 and then conducted a litter survey on 07/11/19. Class 5 then visited Porthcawl with Seaquest to conduct a beach litter survey.-15/01/20. • The new Mini Police Team were established on 24/10/19. • Anti-Bullying Assembly for KS2 -16/12/19 was organised to tackle/ raise awareness by the police. • Peer Mediation training for Year 6 pupils- 14/01/20 commenced. This will be started end of January 20. • All pupils in KS2 have one page profiles to help supply staff etc.. with each pupils characteristics etc. • The SEN register is reviewed to reflect the new changes to ALN provision. Only specific pupils with significant delay have IEPs. • To tackle the schools concerns regarding attendance the following has happened; Callio letters are sent termly to support raising attendance %. Attendance posters and signage has been purchased to raise further awareness to parents. EWO has regular meetings with admin/HT to reduce 'RED' category pupils. • The school has initiated its involvement with CSC scheme- Improving outcomes for vulnerable learners. • Healthy lunchbox signage was designed by the school council. 	
<p>Target 4: To improve teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales.</p>	<p>Autumn Term 2019 Update The new Curriculum for Wales has been introduced to the school with the following achievements to date;</p> <ul style="list-style-type: none"> •Curriculum lead for Welsh Dimension/LLC conducted a staff meeting on Siarter Iaith. Bronze award accreditation has been achieved on 18/09/19. •Some classes have organised trips to enhance pupils learning- 1940s Trip to Swansea War Museum •KS attended Music and the New Curriculum.- 13/11/20 and will have the opportunity to feedback in the Spring term 20. •KE conducted monitoring of Geography-19/11/19 •CSC Hub Training has commenced- 27/11/19, 22/01/20-100% excellent evaluations received. •INSET Day- 06/01/20 Staff collectively created an overview of Afon y Felin as a 'School as a Learning Organisation.' This was completed in SMT and shared with Standards Committee. 23/01/20. 	

	<ul style="list-style-type: none"> •Staff meetings- 11/11/19, 18/11/19, 25/11/19 were dedicated to Curriculum for Wales feedback from each curriculum lead on the What Matters statements. •An INSET on the Curriculum for Wales is planned- 24/02/20 	
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Summary of the school improvement priorities for 2020-2021

PRIORITY	Evaluation (RAG)		
	AUTUMN	SPRING	SUMMER
To raise standards in reading especially in the Foundation Phase /reducing the impact of poverty on educational attainment.			
To raise standards in writing especially in the Foundation Phase/reducing the impact of poverty on educational attainment.			
To continue to raise standards in Numeracy/reducing the impact of poverty on educational attainment.			
To further develop wellbeing/reducing the impact of poverty on educational attainment.			
To improve teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales.			

2021 – 2022 Priorities	2022 – 2023 Priorities
<ul style="list-style-type: none"> • Embed the New Curriculum for Wales • Embed the new ALN Bill • The Investors in Families Award. • Further develop pupils’ awareness of Global Citizenship 	<ul style="list-style-type: none"> Review LLC/MD processes within the school Develop the orchard with community



**Ysgol Gynradd Afon Y Felin Primary School
School Improvement Plan 2020-21**



Target 1a-. To raise standards in reading especially with a key focus on the development of phonic teaching in the Foundation Phase.
Target 1b- To raise standards in writing within the Foundation Phase through the development of phonic teaching.

Emerging Priorities from SER

KQ1 Standards

Targets

- **To ensure school performance data is used rigorously to raise standards.**
- To target LLC performance in line with Wales especially for pupils(Boys) with limited reading/phonic awareness which impacts on writing. Monitor differentiation of LA groups.
- *To continue to raise aspiration to improve outcomes for pupils at outcome 6 especially in LLC.*
- **To monitor the impact of LEXIA on reading standardised scores.**
- **Continue to strive to improve pupils ability to achieve above >115 in reading.**
- **To target/monitor performance especially in reading in Year 1/2.**
- **Continue to develop reading skills through LEXIA across KS2 to ensure the school performance improves at Level 4+.**
- **To target /monitor performance especially in writing in Year ½.**

SEF Priorities

Curriculum and teaching

Success Criteria

- Continue to reduce//eliminate (04) LLC performance in line with Wales through targeted support especially boys.
- Focus on reading/phonics has impacted positively on raised outcomes in the Foundation Phase.
- Sustained outcomes at 06+ and the gap against Wales narrowed.

Pedagogical Principals- Curriculum for Wales

Pedagogical Principle 1 - Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum

Pedagogical Principle 2 - 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.

