***Ysgol Gelli Aur/ Golden Grove School***

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=&url=http://www.ysgolgymraeggwenllian.ik.org/p_Projects.ikml&ei=MTu_VZOhDcqyggSH-6nYCQ&psig=AFQjCNG--rh1E8lNhl_-nytYS3dvOnN_-w&ust=1438682289729047)     [](http://www.google.co.uk/imgres?imgurl=https://www.validium.com/media/1169/investors-in-people-logo.jpg&imgrefurl=https://www.validium.com/newsroom/2002/validium-gains-investor-in-people-accreditation/&h=387&w=636&tbnid=teUt7C64PNeLZM:&docid=Dp4dJB26hkSJRM&ei=rTm_Vc-yDsbJeNLos7AP&tbm=isch&ved=0CFoQMygwMDBqFQoTCI-9zu7RjMcCFcYkHgodUvQM9g)

**Post Inspection Action Plan**

**2018**

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| **Date Approved** |  | **Date of Next Review** |  |
| ***A Williams*** | Head Teacher | ***D Francis*** | Chair of Governing Body |

**General Information**

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| Full Name of School | WG No | WG Lang | Address |
| Ysgol Gelli Aur / Golden Grove School |  |  | Orange Way, Pembroke, Pembrokeshire. SA71 4DP |

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| --- | --- | --- | --- |
| Phone | Fax | e-mail | Website |
| 01646 682605 | 01646 682605 | Head.golden-grove@pembrokeshire.gov.uk |  |

**Staff**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Teachers | Support Staff | Admin | Caretaking | Cleaning | Lunchtime | Kitchen | Other | Total |
| No. of Staff | 15 | 29 | 2 | 1 | 3 | 8 | 2 |  | 59  59 |

**Classes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Names of classes and members of staff | | | Number of pupils | | | | | | | | |
| Class | Teachers | Support Staff | N | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| 3-6 SJ | Mr S Jenkins | Mrs T Evans  Miss K Williams |  |  |  |  | 4 | 4 | 1 | 4 | **13** |
| Dosbarth HG | Mrs H Golding | Mrs K Webb  Mr L Hill |  |  |  |  |  | 22 | 5 |  | **27** |
| 3RA | Miss R Adams | Mrs A Phillips |  |  |  |  | 22 |  |  |  | **22** |
| 4SW | Miss S Watton | Mrs R Brown  Mrs S Powell |  |  |  |  |  | 28 |  |  | **28** |
| Pinc | Mrs R Beynon | Mrs J Hart |  |  |  | 8 | 15 |  |  |  | **23** |
| Dosbarth SC | Mrs S Charlton | Miss S Stanley |  |  |  |  |  |  | 10 | 22 | **32** |
| Orange | Mrs K Jones | Mrs S Sharpe  Miss N Cresswell  Mr A Thomas |  |  |  | 30 |  |  |  |  | **30** |
| 5RB | Mrs R Bruce | Mrs S Francis |  |  |  |  |  |  | 31 |  | **31** |
| 6NW | Mrs N White | Mrs A Ford |  |  |  |  |  |  |  | 31 | **31** |
| Red | Miss A Harding | Miss K Kitts |  |  | 26 | 1 |  |  |  |  | **27** |
| Gwyrdd | Mrs B Lewis | Miss S Evans  Mrs W Preece | 8 | 16 | 6 |  |  |  |  |  | **30** |
| Yellow | Mrs M Olyott/  Miss L Wainwright | Miss M Edwards HLTA  Mrs J Hathaway  Miss L Mumford  Miss E Watts  Mrs A Millican  Mrs V Kopaila | 30 | 32 |  |  |  |  |  |  | **62** |
|  |  | Total in each year | **38** | **48** | **32** | **39** | **41** | **55** | **47** | **57** | **357** |

