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**School Development Plan and Post-Inspection Plan**

**2018 – 2019**

This document is based on the Welsh Government regulations 155/2014

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| **Timeline** | **Date** | **Staff Members and GB** |
| Planning | September 2018 | Hilary Morris, Kim Preece, Chair and vice-chair of Governors. |
| Reviewing | October 2018 | Hilary Morris, Kim Preece  Whole governing body |
| Reviewing | Termly at Governors’ meetings | Hilary Morris, Kim Preece  Whole governing body |

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**Contextual Information**

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| **Current National Category** |  |

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| **Strategic Overview 2018-2019** | | |
| **Workforce Planning: number of fte TEACHERS** | 2 | |
| **Workforce Planning: number of fte SUPPORT STAFF** | **Foundation Phase: 1** | **Other: 1p/t (21 hours per week in total)** |

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| **Grant Finance 2018-2019** | | |
| **Source of Funding** | **Purpose** | **Sum** |
| Education Improvement Grant | Ensure each pupil profits from excellent teaching and learning, focusing on   * Improving Literacy * Improving Numeracy * Breaking the link between disadvantage and educational attainment | £2,709  (recorded on excel spreadsheet) |

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| **2018-2019** | **Nursery** | **Reception** | **Yr 1** | **Yr 2** | **Yr 3** | **Yr 4** | **Yr 5** | **Yr 6** | **Total** |
|  |  |  |  |  |  |  |  |  |  |
| Eligible for Free School Meals |  |  |  | 1 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Children in Need |  |  |  |  |  |  |  |  |  |
| Looked After Children |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| English as an Additional Language |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Number of latecomers to Welsh |  |  | 1 |  |  | 1 |  | 2 |  |
|  |  |  |  |  |  |  |  |  |  |
| Special Educational Needs |  |  |  |  |  |  |  |  |  |
| School Action |  |  |  |  |  |  | 3 |  |  |
| School Action Plus |  |  |  | 1 |  | 1 | 1 |  |  |
| Statement |  |  |  |  |  |  |  |  |  |

**Target Setting: Foundation Phase Targets**

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|  | **FPh** |  | **2019** | | | | | | | | | | | | | | | | | |  | | **2020** | | | | | | | | | | | | | | |
|  |  | | **Current Year 2** | | | | | | | | | | | | | | | | |  | **Current Year 1** | | | | | | | | | | | | | | | | |
|  |  |  | | **Boys** | | | | **Girls** | | | | | | **Pupils** | | | | |  | | **Boys** | | | | | | **Girls** | | | | **Pupils** | | | |  | | |
| Cohort | Full Cohort |  | | 2 | | | | 5 | | | | | | 7 | | | | |  | | 4 | | | | | | 3 | | | | 6 | | | |  | | |
| Number of FSM |  | |  | | | |  | | | | | | 0 | | | | |  | |  | | | | | |  | | | | 0 | | | |  | | |
|  |  |  | | O5+ | | O6+ | | O5+ | | O6+ | | | O5+ | | | O6+ | | Target O5+ | | Target O6+ |  | O5+ | | | O6+ | | | O5+ | | O6+ | | O5+ | | O6+ | | Target O5+ | Target O6+ | |
| Number achieving expected outcome | LCE |  | | 1 | | 0 | | 5 | | 1 | | | 6 | | | 1 | | 86% | | 14% |  | 4 | | |  | | | 2 | | 1 | | 6 | |  | | 100% | 14% | |
| LCW |  | |  | |  | |  | |  | | |  | | |  | | - | | - |  |  | | |  | | |  | |  | |  | |  | |  |  | |
| MDT |  | | 1 | | 1 | | 5 | | 1 | | | 6 | | | 2 | | 86% | | 28% |  | 4 | | |  | | | 2 | | 1 | | 6 | |  | | 100% | 14% | |
| PSD |  | | 1 | | 1 | | 5 | | 4 | | | 6 | | | 5 | | 86% | | 71% |  | 4 | | |  | | | 2 | | 1 | | 6 | |  | | 100% | 14% | |
| DCS |  | | 1 | |  | | 5 | |  | | |  | | |  | | 86% | |  |  | 4 | | |  | | |  | |  | | 6 | |  | | 100% |  | |

