

GLAIS PRIMARY SCHOOL

School Improvement Plan 2019-2022 (Part 1)



School Development Plan

The School Improvement Plan (SIP) described in this document concentrates on the targets for 2019-2022. It is organized in 2 parts for ease of use. 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

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Three-Year Priorities 2019 – 2022
Key Development Issues Identified from Evaluation Process

Main Priorities 2019-20

- **Priority 1: Improve Curriculum**
 - 1.1: Improve LLC experience to reflect Curriculum 2022 and raise standards
 - 1.2: Improve DCF experience to reflect Curriculum 2022 and raise standards
 - 1.3: Improve RE experience in line with SACRE to raise standards
 - 1.4: Improve SRE provision
- **Priority 2 : Improve Wellbeing and Attitudes**
 - 2.1: Improve opportunities for pupils to become ,ethical, informed citizens’
 - 2.2: Improve effectiveness of the environment in promoting wellbeing and attitudes
 - 2.3: Improve participation in activities which promote health and wellbeing
- **Priority 3: Improve Pedagogy**
 - 3.1: Improve staff evaluation of own/others performance
 - 3.2: Improve staff competency in problem solving, creative and critical thinking focused pedagogies
 - 3.3: Increase staff use of ‘research’ as a tool for school improvement
- **Priority 4: Improve Leadership**
 - 4.1: Improve staff leadership/peer support capabilities
 - 4.2: Improve accountability
 - 4.3: Ensure curriculum increasingly reflects Curriculum 2022

Focus Years 2 and 3

2020-2021

- Teaching and learning: Development of Expressive Arts AOLE
Review mathematical/numeracy development
- Leadership and Management: Increased participation as/with a support school - especially in relation to research
Review implementation of teaching standards

2021-22

- Teaching and learning: Development of Humanities AOLE
Development of Science and Technology AOLE
- Leadership and Management: Increased participation as/with a support school - especially in relation to research
Evaluate implementation of teaching standards

Acronyms

AL – Anne Long	KT – Kane Thomas	RP – Roz Pontin	HT - Headteacher	LLC – Language, literacy and communication	RE – Religious education
LM – Lynne Messam	LE- Lee Evans	GE – Gemma Evans	ALN/Co – Special needs	AOLE – Area of learning & experience	SRE – Sex & relationships education
RW – Rosie Walker	AR – Amanda Read	NQT – Newly qualified teacher	SMT – Senior management team	DCF – Digital competency framework	EWO – Education Welfare Officer
JR – Jenny Richards	CM – Claudette Moses	SOW – Scheme of work	PPG –Penclawdd, Pengelli, Glais network	FP – Foundation Phase	PUPs – Pupil Stakeholders
NH- Nicola Herbert	SW – Sian Wilson	PLP- Professional learning passport	NPQH- National professional qualification for headship	ADDs/INSET- staff meetings	

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	Summer 2020
Develop sessions for parents/governors which enable children to share their learning/experiences e.g. Elf and safety	SMT; Classteachers	Termly from Autumn 2019
Replace carpets – resource room, nursery	HT	July 2020
Further improve outdoor provision – covered area & KS2	HT, staff, Governors, LA	July 2020
Improve support for targeted group – Y4	AL, LM	Sept 2019
Access catch-up/prevent training for new staff/staff who missed	AL	June 2020
Review polices: LLC; Bilingualism; Cwricwlwm Cymreig; Welsh	All staff	June 2020
Complete Physical Development Policy	KT	June 2020
Update use of Building Blocks	LM	Dec 2020
3 year		
Refine AOLEs (see above)	SMT, All staff	2020-22
Increase competency in research (see above)	RW	2020-22
Increase competency in AFL and metacognition	SMT, All staff	2020-22
Implement ALN Bill changes	ALNCo, All staff	2020-22

Key to Progress at Milestone Progress Evaluations

Very good		Strong		Satisfactory		Limited	
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Priorities for 2019 – 2020