**Roles and Responsibilities**

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| **Members of Staff** | | |  | **Governing Body** | | |
| **Name** | **Post** | **Responsibility** |  | **Name** | **LA/Parent/Co-opted** | **Responsibility** |
| **Mr A Williams** | **Head Teacher** | **School Aims and Objectives**  **Strategic Direction Safeguarding** |  | **Mr D Francis** | **Community** | **Chairperson**  **Finance, LLC, Pay Review**  **Traumatic Events** |
| **Mrs H Golding** | **Deputy Head Teacher** | **PDG, ALN/MAT**  **Welsh/Literacy, Safeguarding** |  | **Mr G Jones** | **Community** | **Vice Chair**  **Maths & Numeracy, Premises H&S, Complaints, Pay Review**  **Traumatic Events** |
| **Mr W Davies** | **Teacher TLR2** | **Art & DT** |  | **Mrs P Hogg** | **Community** | **Premises H&S, LLC, ALN** |
| **Mrs R Bruce** | **Teacher TLR2** | **English/Literacy**  **Staff Well-being** |  | **Mrs F Omnet** | **Community** | **Premises H&S, Health & Well-being (PE, PSE…)** |
| **Mrs K Jones** | **Teacher TLR2** | **ALN/ MAT, Well-being, Safeguarding, Behaviour** |  | **Mr A Williams** | **Head Teacher** | **Finance, Premises H&S** |
| **Mrs R Beynon** | **Teacher** | **Welsh/Literacy** |  | **Cllr D Bush** | **LEA** | **Finance, Pupil Participation & ALN** |
| **Miss S Watton** | **Teacher** | **Humanities, inc RE** |  | **Cllr A Brinn** | **LEA** | **Finance, Humanities** |
| **Mrs P Bevan** | **Teacher** | **Humanities** |  | **Cllr J Nutting** | **LEA** | **Finance, Child Protection, Complaints, Whistleblowing** |
| **Mrs White** | **Teacher** | **Assessment & Moderation**  **2nd Language Welsh** |  | **Mr N Lewis** | **Parent** | **Attendance, Science & Technology** |
| **Miss A Harding** | **Teacher** | **ICT/DCF, FP** |  | **Mrs K Clegg** | **Parent** | **Finance, Pupil Participation & ALN** |
| **Mrs B Lewis** | **Teacher** | **Health & Well-being, FP, PE** |  | **Mrs R Brown** | **Staff Rep** | **Premises H&S** |
| **Mr S Jenkins** | **Teacher** | **PE, ICT/DCF** |  | **Mr W Davies** | **Staff Rep** | **Finance** |
| **Mrs S Charlton** | **Teacher** | **Science** |  | **Mrs H Golding** | **Staff Rep** | **Premises H&S, Finance** |
| **Miss R Adams** | **Teacher** | **Maths/ Numeracy** |  |  |  |  |
| **Mrs M Olyott** | **Teacher** | **Expressive Arts, PSD/ PSE** |  |  |  |  |
| **Miss L Wainwright** | **Teacher** |  |  |  |  |  |

**Additional Grants**

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| **Grant** | **Purpose** | **Sum** |
| RCSIG Grant | Developing Middle Leadership, The New Curriculum, DCF, Big Maths, Stephanie Vaughan - reluctant writers/ MAT, Self-evaluation | £9,760 |
| Ernest Cook Grant | Environmental Studies | £1,400 |
| Creative Schools Grant | Year 1 (20117/18) – Year 3 Cohort  Year 2 (2018/19) - Orange Class and 3/6SJ | £10,000  (over 2 years – 2nd year) |

**Targets and Strategies for Our Priority Areas** Year 1: 2018-19

**Our Immediate Priorities**

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| By the end of July 2019, we aim to: | |
| 1 | * Raise standards of pupils’ Welsh literacy skills in the Welsh language stream |
| 2 | * Ensure that all teachers have high expectations in order to challenge all pupils effectively |
| 3 | * Ensure consistency and accuracy in teachers’ assessments in the Welsh stream |
| 4 | * Improve quality of monitoring procedures in order to identify areas for improvement better |
| 5 | * Develop the Welsh ethos and raise the status of the Welsh language |