**Key Stage 2 Targets**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **KS2** | **2019 – Current Year 6** | | | | | | | | **2020 – Current Year 5** | | | | | | | | **2021 – Current Year 4** | | | | | | | |
|  |  | Boys | | Girls | | Pupils | |  | | Boys | | Girls | | Pupils | |  | | Boys | | Girls | | Pupils | |  | |
| Cohort | Full | 3 | | 4 | |  | | 3 | | 4 | | 7 | | 2 | | 5 | | 7 | |
| Welsh Medium |  | |  | |  | |  |  |  | |  | | 0 | |  |  |  | |  | | 0 | |  |  |
|  |  | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target  4+ | Target  5+ | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ |
| Number achieving expected level | English | 3 | 1 | 4 | 2 | 7 | 3 | 100% | 43% | 2 | 0 | 3 | 3 | 5 | 3 | 71% | 43% | 1 | 1 | 5 | 3 | 6 | 4 | 86% | 57% |
| Welsh |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |
| Mathematics | 3 | 1 | 4 | 3 | 7 | 4 | 100% | 57% | 2 | 0 | 3 | 3 | 5 | 3 | 71% | 43% | 1 | 1 | 5 | 3 | 6 | 4 | 86% | 57% |
| Science | 3 | 1 | 4 | 2 | 7 | 3 | 100% | 43% | 2 | 0 | 3 | 3 | 5 | 3 | 71% | 43% | 1 | 1 | 5 | 3 | 6 | 4 | 86% | 57% |
| CSI | 3 |  | 4 | 2 | 7 |  | 100% |  | 1 |  | 3 |  | 5 |  | 57% | 43% | 1 |  | 5 |  | 6 |  | 86% | 57% |

Key Stage 2 targets – pupils in receipt of Free School Meals

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | CA2 | 2018 – Current Year 6 | | | | | | | | | | 2019 – Current Year 5 | | | | | | | | | | 2020 – Current Year 4 | | | | | | | | | |
|  |  | FSM | | Non FSM | | pupils | |  | |  | | FSM | | Non FSM | | pupils | |  | |  | | FSM | | Non FSM | | pupils | |  | |  | |
| Cohort | Full |  | |  | | 0 | |  | |  | | 0 | |  | |  | | 0 | |
| Welsh Medium |  | |  | | 0 | | FSM | | Non FSM | |  | |  | | 0 | | FSM | | Non FSM | |  | |  | | 0 | | FSM | | Non FSM | |
|  |  | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target  L5+ | Target L4+ | Target  L5+ | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ |
| Number achieving expected level | English |  |  |  |  | 0 | 0 | - | - | - | - |  |  |  |  | 0 | 0 | - | - | - | - |  |  |  |  | 0 | 0 | - | - | - | - |
| Welsh |  |  |  |  | 0 | 0 | - | - | - | - |  |  |  |  | 0 | 0 | - | - | - | - |  |  |  |  | 0 | 0 | - | - | - | - |
| Mathematics |  |  |  |  | 0 | 0 | - | - | - | - |  |  |  |  | 0 | 0 | - | - | - | - |  |  |  |  | 0 | 0 | - | - | - | - |
| Science |  |  |  |  | 0 | 0 | - | - | - | - |  |  |  |  | 0 | 0 | - | - | - | - |  |  |  |  | 0 | 0 | - | - | - | - |
| CSI |  |  |  |  | 0 |  | - |  | - |  |  |  |  |  | 0 |  | - |  | - |  |  |  |  |  | 0 |  | - |  | - |  |