SER /Estyn link Inspection area 1	Priority 1: Improve Curriculum (meaningful and authentic)	Objectives	
Why is this a priority? (Evaluation of evidence)	Success Criteria – What will success look like?		Achieved Fully/Partially/Not
<p>Objectives</p> <p>1.1: Improve LLC experience to reflect Curriculum 2022 and raise standards</p> <p>1.2: Improve DCF experience to reflect Curriculum 2022 and raise standards</p> <p>1.3: Improve RE experience in line with SACRE to raise standards</p> <p>1.4: Improve SRE provision</p>	<p>1.1: Improve LLC experience to reflect Curriculum 2022 and raise standards</p> <p>1.2: Improve DCF experience to reflect Curriculum 2022 and raise standards</p> <p>1.3: Improve RE experience in line with SACRE to raise standards</p> <p>1.4: Improve SRE provision</p>		
<ul style="list-style-type: none"> Monitoring has shown that although contextualised writing focus (2019-20) has shown a positive improvement in writing across the curriculum in authentic contexts, standards of LLC are not <u>consistent</u> across the school since staff changes As curriculum reform has identified the curriculum in terms of AOLEs, the school has started a programme to strengthen curriculum links , including the appropriate contextual development of <u>literacy</u>, numeracy and <u>ICT</u> . Monitoring has identified that DCF requirements are developing within the school. Staff training has identified that VR should be the next development. Discussions with staff and governors, learning walks and monitoring evaluations indicate that SRE and RE are areas which are relatively weaker than others in the school and are due for review as part of the 	<ul style="list-style-type: none"> Curriculum provision will more closely match LLC AOLE and support attainment of all pupils Attainment of most pupils will improve in targeted areas of LLC AOLE Pupils will positively identify a richer LLC experience Most pupils will be able to make links between different languages to support their learning Improved richness and authenticity of activities will allow most pupils will apply their understanding of LLC skills in activities across the curriculum DCF links across the curriculum will utilise virtual reality(VR) DCF opportunities will be shared via a new website SRE curriculum documents will support staff planning and pupil development RE curriculum documentation will support a staff planning and provide 		

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<p>planned review cycle. SRE was identified for development during 2018-19 but was not completed due to significant changes within the school.</p> <ul style="list-style-type: none"> Monitoring inc. ERW has identified further work needed in these areas (LLC) 	<p>pupils with broader opportunities to develop secure values, spiritual and ethical beliefs and become more active citizens</p>						
Milestones - Actions	Lead Person/ Accountability & evidence source	Start	Finish	Cost	RAYG Progress		
					Aut	Spr	Sum
1.1 SMT will support all staff to gain a clearer understanding of draft LLC AOLE and identify key areas for development based on prior attainment/monitoring	Minutes of INSET day 2/3.9.2019 AL: Are staff aware of LLC AOLE content?	Sept 19	Sept 19	INSET day			
1.1 Staff will review class planning documents to ensure key LLC AOLE areas for development/research are included	Planning documents AL: Have planning documents been updated?	Sept 19	Sept 19	PPA time			
1.1 Staff will undertake action research based on an area identified and record findings including pupil progress	Action research documents RW: Has action research been conducted and evaluated?	Sept 19	Dec 19	2x days supply @£165 (grant)			
1.1 Staff to conduct peer-to-peer staff development on school LLC strategies e.g. Pie Corbett; Talk for Writing; Guided/shared/reciprocal reading etc. based on staff audit identified needs	Staff audit and repeat Adds timetable & minutes Monitoring report Planning documents SMT: Does repeat of staff audit show improved competency? Are any further training opportunities needed?	Sept 19	July 20	ADDs time			
1.1 Staff to review LLC policy/SOW in light of changes	Policy/SOW documents LM/LE: Do policy/SOW documents reflect practice and LLC AOLE?	Sept 20	Feb 20	INSET day & ADDs time			
1.1 New curriculum lead to gain understanding of 'Siarter laith' and 'Slot drillo' progress and targets then develop action plan	Curriculum lead document LE/SW: Does action plan show clear targets for improvement?	Sept 19	Sept 19	PPA time			