# Priority Area 1: Raise standards of pupils’ Welsh literacy skills in the Welsh language stream

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| **Source of priority and evidence:**  Priority has been derived from self-evaluation and Estyn Inspection.   * Evidence: Estyn, Support Visits, listening to learners, Discussions with staff, Evidence of work from each class, learning walks.   ‘Pupils do not always build on their previous learning in order to develop their literacy skills effectively. Their vocabulary and understanding of sentence structure are weak. This hinders their ability to communicate confidently in Welsh, to read and understand texts, and to write independently.  Many key stage 2 pupils in the Welsh stream do not make sufficient progress in developing their Welsh literacy skills. They do not have sufficient grasp of sentence structure and appropriate vocabulary to express themselves with fluency both orally and in their writing. This also inhibits their ability to read fluently and to discuss the content at a level in line with their age and ability. As a result, their writing skills are underdeveloped in both languages.’ | | | **Link Governor:**  **Dave Francis** |
| **Targets** | **Success Criteria** | | |
| * To improve pupils oracy skills to at least good by Summer 2019. * To raise standards of pupils’ reading, ensuring understanding of the texts that they read. * To develop independence when writing to at least good by Summer 2019. | I  M  P  A  C  T | * Continued increased expectations for all groups of learners * Progress data shows accelerated progress over time * Aspirational targets set and attained for pupils * Clear progression of skills through the curriculum/planning * Regular dialogue between staff, SMT and LA Advisers to discuss continued strategies for progress. | |