**Progress since the Last Inspection**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date of Last Inspection:**  **March 9th-12th 2015** | | **Current Performance:**  **EXCELLENT** | | **Capacity to Improve:**  **EXCELLENT** | | **Subsequent Monitoring:**  **None** | |
| **RECOMMENDATION** | | | | | | | |
| **Recommendation** | **Very good progress** | | **Strong progress** | | **Satisfactory progress** | | **Limited progress** |
| Tackles the recommendation in every way | | Tackles the recommendation on the whole | | Tackles the recommendation in many ways | | Does not satisfy the recommendation |
| **Definition** | Does not require any further attention to any aspect.  Very good effect on the quality of provision. | | Requires attention only to minor aspects.  Positive effect on standards and / or the quality of provision. | | Continues to require substantial attention to some important aspects.  Limited effect on standards and / or quality of provision. | | Each aspect or many important aspects continue(s) to require attention.  No effect on standards and / or quality of provision. |
| R1:  Provide opportunities for pupils to use a wider range of ICT across the curriculum | The school have continued to make use of the HWB tools over the academic year and are still one of the higher usage schools in Powys. The pupils independently use a range of appropriate programs and resources well, including for research, word processing, presentation and the use of spreadsheets and branching databases. As a result, nearly all pupils make good progress with their ICT skills. | |  | |  | |  |

**School and Governing Body appraisal of the progress with 2017/2018 priorities**

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|  | **Very Good Progress** | **Strong Progress** | **Satisfactory Progress** | **Limited Progress** |
| **Priority 1: Further develop digital competency: pupils online files** | | | | |
| **Appraisal:**  All pupils store work completed online in their files in J2E. They organise their work and manage their own files very few pupils need support to do this. This use of portfolios in j2e folders to collate most relevant work effectively demonstrates range and progression. Some staff/pupil responding to work dialogues are completed in J2E.  Some IT skills are used more frequently than others. |  | √ |  |  |
| **Priorities 2** Develop Successful Futures – Risk taking in all 4 core purposes, | | | | |
| **Appraisal:**  The Dare Busters initiative is embedded throughout the school. Years 1, 2 and some reception pupils are able to recognize when they have been a dare buster, and how this has impacted on their work, and the teachers then record this on a post it to produce a record of achievement. All KS2 pupils set and review their own dare buster targets, recording these in their Golden Books. They are able to evaluate the impact on their performance.  All pupils engage more confidently with unfamiliar experiences and recognize desirable difficulty which allows them to focus on their learning and to explore what is possible. Most pupils persevere and remain purposeful when they face difficulties or seek other solutions when their first approach to a challenge is unsuccessful. | √ |  |  |  |
| **Priority 3: Further embed English curricula, to raise skills of Literacy across the curriculum.** | | | | |
| **Appraisal:**  This year’s test results show that years 3, 5 and 6 actually show a reversal from last year and achieve higher in reading than in Maths though in most cases the difference was not more than 5 marks (raw score).  At KS2 and year 2 targeted activities, designed and planned to allow pupils to access the higher levels, have ensured a very high standard.  **“Embed English curriculum. Plan an exemplar Subject Learning Plan with suggested theme-related activities to cover all aspects of the English curriculum.”** This aim was abandoned as being prohibitively prescriptive. The English curriculum does not lend itself to the same structure as Maths where content is much more rigid. With our pupil-led, responsive and fluid approach to planning there is no advantage to producing a specific Subject learning Plan. Instead we ensure that every aspect of the English Curriculum is part of our Learning and Teaching with regular book scrutiny and listening to learner activities monitoring the impact.  **Ensure all aspects allow Outcome 6 and level 5+ to be achieved.**  83% Y6 level 5 100% Y2 Outcome 6 | √ |  |  |  |
| **Priority 4: Continue to develop Gladestry School’s role in promoting and providing school to school support.** | | | | |
| **Appraisal:**  Our Dare Busters initiative has been both innovative and popular**.** As part of her Middle Leaders’ course Mrs Preece gave a very well-received presentation on Dare Busters. On two different occasions: a head teachers’ wellbeing conference and a training session for Governors, year 6 pupils gave an excellent in-depth presentation on their various responsibilities, including Dare Busters.  Several schools have visited Gladestry over the past year. Prior to the visit, we contact staff from each school to discuss the focus for their visit to ensure purposeful preparation can be made. This helps to ensure that the visits are purposeful. In a few cases, Gladestry staff have been able to benefit from discussing and sharing methodology and ideas with visiting schools, for example, some ICT applications. This ensures the opportunity for staff professional development.  On one occasion Mary Davies, principal challenge Advisor in Ceredigion, brought ten small-school head teachers to visit with a focus on self-evaluation and pupil responsibility.  The Lesson Box has turned out to be much less effective than our research led us to believe. There are also issues of posting films of pupils online, especially with GDPR changes. Currently the system has only been used within the two schools. | √ |  |  |  |

