



## Hendredenny Park Primary Overview School Development Plan 2017-2020

Priority	Action	Success criteria
1	<p><b><u>Inspection Area 1</u></b></p> <p><b><u>Standards</u></b></p> <p>IA1 continue to raise standards in reading &amp; writing in FP and reading and boys writing in KS2 at L5 (ESTYN Recommendation) To continue to increase the % boys achieving L5 in writing</p>	<p>74% pupils in Y2 (2017-18) achieve O6 in Reading 93% Y2 achieve 85+ in NRT May 2018, 50% 115+ 65% pupils in Y2 (2017-18) achieve O6 in Writing. 50% B O6 writing, 80% G 70% of Y2 pupils joining their writing accurately July 2018 Y2 NOR 31 15G 16B. 3 FSM pupils in Y2</p> <p>36% Y1 pupils on Grey RWI Jan 2018, 75% by July 2018 100% Y1 achieve O4+ in writing July 2017, 65% achieve O5 93%</p> <p>Rec on red books Jan 2018. 75% on at least pink RWI July 2018 R 50% write a short account at least three sentences by Jan 2018, 80% write a short recount by July 2018 100% can form all lower case letters correctly by July 2018 (50% by end of Jan 2018) 80%</p> <p>N know almost all set sounds + by July 2018 80% N can write their first name by June 2018 All nursery pupils are familiar with at least 10 poems and rhymes and 10 story books that they handle correctly by June 2018</p> <p>91% Y3 SEN/FSM pupils complete RWI by Feb 2018 60% Y3 writing at L3+ in July 2018 96% achieve 85+ in NRT in May 2018</p> <p>Y4 52% B writing at L4+ by Jan 2018, 63% B writing at L4 by July 2018 100% Y4 pupils achieved 85+ in NRT May 2018 Y5 60% B writing L4+by Jan 2018, 76% L4+ by July 2018 97%</p> <p>Y5 pupils achieved +85 in NRT in May 2018 Y6 61% pupils achieve L5 writing by July 2018, 43% B L5 writing</p> <p>Y6 64% pupils achieve L5 reading by July 2018, 57% B L5 reading (2Gs targets for L6 IN 2018)</p> <p>FP parents are invited to reading work shop in Autumn 2017. School's application for 'Lead Creative Schools' is successful. Project developed to develop boys' writing skills-see targets for improved boys' writing skills above.</p> <p><b>PM targets for FP staff : Learners and teachers can see, map and reflect upon learning to the extent that they are</b></p>

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		<p>able to articulate next steps in a way which applies disciplined learning within the four purposes</p> <p><b>4P: Ambitious, capable learners who are ready to learn throughout their lives.</b></p> <p><b>4P:Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</b></p>
2	<p style="text-align: center;"><b><u>Inspection Area 1</u></b></p> <p style="text-align: center;"><b><u>Standards</u></b></p> <p>IA1 Continue to raise standards in Mathematics in FP and KS2 Raise standards in reasoning Continue working with WG in pioneering AOLE for Mathematics and Numeracy</p>	<p>AW attends all pioneer WG AOLE meetings. School continues to work on Mathematics and numeracy AOLE throughout 2017-2018 All staff received training on pedagogy linked to mastery approach to teaching mathematics</p> <p>Mathematics is taught to the whole class (in order to develop 'mastery'). Differentiation is achieved via fluid groupings, questioning and support during lessons and/or later during the school day CPA strategy is used to teach in each class</p> <p>KS2 devise an action plan and work as a PLC using 'White Rose Hub' Mastery SOW</p> <p>Teachers are familiar with and teach the four strategies for problem solving and reasoning. Reasoning tasks are part of at least 50% of lessons</p> <p>All FP pupils develop Fluency in number bonds to 10 Rec, and to 20 in Y1&amp; to 20 and x2, x10 in Y2 by April 2018. All KS2 pupils fluent in knowing timetables (intelligent practice) by April 2018. Y3 x2 x4 x5 x10, Y4 x2, x3, x4 x5, x6, x10 and Y5&amp;Y5 10X10 94% of all Y2 pupils achieve O5+ in MD by June 2018.</p> <p>71% of pupils in Y2 achieve O6 in MD (10B,11G)</p> <p>Reduce difference at O6 between LLC&amp; MD for Y2 pupils to 10%</p> <p>All Y6 pupils achieve at least L4 Mathematics 64% of pupils in Y6 achieve L5 in Mathematics by June 2018, 64%B and 64%G (2Gs, 2Bs targets for L6 in 2018)</p> <p>NReasT 91% of Y3 pupils achieve 85+ May 2018. 20% achieve 115+ in May 2018 NReasT 100% of Y4 pupils achieve 85+ May 2018. 25% achieve 115+ in May 2018 NReasT 96% of Y5 pupils achieve 85+ May 2018. 30% achieve 115+ in May 2018 NReasT 100% of Y6 pupils achieve 85+ May 2018. 30% achieve 115+ in May 2018</p> <p>Parents are invited to two Maths workshops to support them in helping their children at home</p> <p><i>PM targets for FP and KS2 staff 'Learners relish the opportunity to extend themselves and exploit previous skills whilst developing new ones'</i></p>