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| **Actions/ Strategically planned tasks to deliver target success criteria** | **Responsibility** | **Start** | **End** | **Resources** | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| Oracy | | | | | | | |
| * All staff to record oracy clips and record baseline level on INCERTS at beginning of Autumn Term. Upload to Hwb | All Welsh teaching staff; Welsh Advisory Teacher | Sep 2018 | Summer  2019 | INCERTS  iPads  HWB | N/A | Staff meetings to level work together; support from Welsh Adviser  Staff meeting 26.9.2018 | *Oracy clips were recorded in September but assessing on INCERTS was difficult as the topic didn’t lend itself to the criteria statements. Clips will be re-recorded in order to complete INCERTS.* |
| * Staff meeting for Welsh adviser to share oracy resources. | HG/RB  LP | 24.10.18 |  | HWB | N/A | Staff to trial oracy resources | *Oracy clips shared electronically for all staff to use.* |
| * Staff to re-record oracy clips to evaluate progress, ensuring that topic is relevant to skills statements to be shared in staff meeting | HG/RB | 30.1.19  22.5.19 |  | HWB  INCERTS | N/A | Staff to meet to level work together |  |
| * Monitoring of ‘Flying Start’ provision to identify opportunities for pupils to develop skills in Welsh. Discussion with network group. | HG | Nov 18 |  |  | N/A | HG to visit Flying Start / meet with Sally Brown to discuss level of Welsh used | *There are lots of opportunities for pupils to use Welsh during their daily sessions eg through song, register, SPAL activities* |
| * Drama lessons with Ysgol Caer Elen for Year 6 pupils. * Sessions modelled for Year 6 teacher. * Two teachers observing oracy focused session. * Feedback to other welsh teachers | Hannah Golding / Sian Charlton | 15.11.18 | 19.11.18 |  |  | Drama sessions implemented at school following sessions at CE | SC and HG took groups of year 6 pupils to YCE to take part in drama sessions. From these sessions, staff will use the skills in our own sessions with pupils from our classes. Staff should also observe sessions with Chloe and recreate these through the medium of Welsh. |
| * Develop opportunities to develop oracy for pupils school to school through Skype and email via Hwb. | HG/RB  Caer Elen/ Glannau Gwaun/  Narberth |  |  | HWB | N/A | Pupils oracy skills developed through focus on ‘Testun Trafod’  Develop pupils’ ICT skills | Spoken to Huw Benbow about the best way to carry this out. |
| * Introduce school assembly through the medium of Welsh only. Introduce ‘testun trafod’ every fortnight. Testun trafod Welsh jingle and timetabled session for hot-seating . | HG/RB | 5.11.18 |  |  | N/A | Opportunity for reflection through the medium of Welsh; Children to think about the topic of ‘Testun trafod’ ; develop Welsh ethos | Assemblies have started but Christmas concert practices restricted hall times. This will restart in the new year. |
| * Pupil performances to be through medium of Welsh. * Carol service through the medium of Welsh. | .11.18 staff | Dec 2018 |  | Huw George | N/A | FP pupils given opportunity to develop Welsh language skills through Christmas production; Develop Welsh ethos and language skills for whole school through ‘Cyngerdd Carolau’ | All concerts were delivered through the medium of Welsh. FP pupils performed separately to the English stream pupils.  The Carol service took place but was poorly attended. It was decided that it is too much to prepare for concerts as we as a carol service. |
| Additional enrichment opportunities   * Drama / Oracy sessions with Welsh Whisperer; Rhydian from Menter Iaith * Drama sessions with JC – working alongside Welsh Teachers / Trinity University drama students * Urdd oracy development through circus skills and other activities. * Meet to discuss strategies to strengthen school Urdd Clwb eg Clwb Clebran. | Rhian Beynon / Hannah Golding  (Literacy Co-ordinators)  Eurfyl lewis | Autumn 2018  23.10.18 | Summer 2019 | Welsh Whisperer; Dafydd Vaughan | £300 | Pupils develop in confidence when taking part verbally – focus on language patterns | *WW* worked with all classes to write a song based on our school / area. Children then performed this in the hall for the rest of the school and for parents.  *Eurfyl delivered some circus skills sessions to develop pupils Welsh oracy. Further sessions to arranged.*  *Names have been suggested. Staff to make contact with people to arrange dates* |
| Reading | | | | | | | |
| * Tric a Chlic assessment undertaken. * Pupils placed in ability groups. * Trich a Chlic sessions delivered 4x weekly. | HG/RB | September | Summer 19 |  | Release time for HG / RB | Monitoring visit 9.11.18 LP | *LP pleased with TaCh activities and with current groupings. Sessions have been delivered 4 times a week since September and pupils have been reassessed.* |
| * Staff to be trained to deliver Tric a Chlic through the LA, with staff having half-termly focus sessions. | Eirian Jones | 26.11.18 |  |  | £580 |  | TaCh INSET was well attended and EJ has agreed to come back next term check on pupils’ development with HG and RB. |