**Three-Year Priorities 2018 – 2021**

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| **2018-19**  Successful Futures – Creative Connections  New Science  Assessment to match English and Maths Curriculum  Review, enhance and strengthen community involvement.  Welsh reading  Spelling and handwriting |
| **2019-20**  January 2020 new curriculum available |
| **2020-21**  **New Curriculum** |

**Priorities for 2018– 2019**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Priority 1: Raise awareness of Welsh books and raise standards of Welsh reading throughout the school.**  **Key Question and Quality Indicator: 1.3, 3.3** | | | | | | | | | **Related to the Post Estyn Inspection Plan: No** | | | | | | | |
| **Success criteria in terms of standards or quality:** | | | | | | | |
| **Internal Accountability: HM, KP** | | | | **Accountability to the Governing Body: CF** | | | | |
| **Very good progress** | |  | **Strong progress** | |  | | | **Satisfactory progress** | | |  | | **Limited progress** | |  | |
| **Actions** | | | | | | **Who?** | **Milestone Term 1** | | | **Milestone Term 2** | | **Milestone Term 3** | | **Professional Development Needs** | | **Source of Finance and Cost** |
|  | To raise standards of Welsh reading throughout the school using the statements from the Siarter Cymraeg initiative. | | | | |  | Year 6 and year 2- paired reading. | | | Focus for year 2/6 on translating/understanding text  Year 5 and year 1  Year 3 and 4 (+R)  Paired reading. | | All learners reading and understanding Welsh books weekly. | | LSA Welsh reading support | |  |
|  | Teachers will offer pupils the choice of which welsh story to listen to during designated Welsh reading sessions; followed by a questioning session to gauge understanding.  Raise standards of Welsh comprehension skills. | | | | |  | A minority of learners answer questions following the story. | | | Half of learners answer questions following the story.  Prepare bank of questions | | A majority of learners answer questions following the story. | |  | |  |
|  | Develop opportunities of Welsh reading in cross curricular situations. | | | | |  | Plan for cross curricular welsh reading once a week for years 2, 5 and 6.  (non fiction) | | | Rest of the school | | Pupil teachers include cross curricular welsh reading in their Summer term planning. | |  | |  |
|  | Use Welsh stories as a stimulus for bilingual oracy/ writing. | | | | |  | In Welsh sessions that Bethan isn’t here for | | | More often as opportunity arises. | | Make a collection of Welsh reading resour ces to be used as welsh writing stimuli. | |  | |  |
| **How can the wider community of the school enrich the priority?** | | | | | | | | | | | | | | | | |
| Seek advice and book suggestions from our Athrawes Bro  Visit a Welsh medium/Welsh stream school. Dolafon/Pont Robert | | | | | | | | | | | | | | | | |

