**GLAIS PRIMARY SCHOOL**

School Improvement Plan 2019-2022 (Part 2)



The School Improvement Plan (SIP described in this document concentrates on the targets for 2019-2022. The SIP is our best attempt to plan for the next 36 months but our long term plans may need to be adapted in the light of changing circumstances, particularly in relation to new Government initiatives/funding. This document is constantly reviewed and updated but formal review is completed annually. The full review of previous SIP is in the previous SIP so this document should be read in conjunction with this.

**School Development Plan**

**2019 – 2022**

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

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| **Timeline** | **Date** | **Staff Members and GB** |
| Reviewing previous year (2017-18) and Planning (2018-19) | 5.6.2019  12.6.2019  13.6.2019  26.6.2019 | SMT  All Staff  All staff  All staff and members of GB in mixed groups |
| Reviewing | 28.11.2019  20.11.2019/18.12.2019  20.11.2019 | SMT  All staff  Governing Body |
| Reviewing | 5.3.2020  11.3.2020  18.3.2020 | SMT  All staff  Governing Body |
| Reviewing previous year (2017-18) and Planning (2018-19) | 4.6.2020  10.6.2020  1.7.2020 | SMT  All staff  Gov body |

**Contextual Information**

|  |  |  |
| --- | --- | --- |
| **Current National Category** | 1 | A |

|  |  |  |
| --- | --- | --- |
| **Strategic Overview** | | |
| **Workforce Planning: number of fte TEACHERS** | **4 FT; 1 PT plus headteacher** | |
| **Workforce Planning: number of fte SUPPORT STAFF** | **Foundation Phase: 2 FT; 2 PT** | **Other: 1** |

|  |  |  |
| --- | --- | --- |
| **Grant Finance** | | |
| **Source of Funding** | **Purpose & Use** | **Sum** |
| Education Improvement Grant  (Foundation Phase) | Employ Teacher Assistants to operate in FPN(am), FPN(pm), FPR, FP1 and FP2  Ensure each pupil profits from excellent teaching and learning, focusing on   * Improving Literacy & Numeracy | £46,629 |
| Pupil Deprivation Grant | * Breaking the link between disadvantage and educational attainment   TA release resources ‘Getting ready for School Programme’; Playground resources  Cover extra teacher/parent meetings | £6,000 |
| Professional Learning Grant | * Supply cover to enable staff to work with peers within school and outside school on curriculum and pedagogical development (see SIP) | £ 3,355 |

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| **2018-2019** | **Nursery** | **Reception** | **Yr 1** | **Yr 2** | **Yr 3** | **Yr 4** | **Yr 5** | **Yr 6** | **Total** |
| Total Pupils | 15 + 15 Rising 3 Jan+ | 12 | 15 | 13 | 15 | 17 | 13 | 17 | 118 |
| Eligible for Free School Meals |  |  | 1 |  |  |  | 1 | 2 | 4 |
|  |  |  |  |  |  |  |  |  |  |
| Children in Need |  |  |  |  |  |  |  |  |  |
| Looked After Children |  |  |  |  |  |  |  | 1 | 1 |
|  |  |  |  |  |  |  |  |  |  |
| English as an Additional Language |  |  | 1 (B) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Number of latecomers to Welsh |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Special Educational Needs | 0+  4 Jan + | 1 | 3 | 1 | 4 | 5 | 1 | 1 | 20 |
| School Action | 0 | 0 | 2 | 1 | 4 | 3 | 1 | 1 | 12 |
| School Action Plus | 0+  4 Jan+ | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 8 |
| Statement | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Pupil Groups**