| * Pupils tested regularly throughout the year with progress tracked on excel grid as used in RWI. | Rhian Beynon / Hannah Golding  (Literacy Co-ordinators); Llinos Penfold / Eirian Jones | 6/7.9.18  25/26.10.18 | Summer 2019 | Tracking system for Tric a Chlic | Release time for staff | Pupils to be tested at beginning of the year and every half term to see progression made. | Progress analysed on 8.11.18 and pupils have made good progress. |
| * Development and assessment days introduced in line with RWI | Eirian Jones | Dates  TBC |  |  | Trainer cost | Staff monitored in delivery of TaCh sessions; pupil progress analysed | Pupils will be re-assessed and EJ will attend a ‘Development Day’ during Spring term |
| * Audit of reading materials available in school; purchase separate reading scheme in English | Rhian Beynon / Hannah Golding  (Literacy Co-ordinators) | Autumn 2018 | ongoing |  | Cost of reading scheme / any books needed from Cyngor Llyfrau Cymraeg (possibly from Foyle Foundation Grant) | Improved reading scores in test results in July 2019; progress in reading evident on INCERTS. Additional reading books purchased for KS2. | *Separate Big Cat Collins English reading scheme purchased; several Welsh book sets purchased for pupils to read alongside Welsh reading scheme books. Reading material has been levelled so that all staff are clear on what books are appropriate for different abilities* |
| * Monitoring of guided reading in all classes. | LP | 9.10.18 |  |  |  | Monitoring visit with Develop more challenging questioning by LSA’s. Training to be arranged. | *LP happy with guided reading activities seen*  *LP to work with LSAs to develop questioning and ability to challenge pupils* |
| * Scrutiny of reading test data with all teachers. | All staff |  |  |  | N/A |  |  |
| * Monitoring of individual reading across the school through L to L of potential target group members. Review of feedback reading record books across both streams. | HG  RB/RB | 8.11.18 |  |  |  |  |  |
| * Identify target group in years 2, 4 and 6 to move borderline pupils eg. from 3 to 4. |  |  |  |  | N/A | Identify groups of pupils that would benefit from additional support in order to achieve a higher level in reading. | *Target groups have been identified in all KS2 classes*  *LP to discuss resources to improve reading in next Welsh meeting.* |
| * Review approaches/ intervention strategies for reading in place in other network schools. | HG / RB | Autumn 18 | Summer 19 |  |  | Discuss strategies in network meeting / visits to other schools |  |
| Writing | | | | | | | |
| * Identify yellow marking strategy to highlight incorrect sentence patterns in order to increase level of accuracy in pupils writing. Staff meeting to introduce and discussion with pupils’ books to agree strategy and consistency. | HG  All staff | 24.10.18 |  |  | N/A | Introduce in staff meeting and trial before next meeting in November | *Resources handed out to all staff to be tried before next meeting.* |
| * Introduce feedback prompt sheet to support the writing of peer assessment comments. | HG  RB | Autumn 18 | Summer 19 |  | N/A | Improved feedback by pupils when peer assessing. |  |
| * Identified pupils to attend reluctant writers’ course for Year 5 and 6 pupils. | HG / RBr / SC | W/C  22.10.18 |  |  | Release time for LSA to accompany pupils; mini bus costs | Improved writing using strategies learnt on the course. | *All pupils thoroughly enjoyed the course and were very proud of the stories they had written.* |
| * Shared book scrutiny with dual network group alongside ‘Caer Elen’ books. | HG / RB | Spring Term |  |  | Release time for co-ordinators | Comparison of standards in language books from all year groups. |  |
| * Modelling of writing lessons | Jill Davies  Llinos Penfold | Autumn Term |  |  | N/A | Teaching staff to observe good practice and utilise strategies demonstrated. |  |
| * Identify methods to develop pupils independent writing; monitor this through work scrutiny and tracking INCERTS | All staff | Autumn 2018 | Summer 2019 | Visits to other schools to observe good practice; Adviser - examples of work at each level / outcome from other schools | Release time | Improvement in writing standards | CJ (leader of learning for Preseli cluster) will be presenting in our staff meeting on 30.1.19 |
| **How can the wider community of the school enrich the priority?**  Parents invited to PIAP meeting with GB.  Invite parents to Tric a Chlic meeting.  Invite parents to Welsh Whisperer gig.  Volunteer readers; drama provision.  Additional parents evening for pupils in Welsh Stream. |  | Sept 2018  W/C  5.11.2018 | July 2019 | Tric a Chlic  School Library | N/A | How did the achievement of the children who had good parental involvement differ from those who received none? | Some parents attended the GB meeting and raised pertinent questions based the ESTYN report.  Second meeting due to be held on January 14th  Several parents and family members attended the WW performance.  *Sue Davies visits weekly to listen to readers in all Welsh classes and hold sessions in the library.*  *Parent evening arranged for year 5/6 pupils .* |