Pedagogical Principle 3- Good teaching and learning means employing a blend of approaches including direct teaching

Pedagogical Principle 5- Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

Pedagogical Principle 6- Good teaching and learning creates authentic contexts for learning

Pedagogical Principle 7- Good teaching and learning means employing assessment for learning principles

Pedagogical Principle 8- Good teaching and learning ranges within and across Areas of Learning and Experience

Pedagogical Principle 12- Good teaching and learning encourages collaboration

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
<p>To ensure school performance data is used rigorously to raise standards.</p> <ul style="list-style-type: none"> ➤ Leaders to analyse data –internally to identify appropriate intervention strategies for individual pupils in FP/KS2 through provision mapping. ➤ Data analysis is shared with all stakeholders ➤ Data analysis and monitoring and evaluating learning is rigorous. 	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>SMT</p>	<ul style="list-style-type: none"> • Data is used effectively to raise standards at 06+/L5. • Termly review meeting evaluate the effectiveness of pupil provision through the analysis of tracking. • Pupils trackers identify vulnerable pupils who are not making sufficient progress/good progress. 	<p>September 2020 onwards</p>	<p>Staff meeting time</p>	<p>Headteacher/ Deputy Headteacher to audit termly</p> <p>SMT</p> <p>Class teachers</p> <p>LSOs</p>	<p>Core data sets</p> <p>SIMS- termly</p> <p>Reports to stakeholders-SER/Headteachers</p> <p>Reports/SIP updates</p>
<p>Disseminate completed new LLC – English resources;</p> <ul style="list-style-type: none"> • LLC Placemats • LLC Self-evaluation toolkit/audit • Writing genre mapping • New Guided reading sheets • Writing journey audit • Reading range documentation • TALK/Oracy strategies 	<p>LLC Team</p> <p>All staff</p>	<ul style="list-style-type: none"> • LLC placemats are accessible on the one drive • LLC self-evaluation is completed to support ongoing development of the new curriculum. • All new/ revised documentation has been disseminated to all staff, 	<p>Autumn 20 onwards</p>	<p>INSET day/staff meeting time</p>	<p>LLC Team- KS2 coordinator</p> <p>SMT</p>	<p>LLC placemats</p> <p>LLC self-evaluation</p> <p>audit toolkit</p> <p>Writing genre</p> <p>Guided Reading</p> <p>Writing Journey</p> <p>audit</p> <p>Performance Poetry</p> <p>Talk/Oracy strategies</p>

<ul style="list-style-type: none"> Performance Poetry resources 						
Develop further the schools involvement with InFilm; <ul style="list-style-type: none"> Develop Welsh/English book reviews and create films 	LLC Team Science and Technology Team	<ul style="list-style-type: none"> In upper KS2 new innovative links are established to promote English/Welsh through InFilm. 	Autumn Term 2020 onwards	2 x £150= £300	LLC Team Science Team	In Film evidence
Develop writing working walls	LLC Team All staff	<ul style="list-style-type: none"> All classroom have writing working walls 	Autumn Term 2020		Headteacher	Photographic evidence
Review of the teaching of reading /phonic teaching in the Foundation Phase. <ul style="list-style-type: none"> Analysis of current reading standards against NC standards. Ensure reading/phonics knowledge improves in Year 2/Year 1. Ensure Foundation Phase meetings reflect pupil progress/teaching of phonics/reading Monitor closely the teaching of phonics/reading. Support the LSOs with letters and sounds teaching 	LLC Team Foundation Phase coordinator	<ul style="list-style-type: none"> Termly analysis of data – Letters and sounds /reading progress demonstrate progress Pupil progress meetings ensure small group intervention. Monitor and training improves standards 	Autumn 2020 onwards	Staff meeting time Foundation Phase meeting time 1 x £150=£150	LLC- Team Foundation Phase coordinator.	Reading records Letters and sounds assessment/analysis FP minutes Monitoring notes

<p>through training and support.</p> <ul style="list-style-type: none"> Review phonic progression mapping 						
<p>Improve writing in the Foundation Phase</p> <ul style="list-style-type: none"> Develop gross motor developmental activities Ensure consistent teaching of letter formation/teaching Ensure consistent teaching of phonics-initial sounds/cvcs. Consistent approach with the teaching of high frequency words 	<p>LLC Team Headteacher</p>	<ul style="list-style-type: none"> Consistent approaches within the early years reflect progress 	<p>Autumn 2020 onwards</p>	<p>Staff meetings/Foundation Phase meetings 3 x £150= £450</p>	<p>LLC Team SMT</p>	<p>Handwriting Policy Phonics Policy Letters and Sounds analysis</p>
<p>Monitor the impact of LEXIA on reading standardised scores.</p>	<p>Headteacher Literacy Team</p>	<ul style="list-style-type: none"> LEXIA is positively impacting on standards in reading. 	<p>Autumn 2020- July 2020</p>	<p>Termly- Staff Meeting LEXIA Costs=£1000 LLC Team- One day supply- £150</p>	<p>SMT</p>	<p>Lexia Reports</p>
<p>To review all policies related to LLC to ensure they are in line with the new curriculum.</p>	<p>LLC Team</p>	<ul style="list-style-type: none"> New LLC Policy in place 	<p>Summer 2021</p>	<p>LLC Team</p>	<p>LLC Team</p>	<p>LLC Policy</p>
<p>Introduce use of Alan Peat sentences across the school.</p>	<p>LLC Team</p>	<ul style="list-style-type: none"> Alan Peat sentences are shared and consistently used across the school 	<p>Autumn 2020 onwards</p>	<p>Staff meeting time</p>	<p>Headteacher LLC Team</p>	<p>Alan Peat sentences</p>
<p>Review the use of Pie Corbett.</p>	<p>LLC Team SMT</p>	<ul style="list-style-type: none"> Identifies strengths and areas for improvement through monitoring 	<p>Autumn 2020 onwards</p>	<p>Supply time 1 x £150</p>	<p>LLC Team Headteacher</p>	<p>Monitoring Cycle LLC monitoring notes</p>