**Target Setting : Foundation Phase Targets**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | |  | | |  | |  |  | | |  | |  | | | | |  |  |  | |  |  | |  | |  | |  | |  | | | |
|  | **FPh** |  | **2019-20** | | | | | | | | | | | | | | | | | | |  | **2021-22**  **Current Year 1** | | | | | | | | | | | | | | |
|  |  | **Current Year 1** | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | |
|  |  |  | **Boys** | | | | | **Girls** | | | | | | **Pupils** | | | | |  | | | **Boys** | | | | | **Girls** | | | | **Pupils** | | | |  | |
| Cohort | Full Cohort |  | 5 | | | | | 8 | | | | | | 13 | | | | |  | | | 4 | | | | | 11 | | | | 15 | | | |  | |
| Number of FSM |  | 0 | | | | | 0 | | | | | | 0 | | | | |  | | | 1 | | | | | 0 | | | | 1 | | | |  | |
|  |  |  | At leastO5 | | +1  O6 | | At least  O5 | | | +1  O6 | | | At leastO5 | | | +1  O6 | | Target O5 | | Target O6 |  | | At leastO5 | | +1  O6 | | | At least  O5 | | +1  O6 | | At leastO5 | | +1  O6 | | Target O5 | Target O6 |
| Number achieving expected outcome | LCE |  | 4 | | 1 | | 7 | | | 5 | | | 11 | | | 6 | | 2 | | 2 |  | | 3 | | 2 | | | 8 | | 4 | | 11 | | 6 | | 2 | 2 |
| LCW |  |  | |  | |  | | |  | | | 0 | | | 0 | | - | | - |  | |  | |  | | |  | |  | |  | |  | |  |  |
| MDT |  | 4 | | 1 | | 8 | | | 3 | | | 12 | | | 4 | | 1 | | 2 |  | | 4 | | 1 | | | 8 | | 3 | | 12 | | 4 | | 1 | 2 |
| PSD |  | 4 | | 4 | | 8 | | | 8 | | | 1 | | | 0 | | 2 | | 3 |  | | 4 | | 4 | | | 8 | | 8 | | 12 | | 12 | | 1 | 3 |
| FPI |  | 4 | |  | | 7 | | |  | | |  | | |  | |  | |  |  | | 3 | |  | | | 8 | |  | |  | |  | |  |  |

**Key Stage 2 Targets**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **KS2** | **2019-20 – Current Year 6** | | | | | | | | **2020-21 – Current Year 5** | | | | | | | | **2021-22 – Current Year 4** | | | | | | | |
|  |  | Boys | | Girls | | Pupils | |  | | Boys | | Girls | | Pupils | |  | | Boys | | Girls | | Pupils | |  | |
| Cohort | Full | 9 | | 8 | | 17 | | 6 | | 7 | | 13 | | 13 | | 4 | | 17 | |
| Welsh Medium |  | |  | | 0 | |  |  |  | |  | | 0 | |  |  | 0 | |  | |  | |  |  |
|  |  | L4 | L5 | L4 | L5 | L4 | L5 | To Target for L4 | To Target  for L5 | L4 | L5 | L4 | L5 | L4 | L5 | To Target for L4 | To Target  for L5 | L4 | L5 | L4 | L5 | L4 | L5 | To Target for L4 | To Target  for L5 |
| Number achieving expected level | English | 6 | 3 | 4 | 4 | 10 | 7 | 0 | 4 | 4 | 2 | 3 | 4 | 7 | 6 | 0 | 1 | 5 | 7 | 1 | 2 | 6 | 9 | 2 | 0 |
| Welsh | 3 | 6 | 4 | 4 | 7 | 10 | 0 | 4 | 4 | 2 | 3 | 4 | 7 | 6 | 0 | 1 | 9 | 3 | 1 | 2 | 10 | 5 | 2 | 0 |
| Mathematics | 3 | 6 | 3 | 5 | 6 | 11 | 0 | 1 | 5 | 1 | 3 | 4 | 8 | 5 | 0 | 1 | 7 | 5 | 1 | 2 | 8 | 7 | 2 | 2 |
| Science | 1 | 8 | 3 | 5 | 4 | 13 | 0 | 1 | 4 | 2 | 3 | 4 | 7 | 6 | 0 | 1 | 6 | 7 | 0 | 3 | 6 | 10 | 1 | 0 |
| CSI |  |  |  |  | 17 |  |  |  |  |  |  |  | 13 |  |  |  |  |  |  |  | 15 |  |  |  |

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

**NB. This is not applicable in the Y6/Y4 cohort for for 2018/19 there are no free school meals**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **KS2** | **2019-20 – Current Year 6** | | | | | | | | **2020-21 – Current Year 5** | | | | | | | | **2021-22 – Current Year 4** | | | | | | | |
|  |  | FSM | | Non FSM | | Pupils | |  | | FSM | | Non FSM | | Pupils | |  | | FSM | | Non FSM | | Pupils | |  | |
| Cohort | Full | 2 | | 15 | | 17 | | 1 | | 12 | | 13 | | 0 | | 17 | | 17 | |
| Welsh Medium |  | |  | | 0 | |  |  |  | |  | | 0 | |  |  | 0 | |  | |  | |  |  |
|  |  | L4 | L5 | L4 | L5 | L4 | L5 | To Target for L4 | To Target  for L5 | L4 | L5 | L4 | L5 | L4 | L5 | To Target for L4 | To Target  for L5 | L4 | L5 | L4 | L5 | L4 | L5 | To Target for L4 | To Target  for L5 |
| Number achieving expected level | English | 1 | 1 | 9 | 6 | 10 | 7 | 0 | 0 | 0 | 1 | 7 | 5 | 7 | 6 | 0 | 1 | 0 | 0 | 6 | 9 | 6 | 9 | 2 | 0 |
| Welsh | 1 | 1 | 6 | 9 | 7 | 10 | 0 | 0 | 0 | 1 | 7 | 5 | 7 | 6 | 0 | 1 | 0 | 0 | 10 | 5 | 10 | 5 | 2 | 0 |
| Mathematics | 1 | 1 | 5 | 10 | 6 | 11 | 0 | 0 | 0 | 1 | 8 | 4 | 8 | 5 | 0 | 1 | 0 | 0 | 8 | 7 | 8 | 7 | 2 | 2 |
| Science | 1 | 1 | 3 | 12 | 4 | 13 | 0 | 0 | 0 | 1 | 7 | 5 | 7 | 6 | 0 | 1 | 0 | 0 | 6 | 10 | 6 | 10 | 1 | 0 |
| CSI |  |  |  |  | 17 |  |  |  |  |  |  |  | 13 |  |  |  |  |  |  |  | 15 |  |  |  |