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1.1 Curriculum lead/athrawes fro to monitor progress, report back to SMT	Monitoring report (as per monitoring calendar) LE/SW: Does monitoring show progress made?	Jan 20	Jan 20	½ day supply@ £100 (budget)			
1.1 SMT/PPG to monitor richness of curriculum experience in supporting application of LLC skills and staff competency in school LLC strategies e.g. Pie Corbett	Monitoring report (as per monitoring calendar –SIP focus) SMT/PPG: Does monitoring show rich curriculum experiences supporting LLC skills?	Feb 20	Feb 20	SMT time			
1.1 Undertake pupil conferencing to assess the impact of changes on pupils attitudes to changes in LLC provision	Pupil conferencing report (as per monitoring calendar –SIP focus) SMT/PPG: Does pupil conferencing show improved pupil attitudes to identified LLC changes?	Feb 20	March 20	½ day supply @ £100 (grant)			
1.2 Curriculum lead to monitor current provision and identify opportunities to use VR	Monitoring report (as per monitoring calendar) RW: Have opportunities for VR been identified?	Oct 19	Oct 19	½ day supply@£100 (budget)			
1.2 Curriculum lead to research VR application and most appropriate hardware	Curriculum lead research RW: Has effective use of VR been identified? Has most appropriate hardware been identified?	Jan 20	Feb 20	½ day supply@ £100 (budget)			
1.2 Curriculum lead to gain grant funding, purchase and roll out VR across the school	Action plan RW: Has grant funding been used to purchase hardware? Is hardware being used in classes?	Feb 20	March 20	£2,500			
1.2 Curriculum lead to monitor	Monitoring report (as per monitoring calendar) RW: Does monitoring show that VR is being used effectively? Are there any further implications e.g. training?	Oct 20	Oct 20	½ day supply@ £100 (budget)			
1.2 Curriculum lead to develop new website and roll out	Website RW: Is website running effectively?	Oct 20	March 20	1 day supply@ £165 (budget)			

1.3 In conjunction with PPG, review and amend RE documentation	RE documentation PPG minutes SMT/PPG: Does RE documentation reflect current needs? Are there any resourcing implications?	Nov 19	Nov 19	SMT time			
1.3 Staff to implement RE documents	Planning SMT: Does evaluation of planning reflect new RE documentation?	Jan 20	May 20	SMT time			
1.3 SMT in conjunction with PPG to evaluate progress made and identify if any future development is needed	PPG Minutes SMT/PPG: Does PPG evaluation identify any further development?	May 20	May 20	SMT time			
1.4 In conjunction with PPG, review and amend SRE documentation	SRE documentation PPG minutes SMT/PPG: Does SRE documentation	Nov 19	Nov 19	SMT time			
1.4 Staff to implement SRE documents	Planning SMT: Does evaluation of planning reflect new SRE documentation?	Jan 20	May 20	SMT time			
1.3 SMT in conjunction with PPG to evaluate progress made and identify if any future development is needed	PPG Minutes SMT/PPG: Does PPG evaluation identify any further development?	May 20	May 20	SMT time			
Resources		CPD Required					
VR SRE documents RE documents		Website development VR Curriculum 2022 Close to practices/research Welsh					
How can the wider community support the priority?							
PPG network Cluster Comprehensive School staff Glais nursing home ERW performance specialist							