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| **Priority 2: To develop Core Purposes – Creative Connections**  **Key Question and Quality Indicator: 1.3, 2.2** | | | | | | | | | | **Related to the Post Estyn Inspection Plan: No** | | | | |
| **Success criteria in terms of standards or quality:** | | | | |
| **Internal Accountability: HM, all staff and all pupils.** | | | | **Accountability to the Governing Body: Hattie Budd** | | | | | |
| **Very good progress** | |  | **Strong progress** | |  | | | **Satisfactory progress** | | |  | | **Limited progress** |  |
| **Actions** | | | | | | **Who?** | **Milestone Term 1** | | **Milestone Term 2** | | | **Milestone Term 3** | **Professional Development Needs** | **Source of Finance and Cost** |
|  | Introduce the ‘Creative Connections’ framework throughout the school.  Develop an expectation of more confident engagement with creative approaches to learning, applying thinking and problem-solving skills. | | | | | All staff and pupils | Most pupils | | Nearly all pupils  CC2 pupil-planned activities to carry on throughout the term after swimming | | | All pupils (1-6), nearly all independently. | All staff and pupils |  |
|  | Create an inclusive, engaging and challenging set of learning experiences through which to nurture creativity, and the space to enjoy learning rather than an endless chase to achieve  Make every activity **purposeful.** | | | | | All staff and pupils | Staff and pupils to review current teaching and learning opportunities.  Evaluate lessons and activities for purpose and impact. | | Many activities deliver purposeful challenge and impact on standards.  Pupil oral questionnaire in each class:  Matched, purposeful, challenging learning/activities | | | Most activities purposefully encourage creativity and impact on standards. |  |  |
|  | To develop pupil self-evaluation of creative connections alongside continued self-evaluation of ‘Darebusters’. | | | | | Pupils | Most pupils | | Nearly all pupils | | | All pupils (1-6), nearly all independently |  |  |
|  | Develop an evaluative recording sheet for ‘Creative Connections’ to monitor pupil progress throughout the school to be used in all four cluster schools | | | | | All cluster schools | Feedback from all Cluster schools in Autumn meeting | |  | | | Review of impact within all schools in Summer term meeting |  |  |
| **How can the wider community of the school enrich the priority?** | | | | | | | | | | | | | | |
| Work with Cluster Schools and beyond. | | | | | | | | | | | | | | |

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| **Priority 3: Raise standards of Spelling, Punctuation, Grammar and Handwriting throughout the school**  **Key Question and Quality Indicator: 1.1, 1.3** | | | | | | | | | | **Related to the Post Estyn Inspection Plan: No** | | | | | | |
| **Success criteria in terms of standards or quality: Success criteria in terms of standards or quality:** | | | | | | |
| **Internal Accountability: KP, HM** | | | | **Accountability to the Governing Body:** | | | | | |
| **Very good progress** | |  | **Strong progress** | |  | | | **Satisfactory progress** | | |  | | | **Limited progress** | |  |
| **Actions** | | | | | | **Who?** | **Milestone Term 1** | | **Milestone Term 2** | | | **Milestone Term 3** | **Professional Development Needs** | | **Source of Finance and Cost** | |
|  | To continue to raise standards in spelling and handwriting across the school :  Continue ‘Spell Chase’ in class 1  Precision teaching throughout KS2 daily (peer-led)  Letters and sounds throughout the school in ability groups (pupil teachers) 3x weekly.  Hand for Spelling  Super Duper Handwriting group.  Read, Write, Inc. | | | | |  | High frequency words spelling test, Single Word Spelling  Test and piece of unaided writing with number of spelling mistakes counted as a baseline.  A majority of FP pupils have correct letter formation.  A majority of KS2 pupils have clear and legible handwriting.  Expectations known | | Many FP pupils have correct letter formation.  Many KS2 pupils have clear and legible handwriting. | | | Baseline tests repeated to gauge impact.  Nearly all FP pupils have correct letter formation.  Nearly all KS2 pupils have clear and legible handwriting. | Consult other schools to find methods and resources that produce a positive impact on standards. | |  | |
| **How can the wider community of the school enrich the priority?** | | | | | | | | | | | | | | | | |
| All staff to use targets set for individual pupils. Involve Governors in learning walks and work scrutiny. | | | | | | | | | | | | | | | | |