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		<i>4P Ambitious, capable learners who are ready to learn throughout their lives</i>
3	<p style="text-align: center;"><u>Inspection Area 1</u></p> <p style="text-align: center;"><u>Standards</u></p> <p>IA1 Continue to raise standards in Welsh, particularly in use of Welsh outside the classroom (ESTYN recommendation)</p> <p>Continue to raise standards in science</p>	<p>School signs up for Cymraeg Campus Bilingualism Framework and Quality Mark All staff receive training on this framework We join 'Siarter Iaith Cymraeg Campus' Hwb network. and we sign the charter Oct 2017</p> <p>KS2 pupils complete 'Cymraeg Campus' baseline by end of September, then at the end of each term The termly questionnaires show at least a 50% increase in positive responses each term. 90% + pupils respond positively to the questionnaire by July 2018</p> <p>The school achieves the all ten Bronze award targets and half of the silver targets by July 2018</p> <p>92% of Y6 pupils achieve L4+ 43% achieve L5 in Welsh by June 2018</p> <p><b>PM targets for SJ. 'The teacher actively seeks opportunities to apply and extend their understanding and skills in the use of the Welsh language'</b></p> <p>School signs up for PSQM, AE attends training and school completed a self-evaluation science teaching and standards by Sept 2017</p> <p>All staff familiar with the purpose of PSQM and clear about the criteria for the PSQM award S2S working to improve Science provision and outcomes with Fochriw Primary School 2017-2018</p> <p>External Science CDP training is attended by 4 members of staff (STEM) School staff work together to achieve PSQM award in July 2018.</p> <p>All staff confident in teaching science. Science is taught weekly in FP from Sept 2017 65% Y6 pupils achieve L5 in June 2018 90% Y3-Y6 pupils achieve a level more + in PITS assessment in Jan 2018 than in July 2017. By July 2018, 60% achieve 2 levels more+</p> <p>PM target for AE</p>
4	<p style="text-align: center;"><u>Inspection Area 2</u></p> <p style="text-align: center;"><u>Well being and Attitudes to Learning</u></p> <p>IA2 Continue to improve pupils' well</p>	<p>LS completes Thrive 'Licensed Practitioner' training by April 2018 All staff are trained in Thrive principles by December 2017 and all are able to make effective use of 'Thrive-Online' All classes are profiled against age related 'thrive' expectations. Pupils below age related are identified and individual profiles are drawn up Vulnerable pupils on ALN register and those highlighted from the class profiling receive appropriate 1:1 support</p> <p>Thrive assessments show that all 'thrive' pupils make good progress</p>