To evaluate the impact of the new reading scheme and CODE books	LLC Team Class teachers HT	<ul style="list-style-type: none"> Individual class reading data analysis shows impact upon specific groups of learners Pupil survey shows engagement and motivation has improved 	Autumn 2020- July 2021	Individual class reading records Reading scheme resources Supply day- £150	LLC team monitoring cycle HT	Reading data analysis Data for targeted groups of learners
TOTAL COSTS				£2350		



Ysgol Gynradd Afon y Felin Primary School School Improvement Plan 2020-21



TARGET: 2. To continue to raise standards in Mathematics with particular focus on the Foundation Phase.

Emerging Priorities from SER

KQ1 Standards

SEF Priorities

Curriculum and teaching

Targets

- To ensure school performance data is used rigorously to raise standards.
- To develop a portfolio of levelled work for Numerical Reasoning.
- To ensure consistent teaching of problem solving especially in the lower Foundation Phase classes.
- Continue to monitor and track FSM/non-FSM pupils to reduce any potential gap especially for non-FSM.
- Monitor Maths performance especially in Year 1 and Year 2.

Success Criteria-

- Reduced/eliminated (04) MD performance in line with Wales through targeted support, focus on the consistent teaching of Big Maths.
- Focus on developing problem solving has impacted positively on raised outcomes in the Foundation Phase.
- Continued improved performance especially in Year 1/2 and raising the percentage above average (115+)

Pedagogical Principals- Curriculum for Wales

Pedagogical Principle 1- Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum

Pedagogical Principle 2 - 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.

Pedagogical Principle 3- Good teaching and learning means employing a blend of approaches including direct teaching

Pedagogical Principle- 4 - Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking

Pedagogical Principle 5- Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

Pedagogical Principle 7- Good teaching and learning means employing assessment for learning principles

Pedagogical Principle 8- Good teaching and learning ranges within and across Areas of Learning and Experience

Pedagogical Principle 12- Good teaching and learning encourages collaboration

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
<p>To ensure school performance data is used rigorously to raise standards.</p> <ul style="list-style-type: none"> ➤ Leaders to analyse data –internal to identify appropriate intervention strategies for individual pupils in FP/KS2 through provision mapping. ➤ Data analysis is shared with all stakeholders ➤ Data analysis and monitoring and evaluating learning is rigorous. 	<p>Headteacher</p> <p>Deputy Headteacher SMT</p>	<ul style="list-style-type: none"> • Provision mapping is effective. • Data is used effectively to raise standards at 06+/L5. • Termly review meeting evaluate the effectiveness of pupil provision through the analysis of tracking. • Pupils trackers identify vulnerable pupils who are not making sufficient progress/good progress. 	<p>September 2020 onwards</p>	<p>TIME</p>	<p>Headteacher/ Deputy Headteacher to audit termly SMT Class teachers LSOs</p>	<p>Pupil Progress Monitor reports-termly Reports to stakeholders-SER/Headteachers Reports/SIP updates</p>
<p>Review the teaching of number /Monitor number development</p>	<p>Maths Team</p>	<ul style="list-style-type: none"> • Through monitoring and staff training standards are raised 	<p>Autumn 2020 onwards</p>	<p>Staff meeting time</p>	<p>Headteacher Maths Team</p>	<p>Monitoring</p>
<p>Numerical Reasoning</p> <ul style="list-style-type: none"> • Ensure a consistently in teaching problem solving. 	<p>Maths Team FP staff</p>	<ul style="list-style-type: none"> • Consistent approach adopted to teaching problem solving/ reasoning 	<p>Autumn 2020-Summer 2021</p>	<p>Staff meeting Time Supply-£150</p>	<p>Headteacher Maths Team</p>	<p>Pupils books Planning Monitoring of planning</p>