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Impact statements

Action Impact Next steps

Impact statements		
Autumn	Spring	Summer

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SER /Estyn link Inspection area 2/4	Priority 2: Improve Wellbeing and attitudes	Objectives							
		2.1: Improve opportunities for pupils to become 'ethical, informed citizens' 2.2: Improve effectiveness of the environment in promoting wellbeing and attitudes 2.3: Improve participation in activities which promote health and wellbeing							
Why is this a priority? (Evaluation of evidence)		Success Criteria – What will success look like?				Achieved Fully/Partially/Not			
<ul style="list-style-type: none"> Focus for curriculum 2022 and ERW Changing makeup of the school population resulting in fewer support systems for pupils ^{2016 data} Monitoring has shown that outside area does not adequately support effective learning opportunities, especially for FP pupils Attendance fell in 2018 and remained low 2019. It was a target from 2014 inspection Changes to staff and programme of review/monitoring necessitates a focus on reviewing school strategies which promote health & wellbeing. Higher proportion of pupils having packed lunches and observations of lunchboxes show that a significant minority contain mainly high fat/sugar items and pupils are not always sure about the contents Pupil conferencing has requested greater emphasis on competitive sport Monitoring inc. ERW has identified further work needed in these areas (Food technology SOW implemented) 		<ul style="list-style-type: none"> Staff have refined opportunities for pupils to become 'ethical, informed citizens' and rubric has demonstrated positive impact. Evaluation of outdoor area has shown improved effectiveness in supporting learning, especially in FP Most targeted pupils have shown improved attendance Improvements to a range of strategies have led to greater understanding of pupils in behaviour which promotes better health and wellbeing. Greater consistency in the way a range of strategies are applied by staff 							
Milestones - Actions		Lead Person/ Accountability & evidence source		Start	Finish	Cost	RAYG Progress		
							Aut	Spr	Sum
2.1 SMT support staff to gain a greater		INSET minutes 2/3.9.2019		Sept 19	Sept 19	INSET day			

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understanding of 'Ethical, informed citizens' and using Gareth Coombes rubric to to plan and monitor progress for pupils	AL: Are staff aware of elements of purpose and how to plan to develop them?						
2.1 Staff to ensure requirements of purpose are included in planned activities	Planning SMT: Is development of 'Ethical, informed citizens identified on planning?	Sept 19	June 20	PPA time			
2.1 SMT/GOVS to monitor and evaluate pupil understanding of aspects which contribute to 'Ethical, informed citizens'	Monitoring reports (as per monitoring calendar) SMT/Govs: Did pupil conferencing identify that most pupils understood aspects which contribute to them becoming 'ethical,informed citizens' at an appropriate level?	May 20	May 20	GB time			
2.2 Develop range of effective 'continuous outdoor provision areas' in front yard– clear, plan, resource, evaluate	Improvement plan LM: Have improvements been made which are effective?	Sept 19	Dec 19	£1,000			
2.2 Develop effectiveness of planters in rear yard to support pupil understanding of food technology.	Display KT/JR/CM: Have planters helped pupils understand the importance of fresh fruit/veg and how to use it?	Sept 19	July 20	£200			
2.2 Communication Pups to review attendance policy and develop new ideas and plan	Policy and action plan EWO/NH: Does plan include all stakeholders?	Oct 19	Oct 19	PUPs time			
2.2 Attendance group to communicate with pupils/staff/governors/parents and implement 'attendance' action	PUPs action plan EWO/NH: Is everyone aware of plan?	Oct 19	Oct 19	PUPs time			
2.2 HT/EWO to identify target group of pupils and employ range of strategies to improve attendance of most targeted pupils	Attendance documents AL/EWO: Have targeted group and strategies been identified?	Sept 19	Sept 19	HT/EWO time			
2.2 Attendance group to evaluate impact in terms of improved attendance	Pups evaluation EWO/NH/Govs: Has action plan had an impact?	July 20	July 20	PUPs time			

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2.3 (a) School Council to include 'Behaviour, rights and expectations' actions on their action plan	PUPs action plan AL: Does the school Council understand their role?	Sept 19	Sept 19	PUPs time			
2.3 (a) School council to review 'Behaviour, rights and expectations' policy and playground rules. Take ideas to staff/governors/parents/other pupils	Policy and action plan School Council minutes AL: Have all stakeholders been included in revisions? policy?	Sept 19	Oct 19	PUPs/GB time			
2.3 (a) Pupils to monitor implementation of new policy and feed- back accordingly	PUPs evaluation AL/Govs: Has PUPs action had an impact?	Oct 19	July 20	PUPs time			
2.3 (b) Curriculum lead/afterschool club leads to identify opportunities to take part in more inter-school competitions. SMT to provide cover	Diary AL: Have pupils taken part in more inter-school competitions?	July 20	July 20	£660			
2.3 (b) Curriculum lead to identify opportunities to take part in more intra-school competitions.	Planning AL: Has more emphasis been put on intra-school competition?	July 20	July 20	£300			
2.3 (c/d) Pup group 2 to review guidance on packed lunches and gain/share ideas with staff/governors/parents/other pupils to create plan for creating conditions for improvement	PUPS action plan KT: Has the plan been shared with govns etc?	Jan 20	Jan20	PUPs/GB time			
2.3 (c/d) Pup group to undertake activities which promote healthy lunchbox choices and evaluate impact	Display KT: Have the activities promoted healthier lunchboxes	Jan 20	July 20	PUPs time			
2.3 (c/d) Staff to continue to develop food technology skills which support the creation of healthy lunchboxes	Planning KT: Have staff planned and carried out activities which support pupils food technology skills?	Jan 20	July 20	£100 (food)			
2.3 (e) Peer-to-peer training sessions to support staff understanding and promote consistency in: rights respecting; restorative practice; character education; My Concern; Prevent	ADDs minutes AL: Is there consistency in understanding and application of the range of strategies amongst staff?	Sept 19	July 20	ADDs time			