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	<p>being and attitudes to learning Continue to embed work on children's Rights Monitor attendance of each class Continue to involve pupils in decision making &amp; choices in their learning (ESTYN recommendation)</p>	<p>School achieves Level 2 award as a 'Rights Respecting School' by July 2018</p> <p>Individual class attendance is monitored each week. Attendance Targets are published in each class and hall. Class with highest attendance has extra break on Fridays. First day calling for all absences. Letters home for each pupil with attendance under 96% . School adopts the 'Callio' system to improve attendance</p> <p>Attendance for 2017-2018 is at least 96.5%</p> <p>PASS Surveys from Y3-Y6 taken in January 2018 show that more than &gt;90% pupils have no red or amber responses Pupils complete ESTYN questionnaires in Autumn term 2017 and Summer term 2018.</p> <p>Pupils' surveyed via Hwb re how they like learning, what choices they have already in their learning and what choices would they like to have in their own learning by end of September 2017 The results of this survey will be used to revise the Curriculum Policy by January 2018</p> <p><b>PM Processes are in place which expect learners to offer their views to inform all stages of learning</b></p> <p><b>PM Learners are enabled to understand how their focus upon personal well-being and their drive for appropriate outcome, medium and quality has impact in terms of usefulness for the purpose and audience</b></p> <p><b>4P Ethical, informed citizens who are ready to be citizens of Wales and the world.</b></p> <p><b>4P Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</b></p>
5	<p><b><u>Inspection Area 3</u></b> <b><u>Teaching and Learning experiences</u></b></p> <p>IA3 Continue to improve quality of teaching and learning experience Embed literary, numeracy, digital competence in curriculum. Review curriculum AOLES, four purposes Achieve 360 Online safety award Draft 'Experiences' bucket list</p>	<p>100% of teaching is always good and uses up to date pedagogy in line with 'Successful Futures' June 2018 Nearly all teaching has elements of excellent.</p> <p>LL attends Excellent in Teaching 6 weeks course and shares best practice with colleagues during twilights</p> <p>Jan 2018 Staff (and pupils) draw up the 'Hendredenny Experience' list which links to the AOLES, and the cross curricular competence January 2018</p> <p>All teachers and TAs complete DCF audit on Hwb identifying areas of the new ICT curriculum they are confident and less confident about September 2017</p> <p>Staff training arranged for the less confident areas identified in DCF audit ICT SOW incorporates the DCF by April 2018 DCF fully taught by July 2018</p> <p>Portfolio of ICT across the curriculum is updated in line with DCF by July 2018 Tracking system of ICT skills is</p>

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		<p>updated and used to track pupils DCF skills by July 2018</p> <p>School achieves 360 Online Safety award by Jan 2018</p> <p>S2S working with primary schools in Cluster. Termly meeting to share practice.</p> <p>School completes 'Lead Creative School' project in using music and drama to improve boys' writing by June 2018</p> <p>New curriculum Policy drawn up that encompasses the Four purposes, Three CCC and experiences. All staff are familiar with draft content of the six AOLES of Successful futures and begin to teach these new concepts by end of Summer 2018</p> <p><i>4P Enterprising, creative contributors who are ready to play a full part in life and work</i></p> <p><i>4P: Ambitious, capable learners who are ready to learn throughout their lives</i></p>
6	<p style="text-align: center;"><u>Inspection Area 4</u> <u>Care, Support and Guidance</u></p> <p>IA4 Care, support, guidance Develop portfolios &amp; ebadges to enhance pupils' involvement in learning Develop Thrive Online for tracking Vulnerable pupils Ensure all FSM pupils are part of a Pupil Voice group &amp; take part in extra curriculum activities</p>	<p>School continues to attend Pioneer workshops for Assessment Information sessions are held for parents re the new curriculum changes , reading and mathematics workshops</p> <p><i>PS Proposed new approaches are clearly articulated to colleagues at all levels to elicit critical advice and support</i></p> <p>CS, LT, SJ lead e portfolio training sessions for staff governors and parents. Staff are confident in assigning ebadges and in supporting pupils in developing eportfolios in writing each term</p> <p>All pupils Y1 to Y6 have at least two ebadges linked to well being and a portfolio of three writing samples</p> <p>Pupils in Y2-Y6 begin to evaluation their reading and writing skills by July 2018</p> <p><i>PS 'Processes are in place which expect learners to offer their views to inform all stages of learning'</i></p> <p><i>PS Learners take an active role in managing their own learning agenda with self-initiated and determined activity helping them to set their own high expectations</i></p> <p>Parents are fully informed about the ebadges and portfolios. They begin to comment on their children's work</p> <p>All staff are confident in their knowledge of new ALN legislation and all relevant pupils have a one page profile. Staff receive training on writing IDPs July 2018 PM targets for all teachers re pupils engaging in their own learning and identifying next steps (using JSE pupil files).</p> <p><i>4P: Enterprising, creative contributors who are ready to play a full part in life and work.</i></p>