<ul style="list-style-type: none"> To develop a portfolio of levelled work for Numerical Reasoning. 						
To complete the e portfolio for Mathematics	Maths Team	<ul style="list-style-type: none"> E Portfolio supports teaching and moderation. 	Autumn 2020 onwards	Supply 1 x£150=£150	Maths Team SMT	Maths Portfolio
To develop Mathematics to reflect position and progress against the new curriculum. <ul style="list-style-type: none"> Devise a Mathematics placemat Complete the Mathematics self-evaluation audit. Devise an action plan 		<ul style="list-style-type: none"> Maths placemat reflects the schools progress against the new curriculum. The self-evaluation supports the MD team to create an action plan. 	Autumn 2020 onwards	Supply 1 x£150=£150	Maths Team	Mathematics Placemat Mathematics self evaluation
To target the development of MD in the Foundation Phase especially in Year 1 and Year 2	MD Team FP staff	<ul style="list-style-type: none"> Monitoring of teaching/standards reflect improvements. Pupil progress meetings demonstrate progress 	Autumn Term 2020 onwards		Maths Team SMT	Pupil Progress meetings
TOTAL COSTS				£450		



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TARGET: 3. Improving wellbeing/reducing the impact of poverty on educational attainment

<p><u>Emerging Priorities from SER</u></p> <p>KQ2 – Wellbeing and attitudes to learning</p> <p>KQ4- Care, support and Guidance</p>	<p><u>SEF Priorities</u></p> <p>Participation and enjoyment in learning</p> <p>Learning experiences - provision for skills</p>
<p><u>Target- Wellbeing</u></p> <ul style="list-style-type: none"> To develop THRIVE as a Cluster initiative. Review ALN practises in light of new ALN Bill. To develop pupil voice further through the implementation of aspects of the Pupils Charter and through sharing vision with School Council To ensure attendance exceeds 95% over the academic year. To move towards achieving the Active Journey Gold Award accreditation. To achieve Phase 6- Healthy Schools 	<p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Improved attitudes to learning/ well-being/behaviour. Improved attainment across the school. Improved attendance and reduction in lateness and unauthorised absents

Pedagogical Principles- Curriculum for Wales

Pedagogical Principles- 10- Good teaching and learning encourages children and young people to take increasing responsibility for their own learning

Pedagogical Principles- 11 - Good teaching and learning supports social and emotional development and positive relationships

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
Review ALN practise to reflect the new ALN Bill. <ul style="list-style-type: none"> Review the SEN register to reflect new IDP. Implement PCP profiling. 	Headteacher ALNCo	<ul style="list-style-type: none"> Reviewed SEN register reflects the new practices. Staff have developed knowledge of the PCP profiling. Staff/ALNCo are competent at completing IDPs. 	Autumn 2020 onwards	TIME Staff meetings	Headteacher ALNCo Well-being Officer	New SEN Register PCP profiling IDP examples One page Profiles Provision Maps Pupil Progress Termly Reviews

		(See Cluster ALN Plan)				SEN Register
Embed THRIVE as a whole school/cluster initiative	Headteacher	<ul style="list-style-type: none"> THRIVE principles are implemented successfully. THRIVE training has improved staffs knowledge and ability in dealing with emotional difficulties in pupils. (See LACPDG Action Plan) 	September 2020- July 2021	TIME Staff Meetings Supply Costs £5290- LACPDG funding	Headteacher/ Deputy Headteacher WellBeing Officer	THRIVE documentation
To develop pupil voice further through; <ul style="list-style-type: none"> Implement aspects of the Pupils Charter; Participation, provision To share the revised vision which reflects the new Curriculum for Wales 4 core principles with school council. 	Well Being Team School Council	<ul style="list-style-type: none"> Introduction of the Childrens Charter assists pupils to develop as healthy and confident individuals who can learn and thrive. Pupils participate as ethical, informed citizens. Classroom rules have been replaced by charters in all areas of school. Visual displays of charters are permeating throughout the school. School Council have a good understanding of new 4 core principles. 	September 2020- July 2021	Staff meeting/training	Headteacher/ Deputy Headteacher WellBeing Officer	Pupil Charter notes/ documentation Classroom Rules Vision statement School Council File
To complete Phase 6- Healthy Schools <ul style="list-style-type: none"> Develop a food hygiene policy Participate in a food safety week The school council to devise a code of conduct for the toilets The Green Team to develop a mission statement for healthy eating Green Team to deliver an assembly on drinking water 	Green Team School Council Green Team Champion	<ul style="list-style-type: none"> The Hygiene Policy is shared with all stakeholders and placed on website. The code of conducts are visibly displayed. The Green Team reflects activities fir4 the year and mission statement. The Green Team have delivered the assembly to all pupils. The hall reflects Health and Wellbeing through PE displays/Healthy lunch boxes. 	September 2020- July 2021	Staff meeting Supply cost days 2 x £150= £300	Headteacher/ Deputy Headteacher WellBeing Officer	Hygiene Policy Green Team mission statement/displays