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| **Evaluation** |
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| **Further Actions** |
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**Priority Area 2: Ensure that all teachers have high expectations in order to challenge all pupils effectively**

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| **Source of priority and evidence:**  Priority has been derived from self-evaluation and Estyn Inspection.   * Evidence: Estyn, Support Visits, listening to learners, Discussions with staff, Evidence of work from each class, learning walks.   ‘In a few classes, teachers’ expectations are not high enough and the tasks do not challenge all groups of pupils sufficiently. In these classes, teachers’ planning does not always deliver a rich variety of learning experiences that reinforce pupils’ skills and knowledge effectively. As a result, pupils do not always receive purposeful opportunities to work independently and take responsibility for their own learning.  Teachers in both language streams do not always plan sufficiently to enable pupils to learn about their Welsh heritage and culture, including the rich history of their local area.’ | | | **Link Governor:**  **Dave Francis** |
| **Targets** | **Success Criteria** | | |
| * To improve the quality of teaching from adequate to at least good by Summer 2019. * To ensure the curriculum is broad and balanced across the school and provides structure and progression for all learners. | I  M  P  A  C  T | * An agreed approach to T&L is implemented, supported by LA Adviser and the Leader of Learning * Pace of lessons and tasks set are appropriate for all pupils and match the abilities and learning styles in each class, with clear opportunities for independence. * Targets and assessments are used more accurately to plan next steps, impacting on high attainment by pupils. * Leaders monitor planning, books and teaching regularly and provide valuable feedback to staff, followed up by improvements. * PM targets link directly to the teaching standards – use of Learning Passports initiated. | |

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| **Actions/ Strategically planned tasks to deliver target success criteria** | **Responsibility** | **Start** | **End** | **Resources** | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| * Audit of Donaldson’s 12 Pedagogical Principles and the strategies used in school. Which principles would benefit us as a school? * Focus on particular strategies through working with Leaders of Learning. | Andrew Williams/  Hannah Golding/ Margot Thomas + Catrin Jones Leader of Learning | Autumn 2018 | Autumn 2018 | Staff Meetings | N/A |  | *Staff meeting* *to brainstorm strategies already used to deliver 12 PPs. MT met with AW + HG on how to deliver the 4 purposes across a topic. This will be the focus of the next whole staff meeting – CJ will also be invited to attend this meeting* |
| * Viewing good teaching within our own school – pairing up with teachers in the English stream (inc. book looks) | Hannah Golding | Autumn 2018 | Summer 2019 | RCSIG  School staff | £1000 |  | HG has observed RBr teach and used some of these skills in the classroom. RBr has also observed a lesson by HG.  All parallel teachers meet regularly to plan and look at pupil’s books. |
| * Staff to meet and set targets to be achieved by Summer 2019 | All teaching staff | Autumn 2018 | Summer 2019 | INCERTS; National Test scores | N/A | Teacher assessments on INCERTS in July 2019 | *All staff have set targets*  *Literacy co-ordinators to analyse targets* |
| * Good Practice visits to Parcyrhun school in Ammanford and other dual stream schools in Pembrokeshire. | Rhian Beynon / Hannah Golding (Literacy co-ordinators) | Autumn 2018 | On-going | School visits | Release time | Strategies from other schools implemented in our classes leading to an improvement in standards in oracy, reading and writing. | *AW, HG, RB visited Parcyrhun but were unable to see pupils in KS2*  *Two staff members visited Ysgol Saron and gained lots of positive ideas that can be used at Gelli Aur, particularly with reard to the new curriculum. It would be beneficial for other staff members to attend when Saron hold their next open day.* |
| * Use National Test data to identify groups of pupils (ALN / Basic skills / MAT) * Groups to be tracked regularly on INCERTS | All staff; monitored by Rhian Beynon / Hannah Golding (literacy co-ordinators) | Autumn 2018 | Summer 2019 | National Test data; INCERTS | N/A | Track progress of these groups of pupils on INCERTS |  |
| **How can the wider community of the school enrich the priority?** |  |  |  |  |  |  |  |

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| **Evaluation** |
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| **Further Actions** |
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**Priority area 3: Ensure consistency and accuracy in teachers’ assessments in the Welsh stream**