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| **Priority 4:** Review, enhance and strengthen community involvement to provide wider opportunities and experiences for learning, especially sport.  **Key Question and Quality Indicator: 5.1** | | | | | | | | | | **Related to the Post Estyn Inspection Plan: No** | | | | | | |
| **Success criteria in terms of standards or quality: school to school support remains excellent** | | | | | | |
| **Internal Accountability: HM** | | | | **Accountability to the Governing Body: JD** | | | | | |
| **Very good progress** | |  | **Strong progress** | |  | | | **Satisfactory progress** | | |  | | | **Limited progress** | |  |
| **Actions** | | | | | | **Who?** | **Milestone Term 1** | | **Milestone Term 2** | | | **Milestone Term 3** | **Professional Development Needs** | | **Source of Finance and Cost** | |
|  | Higher profile to PE invasion sports  Links with secondary schools – teachers/pupils  Community/Fields  Role models | | | | |  | Make links  Advertise widely for expertise, e.g. Parish magazine  Pupil/parent questionnaire | | Set dates in diary.  Netball Club Tuesday Running Club  Thursday | | |  | Andrew-Tennis  Eardisley- Tennis  Past pupils  Fitness coaches for football/rugby- Knighton leisure centre.  Parents/links from parents. | |  | |
|  | Links with other small schools | | | | |  | Have a sporting events with other schools e.g. Franksbridge | |  | | |  |  | |  | |
|  | After school club  Include designated sports clubs within the programme | | | | | JH, KP, HM | Create timetable of activities, including lunch time sports club weekly | |  | | | Continue focus on sport for whole year. |  | |  | |
| **How can the wider community of the school enrich the priority?** | | | | | | | | | | | | | | | | |
| All Powys Schools | | | | | | | | | | | | | | | | |

**Policy Reviews**

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| --- | --- | --- |
| 2018-2019 | 2019-2020 |  |
|  |  |  |
| Pay | Pay | Statutory |
| Curriculum | Charging (Powys model) | Child Protection and Safeguarding |
| Performance Management | Complaints (Powys model) | Pay |
| Health and Safety, Substance Misuse | Data Protection | Behaviour |
| Equality Policy (Accessibility Plan, Strategic Equality Plan) | E-Safety | ALN and MAT |
| Non-statutory | Non-statutory | Non-statutory |
| Photographing children | LNF, Literacy, Numeracy | Sex and Relationships |
| Self Evaluation | Assessment | Non-statutory |
| Bullying and Harassment | ICT, Internet acceptable use | Monitoring and Evaluation |
| Design and Technology | Governors’ Allowances | English |
| PSE | ESDGC | Security |
| Teaching and Learning | Equal Opportunities | Art and Design |
| Mathematics | Curriculum Cymreig | Collective Worship |
| History | Welsh Language and Bilingualism | Science |
| Responding to Pupils’ work | Food and Fitness | Music |
|  | Geography | RE |
|  | Induction of New Governors (Govs Wales) | PE/PD |

**Other Continuing Aspects to be Improved**

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| **Aspect** | **Resources / personnel** | **Target Date and Evaluation** |
| Garden | Staff and pupils | 2018-19 |
| Job descriptions for P.A. and pupil teachers |  |  |
|  |  |  |

**Staff Development Plan**

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| **Priority** | **Focus of Improvement** | **Staff** | **Resources, Costs** | **Evaluation** |
|  | E-safety | All staff (perf. Man.)  Pupils, parents and govs. | Delivered by KP within school |  |
|  | Annual Child Protection/safeguarding training/Fire Marshall | All staff | In-school HM |  |
|  | Welsh language | JH, KP | MRC 13.09.18 Free course, pay supply |  |
|  | Digital Library | HM, KP |  |  |
|  | Disability Awareness | SC | 18.09.18 |  |