<ul style="list-style-type: none"> Develop PE display in hall 						
<p>Continue to improve increase attendance to 95% as attendance dropped to 92.7%.</p> <ul style="list-style-type: none"> Investigate any notable variations between particular groups of pupils linked to attendance. 	Headteacher EWO FEO Admin Officer All staff	<ul style="list-style-type: none"> EWO to monitor school's policy is put into practice and to assess whether strategies implemented are making a difference. Pupils with poor attendance (below 92%) followed up through EWO Updated attendance policy template is shared with all stakeholders. Analysis of attendance data ensures that vulnerable learners continue to achieve their potential. 	September 2020 onwards	TIME	Headteacher EWO FEO	Revised Cluster Attendance Policy Cluster Attendance Booklet Attendance Letters to Parents Weekly Newsletters Attendance Data
Achieve the Gold Mark for Active Journeys.	Active Journey Champion Headteacher Active Crew	<ul style="list-style-type: none"> To achieve 'Active Journey!' Gold Award accreditation Raised profile of the school and ensuring pupils are active. 	September 2020 onwards	1x £150=£150-supply costs	Active Journey Champion	Active Journey File
To actively promote good behaviour; <ul style="list-style-type: none"> Develop lunchtime supervisor training in playground games. Ensure Values are celebrated through the Headteachers certificate system monthly. 	Well Being Team School Council Lunchtime Supervisors	<ul style="list-style-type: none"> Lunchtime supervisors training improves staffs knowledge in dealing with potential conflict. Values are celebrated monthly consistently in assembly. 	September 2020 onwards	Time- Training- Pupils	Well Being Team Headteacher	School Rules displays
To implement using ClassDojo to promote parental engagement further in the Foundation Phase.	All staff FEO	<ul style="list-style-type: none"> Use of Class Dojo to communication with parents has promoted parental engagement positively 	September 2020 onwards	Time	Headteacher Deputy Headteacher SMT	Analysis of parental engagement questionnaire
TOTAL COSTS				£5740		



Ysgol Gynradd Afon y Felin Primary School School Improvement Plan 2020-21



TARGET: 4. To improve teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales/ALN Bill.

<u>Emerging Priorities from SER</u>	<u>SEF Priorities</u>
KQ3 Teaching and Learning Experiences	Teaching and curriculum
<u>Targets</u>	<u>Success Criteria-</u>
<ul style="list-style-type: none"> To promote innovating Learning Experiences To develop Collaborative Professional Learning Develop Achievement Outcomes to reflect the learner's point of view, 	<ul style="list-style-type: none"> Improved quality of teaching. Improved knowledge of the new curriculum of life- Successful Futures.
<u>Pedagogical Principals- Curriculum for Wales</u>	
<u>All principles apply</u>	

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
Develop the Pedagogical Principles in Practice <ul style="list-style-type: none"> Develop medium term planning to identify the six new Areas of Learning and Experiences Update Curriculum for Wales Toolkit Develop a blended learning policy 	Whole school-pupils All staff	<ul style="list-style-type: none"> Medium term planning reflects the new AoLES. Learning environment has been developed through whole school involvement/pupil voice. Key curriculum policies changed to reflect the new curriculum. Audits are completed Blended learning policy in place All staff are competent in online learning delivery. 	Autumn 2020- 2021 ongoing	INSET DAY- Spring Term x 2/ staff meeting time.	Headteacher Deputy Headteacher SMT	SIP 2020-2021 Medium Term Planning Exercise book examples Curriculum for Wales Toolkit Place mats New Curriculum audits

<ul style="list-style-type: none"> Ensure staff are trained in google classroom/JTE/Class Dojos 						Blended Learning Policy
Innovating Learning Experiences- Humanities <ul style="list-style-type: none"> Complete the Humanities placemat Complete the Humanities new curriculum audit Continue to utilize the local community/local area when providing experiential learning To disseminate History/Geography planning. 	Humanities Coordinator- KE All staff	<ul style="list-style-type: none"> Humanities is evidenced strongly through monitoring. Pupils learning has been enhanced through learning about the locality. History curriculum planning is shared. Geography curriculum planning is shared. Humanities placemat is completed. Humanities new curriculum audit is completed. 	Autumn 2020-2021 ongoing	Supply 1 x£150 Staff meeting time	Humanities Coordinator Headteacher	Humanities placemats Humanities audit Humanities Curriculum mapping
Innovating Learning Experiences- Science and Technology <ul style="list-style-type: none"> Develop Science mapping Develop Design Technology resources/planning Ensure STEM is consistently taught. 	Science and Technology Coordinator All staff	<ul style="list-style-type: none"> Science and Technology placemats are completed. Science and Technology curriculum audits are completed. New resources are utilised effectively to improve learning 	Autumn 2020-2021	Supply day 1 x £150 Staff meeting time	Science and Technology Coordinator Headteacher	Science and Technology placemats Science and Technology curriculum audit
Leading and Collaborative Professional Learning <ul style="list-style-type: none"> Develop the Professional Learning Passport. 	Headteacher All staff Pupils	<ul style="list-style-type: none"> Staffs knowledge of AoLES are improved. PLP are developing throughout the school. 	September 2020 onwards	Staff meeting/training time	Headteacher Deputy Headteacher SMT	SIP evidence File PLP Professional standards