2.3 (f) Create links between school development and support outside e.g. assess against healthy schools	Evaluation documents KT: Have outside agencies supported/been used for evaluating progress?	Sept 19	July 20	£330			
Resources			CPD Required				
Policy documents Outdoor resources Caretaker time			Curriculum 2022 Healthy Schools Gareth Coombes Prevent Restorative Practice Rights respecting Character education				
How can the wider community support the priority?							
Cluster Comprehensive School staff Governors Outside sports agencies							
Impact statements Action Impact Next steps							
Autumn		Spring			Summer		

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SER /Estyn link Inspection area 3	Priority 3: Improve Pedagogy	Objectives 3.1: Improve staff evaluation of own/others performance 3.2: Improve staff competency in problem solving, creative and critical thinking focused pedagogies 3.3: Increase staff use of 'research' as a tool for school improvement							
Why is this a priority? (Evaluation of evidence)		Success Criteria – What will success look like?			Achieved Fully/Partially/Not				
<ul style="list-style-type: none"> • Focus of the school in developing its capability as a 'research based school' (ERW identified target) • Focus on improved staff performance based on rolling programme of development of pedagogical principles • Significant changes to staff, including those with less experience • Ongoing development of outdoor learning • Ongoing curriculum development • National standards for teachers is statutory from September 2018 and standards for those assisting teaching is encouraged. • School review of long, medium and short term plans (summer 2019) shows that further curriculum development is needed 		<ul style="list-style-type: none"> • Evaluations made by staff have greater impact • Staff skill in giving and receiving feedback is improved • Greater collaboration both within and outside school is impacting on staff competency • Staff understand and can use a range of strategies which have been used effectively to develop pupils problem solving, creative and critical thinking • Staff demonstrate improved knowledge and application of AFL strategies • Research is embedded as a tool for school improvement • Staff have a greater understanding of educational philosophy and how it can be applied effectively 			<div style="border: 1px solid black; height: 100px; width: 100%;"></div>				
Milestones - Actions		Lead Person/ Accountability & evidence source		Start	Finish	Cost	RAYG Progress		
							Aut	Spr	Sum
3.1 NQTs to share experience of PLP with experienced staff		Peer to peer records LE & KT: Has PLP been shared and understood by other staff?		Sept 19	Oct 19	Directed time			
3.1 SMT to arrange collective training for PLP with PPG network		INSET/ADDs timetable AL: Have staff received training?		Jan 19	Jan 20	INSET time			