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7	<p style="text-align: center;"><u>Inspection Area 5</u> <u>Leadership and Management</u></p> <p>IA5 Leadership and management School works with cluster/schools to spread good practice All staff, pupils &amp; parents involved in school's SER Each teacher has clear leadership role NQT leads teachers using PLP&amp; PTS</p>	<p>All staff are clear about the changes to the new ESTYN framework and the implications for our approach to SER, new curriculum and pedagogy. By November 2017</p> <p>The three recommendations for ESTYN inspection May 2017 are included in SDP 2017/18 By Sept 2017</p> <p>School works successfully with cluster to further develop reading for Y5 and Y6 pupils via the Lexia reading programme and to draw up common approaches to assess pupils using the GL assessments. School works with cluster on Thrive' training and sharing practice</p> <p>Staff and Governors complete new ESTYN questionnaires and results fed into SER.</p> <p>Monitoring cycle is revised to include 'Learning Walks' as well as lesson observations, Pupils' interviews and 'book looks' with pupils and teachers by December 2017. All staff are familiar with new monitoring approaches and understand the strengths and weaknesses of the school and how weaknesses are being addressed</p> <p><i>PS Evaluation of learning looks at all aspects; the products, quality, development of learning and the extent to which the four purposes are addressed within reflection on the learning exhibited. From this there is a natural focus on the future behaviours necessary to be extended as a learner.</i></p> <p>Two teachers complete module 2 of PGCE ' Successful Future and share the new ideas and pedagogy learned with all staff Teachers begin to work with the new professional learning standards. They work in pairs/ triads in 'collaboration/ pedagogy' strands.</p> <p><i>PS There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale</i></p> <p>Each Teachers shares their expertise: AE and EP -science, LL her work with Creative Schools , LT her work with online safety and DCF, ED CW PLP and PTS, SJ Welsh and RWI, LS Thrive,</p> <p><i>PS Personal professional responsibility includes the sustained development of excellent practices across the professional standards</i></p> <p><i>PS 'Perceptive and positive contributions are made where necessary to support the work of the school wherever it is needed using expertise and experience to fulfil the aims of the school'</i></p> <p><i>4P: Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</i></p>

Priority	Action	Success criteria
<b>Year 2</b>		
8	<b>Second Year (2018-2019) IA 1 To continue to raise standards in literacy and numeracy in FP (Staffing as 2017-2018) Budget £702863 plus EIG and PDG grants ( SER 1.1.1, 1.1.4)</b>	<b>80% of pupils in Y2 (2018-19) achieve O6 in oracy reading, writing and numeracy</b>
9	<b>Second Year (2018-2019) IA1 To continue to raise standards in Mathematics, reading and writing in KS2 To continue to increase the % of pupils achieving L5 in reading, writing, oracy and mathematics</b>	<b>97% Y6 pupils achieve at least L4 in English and Mathematics in 2019 (exception is LH) 80% of pupils in Y6 (2018-19) achieve L5 in oracy reading, writing and numeracy</b>
10	<b>Second Year (2018-2019) IA2 To begin to implement the revised curriculum 'Successful Futures' six Areas for Learning and Experience, the four purposes of the curriculum and the cross -curriculum responsibilities: literacy, numeracy, digital competence</b>	<b>Teachers, support staff and governors have a good understanding with 'Successful Futures' and this has been shared with parents Foundation phase staff and KS2 staff work in teams together to map out a curriculum that has literacy, numeracy and digital competence embedded throughout Teachers are confident and competent in delivering the new curriculum</b>
11	<b>Second Year (2018-2019) 1A4 To embed Thrive principles into behaviour approach To implement new Code of Practice for Additional learning needs Continue to raise standards for FSM/ALN and Vulnerable pupils</b>	<b>Provide training for all staff on new ALN legislation Review Behaviour Policy in line with Thrive training Review ALN policy FSM and SEN pupils achieve same or better standards in literacy and numeracy at expected levels</b>

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12	Second Year (2018-2019) IA53 Succession planning. Developing leadership skills for STL	Two members of the teaching staff prepared for applying for DHT post
13	Third Year 2019-2020 IA1 Raising Standards in oracy, reading and writing in FP and KS2 Ensure Literacy skills are taught effectively across the curriculum	100% of Y2 pupils achieve O5+ in LLC 100% Y6 pupils achieve L4+ in oracy, reading and writing Gap between Y6 Girls and Boys re writing at L5 is less than <5% 75% of all lessons taught include opportunity to practise literacy skills
14	Third Year 2019-2020 IA1 Raising Standards in MD and Mathematics FP and KS2 Ensure Numeracy skills are taught effectively across the curriculum	100% of Y2 pupils achieve O5+ in MD 97% Y6 pupils achieve L4+ in mathematics gap between Y6 Girls and Boys re maths at L5 is less than <5% 75% of all lessons taught include opportunity to practise numeracy skills
15	Third Year 2019-2020 IA1 Raising Standards in ICT FP and KS2. Skills from DCF fully embedded across curriculum	75% of all lessons taught include opportunity to practise ICT skills
16	Third Year 2019-2020 IA2 Planning a new curriculum based on the six AOLES	New curriculum based on AOLES is mapped out in draft