<p>Language and Culture</p> <ul style="list-style-type: none"> • Re-establish links with Dolen Cymru / Lesotho through pen pal writing. • Complete the Silver Status- Cymraeg Campus • Complete the reading audit • Monitor welsh writing • Complete the Foundation Phase portfolio of work • Develop Welsh online learning • Complete a cwricwlwm Cymreig text audit 	<p>LLC Coordinator- KS2/ Deputy Headteacher</p>	<ul style="list-style-type: none"> • Silver status for Siater Iaith is achieved. • Pupils understanding of cultural diversity developed through international links. • The reading audit is complete and shared with all staff • Monitoring cycle has been completed. • The Foundation Phase portfolio is completed and effectively supporting internal moderation and teaching. • The website/google classroom/Class Dojos/J2E reflect how Welsh is being promoted through blended learning. • Cwricwlwm cymreig audit complete 	<p>Sept 20- July 21</p>	<p>Supply time £150 x 2=£300</p>	<p>Deputy Headteacher Headteacher</p>	<p>Silver status- Cymraeg Campus certificate Welsh monitoring notes Foundation Phase portfolio</p>
<p>Assessment and Progress</p> <ul style="list-style-type: none"> • Develop Achievement Outcomes to reflect the learner's point of view, using terms like 'I have...' for experiences and 'I can...' for outcomes. • Monitoring of Humanities 	<p>SIG partnership Headteacher Staff</p>	<ul style="list-style-type: none"> • Parents are developing an awareness of the new Curriculum for Wales. • Pupils are starting to use terms like 'I have.....' for experiences and 'I can...' for outcomes. • Team leads have provided feedback on the new What Matters statements 	<p>Sept 20- July 21</p>	<p>attendance at meetings</p>	<p>Headteacher Deputy Headteacher</p>	<p>I can statements Parental booklet</p>
<p>ALN Transformation</p> <ul style="list-style-type: none"> • Development of IDPs • Development of provision management • Development of ALN self-evaluation 	<p>ALNCo Headteacher All staff</p>	<ul style="list-style-type: none"> • Pupils have been identified requiring an IDP • Provision management is in place • ALN self evaluation document supports implementation • Training improves ALNcos knowledge 	<p>Autumn 2020 onwards</p>	<p>£990- ALN Professional Learning Grant £495- additional funding ALN</p>	<p>ALNCo SMT Headteacher</p>	<p>New SEN Register New IDPs One page profiles. IBPS/IEPs reviewed. Provision map</p>

<ul style="list-style-type: none"> and improvement planning. Reporting to Governors SENCO/ALNCo engagement on CSC middle/senior leadership professional learning programme attendance at LA-led ALN transformation professional learning events; 		<ul style="list-style-type: none"> Reviewed SEN register reflects the new practices. Staff have developed knowledge of the PCP profiling. Staff/ALNCo are competent at completing IDPs. (See Cluster ALN Plan) 				ALN Self evaluation document
TOTAL COSTS				£2085		

School Improvement Plan Evaluation

School Improvement Plan 2020-2021

Target 1a: To raise standards in reading especially in the Foundation Phase /reducing the impact of poverty on educational attainment.

Target 1b: To raise standards in writing especially in the Foundation Phase/reducing the impact of poverty on educational attainment.

Autumn Term 2020 Update – Key Stage 2- 20 Pupils- 5% = 1 pupil

- At the end of the Autumn Term 2020 the performance in English at KS2- Year 6 is suggesting that 65% (13 pupils) are working within Level 4+ and 4 pupil (10%) are working within Level 5. 75% were predicted to achieve Level 4+ and 35% to achieve Level 5. However due to the lockdown period (Spring Term) *I am now concerned that the % targets set may now NOT be achievable. Based on the Autumn Term progress already the school is 10% down on Level 4+ pupils at this point in the year.* However, of the 20 pupils, (20%) 1 pupil is dyslexic, 1 pupil is awaiting ADHD outcome and 1 pupil attended the BRIDGE revolving door programme and currently receives 1-1 support- 15 hours a week for behaviour. These pupils are identified as SA/SA+. The LAC pupil is performing at L4+. 55% are eFSM pupils, (45%) are on target to achieve the national standard in English. Two eFSM pupils have been predicted to achieve Level 5.
- Pupil progress meetings- 18/01/21 demonstrate the progress of pupils in English/LLC across the school. Targets will be provided for pupils performing below the average and specific pupils will be referred to the relevant panel for guidance and support. Many of these pupils receive support through Letters and Sounds and Lexiauk. *The concern at this point is that the school has a significantly higher % of pupils accessing Speech Links and Language Links across the school including into juniors. Also pupils reading ability has impacted negatively on LLC/English. Last years lockdown has negatively impacted on standards across the school in LLC/English despite utilising RRRs funding to narrow the gap.*