3.1 SMT to ensure staff use of PLP	PLP LM/PPG: Are all staff using PLP	Jan 20	May 20	Directed time			
3.1 SMT to create dedicated time and evaluation pro forma for peer to peer reviews and sharing – focus on research and audit	ADDs timetable; Evaluation pro formas SMT/PPG: Do evaluation pro formas show impact	Sept 19	July 20	6 x £165 (Grant funding)			
3.1 Newly appointed mentor to attend appropriate training	Senior mentor notes AL: Is mentor able to fulfill requirements of the role?	Sept 19	July 20	£495 (Grant funding)			
3.1 Newly appointed Senior mentor to support NQT/students to attain expected standards	NQT/student documentation RW/ERW: Are expected standards being attained	Sept 19	July 20	£2,000 (NQT funding)			
3.1 SMT to create additional opportunities for mentoring/networking outside school e.g. PPG; Clusters; Research	PPG/Cluster agenda/minutes SMT/PPG: Is networking supporting staff development? (staff questionnaires)	Sept 19	July 20	£1000 (budget)			
3.2 SMT to create training opportunities for strategies – TASC; CAME; AFL and Talk for writing and highlight how these support developing problem solving, creative and critical thinking	ADDs/INSET documents SMT: Are staff aware how to use the strategies?	May 19	June 19	ADDs time			
3.2 Staff to attend in house and external training in range of strategies	ADDs/INSET documents SMT: Are staff using metacognition strategies to support FSM pupils?	Sept 19	July 20	£1,500 (PDG grant funding)			
3.2 Staff to use research methods to ensure that planning develops these strategies appropriately	Planning SMT: Does planning show activities which utilise strategies being developed?	Sept 19	July 20	PPA time			
3.2 SMT/ERW to evaluate understanding and application by staff	Monitoring documents (performance management) AL/LM/ERW: Does evaluation show development of staff pedagogy?	Nov 20	March 20	SMT time			

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3.3 Research lead to share process with other staff	ADDs minutes RW: Do staff understand process and EBSCO?	Sept 19	Sept 19	ADDs			
3.3 All staff to identify an area to research with support from research lead	Research documents RW: Is research being undertaken thoroughly and ethically?	Sept 19	Oct 19	Directed time			
3.3 All staff to undertake research and share findings within school (3 projects each, 1 per term)	Research documents RW: Do documents show impact of research?	Sept 19	July 19	ADDs			
3.3 Staff to share process and findings more widely outside school e.g. Meithrin	Research documents RW: Have staff created findings they can share?	June 20	June 20	Directed time			
Resources				CPD Required			
Staff library resources ELRS Internal staff expertise Research methods documents e.g. SSTEW Problem solving/critical thinking documents e.g. TASC PDG funding				TASC CAME AFL Talk for Writing Child development Research methods NQT Mentor –ITT and NQT			
How can the wider community support the priority?							
Cluster schools UWTSD staff Meithrin PPG							
Impact statements							
Action Impact Next steps							
Autumn		Spring			Summer		

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SER /Estyn link Inspection area 5	Priority 4: Improve Leadership	Objectives							
		4.1: Improve staff leadership/peer support capabilities 4.2: Improve accountability 4.3: Ensure curriculum increasingly reflects Curriculum 2022							
Why is this a priority? (Evaluation of evidence)		Success Criteria – What will success look like?				Achieved Fully/Partially/Not			
<ul style="list-style-type: none"> Focus of the school in developing its capability as a 'research based school' (ERW identified target) Significant recent staff changes and future succession planning, both internal and external Performance management identified as an area for continued improvement by SMT to enable it to become more practitioner/research led. National focus on Curriculum review National focus on ALN Part of school 3 year plan and school cycle of review 		<ul style="list-style-type: none"> Network of 'research based schools' further developed and shared more widely to support progress in other schools Improved staff performance has resulted from changes to performance management procedures Staff have greater capacity to lead change, both within and outside our school Leadership of LLC AOLE 'what matters' and has been used to develop more appropriate documentation which has guided practice and utilised the indoor/outdoor environment School has planned and is prepared for ALN changes School has embedded procedures for work with networks of schools 							
Milestones - Actions		Lead Person/ Accountability & evidence source		Start	Finish	Cost	RAYG Progress		
							Aut	Spr	Sum
4.1 SMT to re-organise staffing structure, clarify and support new roles		Staffing structure document Govs: Is staffing structure clear? Are staff undertaking their roles?		Sept 19	Sept 19	Mgt time			
4.1 Support for senior staff/middle leaders to undertake leadership professional development e.g. NPQH		Individual staff documents Govs/ERW: Are staff benefitting from leadership professional dev.t?		Sept 19	July 20	Mgt time			
4.1 Include leadership standards as a measure for performance management objectives		Performance mgt. documents AL/LM/Govs: Are staff meeting the appropriate leadership standards?		Sept 19	July 20	Mgt time			
4.1 Provide time for staff to research a range of theories/pedagogical principles/ resources		Research documents/ADDs documents		Sept 19	June 20	PPA time			