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| **Source of priority and evidence:**  Priority has been derived from self-evaluation and Estyn Inspection.   * Evidence: Estyn, Support Visits, listening to learners, Discussions with staff, Evidence of work from each class, learning walks.   ‘In the Welsh stream, end of key stage assessments are often too generous and do not reflect the standards that pupils achieve in lessons and in their books.’ | | | **Link Governor:**  Dave Francis |
| **Targets** | **Success Criteria** | | |
| * To ensure Teacher Assessments are accurate by Summer 2019. | I  M  P  A  C  T | * INCERTS to track progress of target groups, with more intensive Learning Reviews * Aspirational targets set and attained for pupils, led by DHT using all available data. * Regular dialogue between staff, senior leads and LA Advisers. | |

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| **Actions/ Strategically planned tasks to deliver target success criteria** | **Responsibility** | **Start** | **End** | **Resources** | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| * INCERTS database reset to enable new teacher assessment information to be added. | AW  Teaching staff | Sept 18 | Summer 19 | INCERTS | N/A | Staff to input correct data in September which will act as a baseline for racy, reading and writing. | *INCERTS has been completed and a baseline has been set. Writing levels have been verified by LP (Autumn half term 1)* |
| * Current data for oracy and writing with supportive evidence placed on INCERTS. | HG/RB  Teaching staff | 24.9.18 | Summer 19 | INCERTS | N/A |  | Data from INCERTS was downloaded and analysed by SMT. There was a difference in the number of pupils on target in the English and Welsh stream. Following discussion, Welsh staff looked again at their INCERTS levels and these have been updated accordingly (previous data showed staff had been over cautious) This data will be looked at in Welsh staff meetings on a regular basis. |
| * Verification of oracy and writing data. | HG  LP  EE | Autumn |  |  | N/A | Teaching staff to update INCERTS every half term; LA to verify levels alongside pupils books etc |  |
| * Moderation of pupils books in house and by dual stream network. | All teaching staff | 28.11.18 |  |  | Release time for co-ordinators |  |  |
| * Monthly meetings to analyse/moderate teacher assessed levelling of pupil work in Welsh 1st Language. * Moderation of levels and outcomes cross-referenced with evidence in books to ensure assessments are accurate. | Led by Rhian Beynon / Hannah Golding (literacy coordinators) | October 2018 | July 2019 |  | N/A | Accurate assessment on INCERTS; staff have a better understanding of the assessment process  verified through support from LA |  |
| **How can the wider community of the school enrich the priority?** |  |  |  |  |  |  |  |

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| **Evaluation** |
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| **Further Actions** |
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**Priority Area 4:Improve quality of monitoring procedures in order to identify areas for improvement better**

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| **Source of priority and evidence:**  Priority has been derived from self-evaluation and Estyn Inspection.   * Evidence: Estyn, Support Visits, Discussions with staff, Evidence of work from each class, learning walks.   ‘Leaders do not always correctly identify important areas for improvement through their monitoring and evaluation processes, such as developing a consistent understanding of teacher assessment and standards of Welsh literacy skills in the Welsh stream.’ | | | **Link Governor:**  Dave Francis |
| **Targets** | **Success Criteria** | | |
| * To improve rigour of self-review processes to ensure they are utilised to improve school performance by Summer 2019. | I  M  P  A  C  T | * Teachers are confident in using a range of strategies to self-evaluate their subject/ aspect, inc. the use of teacher observation, monitoring of books and planning, and listening to learners. * Whole-school strengths are identified, as well as areas for development, and these are disseminated and discussed with all staff. * Key priority areas identified from self-evaluation are a focus for the School Improvement Plan. | |