Year 2- (17 pupils- 1 pupil=5.8%)

- At the end of the Autumn Term 2020- no pupil was working within 05+. Based on the data it is suggesting that currently **only 23%** are on target to achieve O5+ by the end of the Summer term. In the Autumn Term RRRs grant funding supported Year 2 pupils to narrow the significant gap. Significant targeting of pupils currently performing at 4-/4 – **Spring Term 21 was planned to bring % to 52%. However with the lockdown period for at least half of the spring term I now have concerns that the gap/time will not impact against results positively. The speech links/language link difficulties have risen sharply this year which is have a detrimental effect on learning in LLC. The pupils who are NOT expected to achieve the NC standards are as follows; 2 pupils are diagnosed with ASD, 2 with BESD issues (one is a NEWBIE) 1 pupil with a hearing difficulty- 29%. The remaining pupils against pupil progress in previous years suggest gradual progress is being made against their starting point. Of the 11 pupils- (63.8%) eFSM pupils, 7/11 are projected NOT to achieve the national standard in LLC .**

After the pandemic lockdown of 2020, this Year 2 and also the other Foundation Phase classes have been hit the worst for retaining skills lost during the pandemic DUE to significant poor family engagement and any reinforcement of skills in the Summer term 2020.

- No lesson observations were conducted due to class bubble status/risk assessments in the Autumn.
- Standards in books demonstrate that there is good progression in all classes based on Autumn term teaching.
- The SIMS tracker demonstrates the value added progress of oracy/reading and writing development termly.
- In the FP meetings, staff have started to use Class Dojo to communicate to parents and set Literacy tasks during the Spring term lockdown.
- Wellcomm- At the end of Autumn Term 2020, of the original 19 Nursery pupils 4- red level and 5- amber level require support and monitoring. (Increase in previous years)
- Speech Links- 17 pupils require support. (An increase on last year) 18 pupils require language links support(a significant increase on last year) Also there are 12 Junior Language Links pupils and 5 speech links pupils- (Increase on last year)- Therefore over 25% of the school have specific SALT difficulties. Key focus on teachers planning to reflect the teaching of these in the FP and an LSO to provide support in KS2.
- LLC self-evaluation is completed to support ongoing development of the new curriculum.
- All new/revised documentation has been disseminated to all staff; including Writing genre mapping, New Guided reading sheets, Writing journey audit Reading range documentation, TALK/Oracy strategies, Performance Poetry resources, LLC Placemats, LLC Self-evaluation toolkit/audit
- In upper KS2 new innovative links were established to promote English/Welsh through InFilm involving Eloise Williams
- All classroom are developing writing working walls
- The school has reviewed the teaching of reading/phonics in the Foundation Phase through staff meeting and Foundation Phase meeting inputs. Pupils in Year 1/Year 2 have been provided with ORT flashcards and there is a higher emphasis on teaching phonics/reading practise within planning/monitoring of books.

Actions

- Review phonic progression mapping
- Dedicate FP meeting time for discussions regarding how the school develops gross motor developmental activities
- Staff meeting to discuss consistent teaching of letter formation
- **Monitor the impact of LEXIA on reading standardised scores.**
- **To review all policies related to LLC to ensure they are in line with the new curriculum.**
- **Review the use of Pie Corbett.**
- **To evaluate the impact of the new reading scheme and CODE books**

Target 2: . To continue to raise standards in Numeracy/reducing the impact of poverty on educational attainment.

Autumn Term 2020 Update – Key Stage 2- 20 Pupils- 5% = 1 pupil

- At the end of the Autumn Term 2020 the performance in Maths at KS2- Year 6 is suggesting that **75%** (15 pupils) are working within Level 4+ or above and that 1 (5%) pupil is currently on L5-. The impact is having an effect on challenging potential level 5 as 30% were predicted to achieve Level 5 by the end of the year 2021. As above stated, of the 20 pupils, (20%) 1 pupil is dyslexic, 1 pupil is awaiting ADHD outcome and 1 pupil attended the BRIDGE revolving door programme and currently receives 1-1 support- 15 hours a week for behaviour. These pupils are identified as SA/SA+. The LAC pupil is performing at L4-. 55% are eFSM pupils, (45%) are on target to achieve the national standard in Maths. Two eFSM pupils have been predicted to achieve Level 5.