**Progress since the Last Inspection**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date of Last Inspection: Nov. 2014** | **Current Performance: Good** | | **Capacity to Improve: Good** | | **Subsequent Monitoring: LA (Attendance)** | | |
| **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: Improve all pupils’ extended writing and numeracy skills across the curriculum  *Progress*  *Extended Writing 1. Improvement prog. in place 2. Staff guidance revised 3. Extended staff training undertaken 4. Additional resources purchased e.g.’Building Blocks’ 5. Clear focus in place 6. Planning reviewed, implemented and monitored 6. Focus on ‘Contextualised writing’*  *Numeracy 1.Planning reviewed 2. Organisation of pupil work more coherent*  *3.’ Steps to success’ in place and effective 4. New resources purchased e.g. ‘Building Blocks’* | |  | | X | |  |  |
| R2: Develop pupils’ ability to understand how well they are doing and what they need to do to improve their work  *Progress*  *1. Staff training undertaken 2. Specialist support accessed (Cluster, LA & Consultant) 3. Work scrutiny undertaken to assess consistency 4. ‘Steps to success’ trialled and rolled out across curriculum 5. Pupil Voice used to assess. 4. Self/peer assessment strengthened e.g growth mindset* | | X | |  | |  |  |
| R3: Continue to improve attendance  *Progress*  *1. Year-on-year improvement for 6/8 years 2012-13: 93.8%; 2013-14: 95.6%; 2014-15: 95.9%; 2015-16: 96.2%; 2016-17 : 94.6%; 2017-18 : 95% 2018-19: 94.9%*  *2.Clear strategies used to address any significant % of non-attendance* | |  | | X | |  |  |
| R4: Ensure that teachers consistently set challenging targets so that all pupils are clear what to do to develop their literacy and numeracy skills  *Progress – See R2* | | X | |  | |  |  |

**Consider the following when assessing progress below**

* **Did this activity respond to the area and meet the success criteria?**
* **What effect did the action plan have on the targeted group of learners?**
* **What effect did the action plan have on the wider school community?**
* **What effect did the action plan have on the staff?**
* **Lessons learned and the main action comments**

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**School and Governing Body appraisal of the progress with 2018/2019 priorities**

**(This needs to be read in conjunction with the detailed evaluation in the 2017/18 evaluated SIP document)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Priority and Appraisal of Progress** | **Good Progress** | | **Strong Progress** | **Satisfactory Progress** | **Limited Progress** |
| **Priority 1: Standards** | | | | | |
| 1.1: Raise standards of skills in PE (NIA 1.3)  1.2: Raise standards of skills in food technology (NIA 1.3)  1.3: Raise standards in contextualized writing (NIA 1.3) | X  X |  | | X |  |
| **Priority 2: Wellbeing and Attitudes to learning** | | | | | |
| 2.1: Improve effectiveness of pupil voice in school improvement (NIA 2.1/2.2)  2.2: Improve pupil participation in activities which promote health and wellbeing (NIA 2.1/2.2) |  | X | | X |  |
| **Priority 3: Teaching and learning experiences:** | | | | | |
| 3.1: Staff to teach a creative and imaginative curriculum which supports Health and Wellbeing AOLE and Healthy, confident individuals(3.2)  3.2: Staff to create stimulating and engaging learning environments which promote the four purposes ‘ healthy, confident individuals (NIA 3.1)  3.3: Staff to use new teaching/assistant standards to evaluate their own improvement in ‘collaborative approaches’ and what constitutes good teaching (NIA 3.1/3.2) | X  X | X | |  |  |
| **Priority 4: Care, Support and Guidance:** | | | | | |
| 4.1: Improve opportunities for pupils to develop skills, knowledge and understanding to make healthy  lifestyle choices (NIA 4.2)  4.2: Provide more effective opportunities for pupils to develop their spiritual and ethical beliefs and become active citizens (NIA 4.2)  4.3: Further improve tracking and monitoring system (NIA 4.1) | X | X | | X |  |
| **Priority 5: Leadership and Management:** | | | | | |
| 5.1: SMT to ensure curriculum continues to reflect Successful Futures more effectively (NIA 5.1)  5.2: Develop pedagogical approaches which foster problem solving, creative and critical thinking  5.2: SMT to create new self evaluation and school improvement procedures and documents which relate to NIA (NIA 5.1/5.2/5.3) | X  X |  | | X |  |