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| **Actions/ Strategically planned tasks to deliver target success criteria** | **Responsibility** | **Start** | **End** | **Resources** | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| * View good practice in monitoring in other dual stream schools – Ysgol Parcyrhun, Ysgol Arberth and Glannau Gwaun. | Hannah Golding/ Andrew Williams/ Rhian Beynon | Autumn 2018 | Summer 2019 | LA Advisers  Dual-stream grant | Release time for co-ordinators |  | *Visit to Parcyrhun in October*  *Visit to Ysgol Saron on Nov 8th* |
| * Coordinators to ensure appropriate level and range of coverage of their subject through the scrutiny of books and planning, as well as the use of INCERTS and test data. | Subject Coordinators  Head Teacher  DH | Autumn 2018 | Summer 2019 | Release time | School budget | Scrutiny of pupils’ work and INCERTS | Staff are now planning on One Note. This will ensure that parallel classes can plan together more accurately. Coverage of skills is also tracked here. |
| **How can the wider community of the school enrich the priority?** |  |  |  |  |  |  |  |

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| **Evaluation** |
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| **Further Actions** |
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**Priority Area 5 :Develop the Welsh ethos and raise the status of the Welsh language**

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| **Source of priority and evidence:**  Priority has been derived from self-evaluation and Estyn Inspection.   * Evidence: Estyn, Support Visits, Discussions with staff, Evidence of work from each class, learning walks.   ‘The school does not ensure that the Welsh language has a high enough status.’ | | | **Link Governor:** |
| **Targets** | **Success Criteria** | | |
| * To promote the status of Welsh throughout the school. | I  M  P  A  C  T | * Whole-school promotes the Welsh Language * Correspondence and web material is available in both English and Welsh * Displays around school show bilingualism. * Strong Welsh ethos across the school | |

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| **Actions/ Strategically planned tasks to deliver target success criteria** | **Responsibility** | **Start** | **End** | **Resources** | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| * School website to be bilingual and promote the dual stream at Ysgol Gelli Aur | AW / HG /SJ | Autumn 2018 | Summer 2019 | School website | N/A | Main features of website are available bilingually. | *Website has been translated so that it is now bilingual and the headteacher’s statement has been amended to include information about the dual stream* |
| * All correspondence to be sent home bilingually. * Staff to upload bilingual comments on Facebook * Bilingual greetings on the new school telephone system | All staff  AW / HG; reception staff | Autumn 2018  Autumn 2018 | Ongoing  Ongoing | School Facebook page  Telephone system | N/A | All letters are sent home in both English and Welsh; all news on Facebook to include bilingual comments.  Calls are answered in both English and Welsh; calling options are also bilingual | *Letters are now being sent bilingually and a bank of these are being saved on the school’s system. All comments on Facebook include an element of Welsh.*  *Reception staff answer the phone with Bore da / Prynhawn da, Ysgol Gelli Aur; the new telephone system lists the options available to callers in both English and Welsh.* |
| * Whole school to celebrate Diwrnod Shw Mae and promote Welsh ethos | Whole school | Autumn 19 | Autumn 19 |  | N/A | Staff and pupils to dress as Welsh characters; take part in activities during the day that promote being Welsh | *Pupils and staff supported this day extremely well with lots of original costumes. A competition was held and judged by the Criw Cymraeg; Children came together to sing Welsh songs in the hall.* |
| * All classes to take part in recitation in school Eisteddfod with members of each class going on to perform in the area Eisteddfod. Classes will perform recitation pieces as a whole class, followed by individual competitors. | Whole school | Spring 19 | Summer 19 |  | Transport costs (school minibus) Release time for staff to attend area Eisteddfod | All children learn the recitation pieces and perform to a good standard individually. More pupils taking part in the solo competitions.  Groups of pupils entering the group recitation and choir competitions |  |
| **How can the wider community of the school enrich the priority?** | HG/RB | Autumn 2018 | Summer 2019 |  | N/A | Invite Welsh speaking members of the community to come in and chat with groups of children – Clwb Clebran (linked with Testun Trafod)  Invite families to celebrate children’s work with the Welsh Whisperer / Diwrnod Shw Mae  Families and the community to attend Cyngerdd Carolau with Huw George in St Mary’s Church  Families to attend the school Eisteddfod; members of the community invited to judge the competitions |  |

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| **Evaluation** |
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| **Further Actions** |
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