Year 2- (17 pupils- 1 pupil=5.8%)

- In Year 2, currently **11%**(2) pupils are on O5+. If the 11 pupils through targeted support- 04+/04/04- continue to progress then the % will rise to 70%. *However the year group has missed half a term from the pandemic lockdown. Whereas online learning is being provided and the uptake has improved since the summer time until the pupils return it will be difficult to determine IF ongoing progress will match targets set. Significant targeting of pupils currently performing at 04 Spring Term 21 to potentially raise O5+.*
- As stated above **the pupils who are NOT expected to achieve the NC standards are as follows; 2 pupils are diagnosed with ASD, 2 with BESD issues (one is a NEWBIE) 1 pupil with a hearing difficulty- 29%. The remaining pupils against pupil progress in previous years suggest gradual progress is being made against their starting point.** Of the 11 pupils- (63.8%) eFSM pupils, 4/11 are projected NOT to achieve the national standard in MD .
- Moderation took place in the Autumn term 2020 to ensure levels reflected are evidenced in books.
- The FP Compact Profile was conducted in the Autumn 2020 for Nursery/Reception pupils to establish a baseline.
- Monitoring of standards suggests that there is progression between year groups but problem solving/reasoning needs to be taught more consistently as highlighted in the SIP.
- All staff have completed the Mathematics placemat and completed the Mathematics self-evaluation audit.

Action-

- Provide significant targeting for pupils within O4.
- Review the teaching of number /Monitor number development
- Ensure a consistently in teaching problem solving.
- To develop a portfolio of levelled work for Numerical Reasoning.
- To target the development of MD in the Foundation Phase especially in Year 1 and Year 2

Target 3: To further develop wellbeing/reducing the impact of poverty on educational attainment.

- Staff meeting- Jan 21 reflected on pupil progress which supported the devising of a new SEN Register to reflect the new ALN Bill.
- New SEN register established- Jan 21
- New school based monitoring register established- Jan 21
- New provision map completed to reflect intervention/support provided across the school.

Action

- Implement PCP profiling
- Embed THRIVE as a whole school/cluster initiative

- Implement aspects of the Pupils Charter; Participation, provision
- To share the revised vision which reflects the new Curriculum for Wales 4 core principles with school council.
- To complete Phase 6- Healthy Schools by ; Develop a food hygiene policy, Participate in a food safety week, The school council to devise a code of conduct for the toilets, The Green Team to develop a mission statement for healthy eating, Green Team to deliver an assembly on drinking water, Develop PE display in hall.

Target 4: To improve teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales.

- The Blended Learning Policy has been devised and shared- Nov 20
- Live Learner agreement devised for pupils- Feb 21
- Live Learner agreement devised for parents- Feb 21
- Blended Learning protocols guidance completed- Feb 21
- CSC Blended Learning roadmap/ Guidance on Continuity of Learning during COVID shared with all staff. Feb 21
- All staff have received training in Google classroom/JTE/Class Dojos.
- Year 6 are starting Google Meets- Feb 21 weekly.
- Humanities placemat is completed.- Sept 20
- Humanities new curriculum audit is completed- Sept 20
- Science and Technology placemats are completed.
- Science and Technology curriculum audits are completed.
- ALN Provision mapping completed.
 - School is participating in Yr Awr Fawr- Online after school club with Urdd.
 - Gathering evidence for Gold- Cymraeg Campus

School is participating in Yr Awr Fawr- Online after school club with Urdd.

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Action

- Develop medium term planning to identify the six new Areas of Learning and Experiences
- Update Curriculum for Wales Toolkit
- Re-establish links with Dolen Cymru / Lesotho through pen pal writing
- To disseminate History/Geography planning.
- Develop Design Technology resources/planning
- Ensure STEM is consistently taught.
- Develop Achievement Outcomes to reflect the learner's point of view, using terms like 'I have...' for experiences and 'I can...' for outcomes.
- Monitoring of Humanities
- Development of IDPs for pupils identified on the new SEN register.

- Staff have developed knowledge of the PCP profiling.
- Staff/ALNCo are competent at completing IDPs.

Appendix 1: Summary of spending to support the SIP

		EIG	Early Years - PDG	PDG	Professional Learning	Total Spend
Target 1a	To raise standards in reading especially in the Foundation Phase.	Staffing £11,236	Staffing £3910	Lexus Intervention Programme- £1000 Staff- £8750	£411	£25,307
Target 1b	To raise standards in writing especially in the Foundation Phase	Staffing £11,236	Staffing £3910	Staff- £8750	£411	£24,307
Target 2	To continue to raise standards in Numeracy/reducing the impact of poverty on educational attainment	Staffing £11,236	Staffing £3910	Staff- £8750	£411	£24,307
Target 3	To improve wellbeing/reducing the impact of poverty on educational attainment.	Staffing £11,236	Staffing £3910	Myconcern costs-£2400 Staff- £8750	£411	£26,707
Target 4	To improve teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales.	Staffing £11,236	Staffing £3910	Staff- £8750	£411	£24,307
Total		£56,180	£19,550	£47,150	£2056	£124,936