**Checklist**

|  |  |
| --- | --- |
| **Regulation** | **✔** |
| Raising standards in Literacy | √ |
| Raising standards in Numeracy |  |
| Focus on minimising the effect of poverty on attainment |  |
| 3-year plan | √ |
| SDP approved by the Governing Body | √ |
| Copy of SDP distributed to all staff and governors | √ |
| Summary copy of SDP available through the school Governors Annual Report to parents | √ |
| SDP monitored in each meeting of the full governing body | √ each term |
| GB have reviewed and updated the SDP where appropriate |  |
| SC clear and quantifiable | √ |
| Attention given to leadership development | √ |
| Accountability noted clearly | √ |
| Financial resources clearly recorded | √ |
| Workforce development clearly noted | √ |
| Development Needs of all staff clearly noted | √ other opportunities may present themselves |
| Review of the previous SDP | √ |

**Eco Gang Action Plan 2018-2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Who will implement it?** | **How will it be implemented** | **Possible costs** | **Date for Implementation** | **Monitoring and Evaluation** |
| Maintain the garden as a learning environment | Eco Gang | Regular gardening sessions and different learning activities devised | None  Community Council grant | All year | Report to Governors |
| To raise awareness of 3Rs during Manufacturing Week | Eco Gang | Produce questionnaire to monitor use of materials during Manufacturing Week  Use recycled resources wherever possible | None | November 2018 | Questionnaires |
| To support RSPB and record bird numbers | Eco Gang | Class 2 complete RSPB Big Schools Bird Watch  Set up bird feeding station | None | February 2019 | Report for Parish mag |
| Build up a weather data bank. |  | Monitor rainfall and temperature throughout the growing season.  Take photos in the Autumn 2018 and compare to Summer 2019. |  | Spring  Autumn/Summer | Class 2 |
| Support Keep Wales Tidy initiative to reduce landfill | Eco Gang | Organise a litter pick – invite members of community  Production Organise ‘new love for old toys’ coffee morning | None | Termly | Eco Gang  Report for news paper |
| Bug Hotels | Whole School + visitors | Park, Churchyard, Quiet Garden or Llanhaylow Wood | Recycled materials | Autumn 2018 | Eco Gang |
| Hibernating animals | Whole school + visitors | Activity afternoon: make a fact file and build a hibernation nest outdoors. | None | Autumn 2018 | Questionnaires for students |

**Chair: Bea Vice Chair: Poppy-Anne Secretary: Lily**

**School Council Action Plan 2018-19**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TARGET** | **Who will implement it?** | **How will it be implemented?** | **Possible cost.** | **Date for Implementation** | **Monitoring and Evaluation** |
| **Raise awareness of E-safety** | School Council,  Kim Preece, Jo Hobby | Notice boards, displays, competitions, whole school mornings, assemblies, open mornings with the community, newsletters, message of the month.  Follow actions from the 360 action plan. | No cost | All year | School Council  Kim Preece  Jo Hobby |
| **To plan and deliver Creative Connection tasks.** | School Council | At least one per term. | No cost | All year | School Council |
| **Plan and deliver sports sessions.** | School council | Plan one every half term. | No cost | All year | School Council |
| **Deliver a message of the month to keep various topics current.** | School Council | School Council notice board.  Assembly | No cost | All year | School Council |
| **Organise the Christmas party** | School Council  School staff | Plan menu and request Christmas food items for each child to bring.  Decide on music, games and activities.  Write to Mother Christmas. | Prizes | Christmas | Party-goers |
| **Promote Healthy Eating** | School Council | Notice boards, displays, competitions, whole school mornings, assemblies, cooking.  Healthy lunch boxes check. | Ingredients | Termly | Healthy Eaters |