**Other Continuing Aspects to be Improved**

(e.g., Eco Schools, Healthy Schools, buildings…)

|  |  |  |
| --- | --- | --- |
| Aspect | Resources / personnel | Target Date |
| Develop GDPR protocols further | Headteacher, Admin. Officer | Autumn 2018 |
| Autumn:  Lockable cupboard acquired for office to ensure sensitive information is secure; new set of forms which are GDPR compliant have been sent to parents and returned; initial basic staff training undertaken ;  School is more GDPR compliant  More training needed to ensure improved clarity  Spring:  NH attended training  Greater understanding of GDPR  Joint staff and governor training during summer term to be arranged  Summer: | | |
| Complete Siarter Iaith targets | Lead teacher | July 2019 |
| Summer:  Progress made with targets. Complete 2019-20 with new member of staff | | |
| Monitor progress in reading following recent changes | Literacy lead | July 2019 |
| Autumn:  HT has made initial observations and evaluated current standards.  HT has identified that further training needed in relation to wider reading skills e.g. guided reading in upper FP.  Peer support to model appropriate reading strategies  Spring:  Lead teacher of learning has supported upper FP with a range of activities  FP Lead has visited to monitor FP included observing/discussing guided reading and challenge books  FP lead very happy with guided reading provision and challenge books demonstrate a range of independent skills  LM to observe guided reading throughout the school in autumn 2019-20 | | |
| Develop sessions for parents and governors which enable children to share their learning eg Elf and Safety week | SMT; Classteachers | Termly from Autumn 2018 |
| Autumn:  Elf and Safety Week has been planned as a pilot, initial week will be for governors and peers only but subsequent weeks will be for parents  Sharing opportunities have been highlighted  Undertake Elf and Safety week and plan next week  Spring:  Elf and safety week completed  Increased understanding of the curriculum and learning opportunities by governors  Repeat in Autumn term due to staff changes | | |
| Replace carpets – resource room, nursery | HT | July 2019 |
| Not completed due to budget constraints | | |
| Further improve outdoor provision – covered area & KS2 | HT, staff, Governors, LA | July 2019 |
| Autumn:  Quotes requested and LA have been to evaluate  Spring:  Covered area completed in FP  Outdoor area completed in KS2  Increased provision for pupils | | |
| Continue to develop strategies which support procedural skills | All staff | May 2019 |
| Spring  N/R has researched impact of outdoors on development of selected pupils procedural skills  Useful strategy developed and improved understanding of research  Share across school in Autumn 2019 | | |
| Continue to develop strategies which support MAT pupils | All staff | May 2019 |
| Fire Challenges developed  MAT pupils have increased challenge L6 attainment at the end of KS2 | | |
| Continue to develop strategies to support pupils ability to talk to an audience in presentation format | All staff | May 2019 |
| Involvement in Enterprise and presentations to governors  Pupils ability to talk in presentation format seen to improve | | |
| Improve support for targeted group – Y3 | AL, LM | Sept 2018 |
| Autumn:  Additional member of staff for 1-1 is pairing and sharing where appropriate  Identified pupils having additional support  Progress being seen in most identified pupils  Spring  KS2 has changed spelling assessment from Schonell to Blackwell  Blackwell has identified areas of spelling gaps for targeted group  Staff have implemented a targeted differentiated spelling programme  Staff are starting to see improvements and progress  in spelling  Monitor spelling programme for impact  Summer  Impact assessed  Spelling ages and phases have improved for all targeted children | | |
| Access catch up/prevent training for new staff/staff who have missed | AL | June 2018 |
| Roll over into next year due to staff changes | | |
| Review presentation, handwriting, homework,written and oral feedback policies | All staff | June 2018 |
| Autumn:  Written and oral feedback policy reviewed  More targeted feedback identified  Due to new member of staff this will need to be repeated  Spring  Written and oral feedback policy reviewed during book scrutiny in ADDS  Targets identified  Monitor targets  Summer  Challenge advisor identified improved marking and feedback  Ensure policy is understood by new staff | | |

**Checklist**

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