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	AL/Govs: Is greater understanding having an impact? Are resources value for money?			Internal cover			
4.2 Revise performance management protocol and monitoring timetable to include 'short feedback'; leadership standards for all; peer review; school to school reviews	Performance management docs. AL/Govs: Are changes to protocol having a positive impact?	Sept 19	Oct 19	Mgt. time			
4.2 Further develop work with other schools within networks to improve protocol for school to school reviews	PPG documents AL/ERW: Are reviews effective in a monitoring role?	Sept 19	June 19	Mgt. Time			
4.2 Provide training to ensure all staff are aware of effective peer review techniques	ADDs minutes SMT: Are peer reviews conducted effectively?	Oct 19	June 20	ADDs			
4.2 ALNCo to work with outside agencies to develop action plan to work towards introduction of ALN changes	ALNCo action plan AL/ERW: Is school starting to effect changes in line with ALN Bill?	Oct 19	July 20	Mgt.time			
4.3 Senior staff research and discuss LLC AOLE drafts including 'What Matters', both within school and with networks and support staff training accordingly	INSET documents AL/Govs: Are staff aware of general requirements of draft LLC document?	Aug 19	Sept 19	Mgt. time INSET			
4.3 Senior staff to support and monitor identified improvements to LLC	ADDS & Monitoring documents AL/Govs/ERW; Are staff using their understanding to develop opportunities for pupils?	Sept 19	July 20	Mgt. time			
4.3 Senior staff research and discuss 'Ethical, informed citizens', both within school and with networks and support staff training accordingly	INSET documents AL/Govs: Are staff aware of general requirements of draft document?	Aug 19	Sept 19	Mgt. time INSET			
4.3 Senior staff to support and monitor identified programme for developing 'ethical, informed citizens'	ADDS & Monitoring documents AL/Govs/ERW; Are staff using their understanding to develop opportunities for pupils?	Sept 19	Sept 19	Mgt. time			

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4.3 Senior staff utilise small schools/cluster network to aid development and monitoring	PPG agenda/minutes AL/PPG: Do documents show impact of PPG?	Sept 19	June 20	Mgt. time			
4.3 Senior staff lead others to review and monitor 'Learning and teaching policy' in line with Curriculum 2022	Policy and ADDS documents AL/Govs: Does policy reflect Curriculum 2022 and school practice?	Jan 20	Feb 20	ADDs			
Resources				CPD Required			
Curriculum 2022 documents Policy documents ALN documents EBSCO Child development documents				All staff – research methods LLC Four purposes Child development ALNCo NPQH			
How can the wider community support the priority?							
Staff from UWTSD Pioneer schools ERW/LA ALN specialist PPG network Cluster network							
Impact statements							
Action Impact Next steps							
Autumn			Spring			Summer	

Policy Reviews

2019-2020	2020-2021	2021-2022
Statutory	Statutory	Statutory
Complaints	Sex Education	Strategic Equality Plan inc. accessibility
Staff discipline, conduct, capability and grievance	Freedom of information publication scheme	Pay Policy (not done at AGM)
School Session Times	Data Protection	Learning and Teaching (Curriculum)
Transition Plans	Governors allowances	Charging
Premises Management related (asbestos etc)	Premises Management related	Premises Management related (fire etc)
Format for Governors Annual Report to Parents	Prospectus	Audit and Action Plan
Nutritional Standards (SD)	SEN; Behaviour, Rights & Expectations (detailed)	Acts of Collective Worship (SD)
Non-statutory	Non-statutory	Non-statutory
Expressive arts related inc.: Art, Music, Welsh; Maths/numeracy; Calculation;	Humanities/Science and technology related inc.: Science, History, Geography, DT (not food); Digital Competency	Health and well-being related inc PE, PSD, RE, Food Cross curriculum related: English/Literacy; Behaviour, rights and expectations (detailed)
Personnel related: Absence mgt/leave of absence,; stress; harassment; whistleblowing; rarely cover; workload/PPA;	Pupil welfare related: toilet; school uniform; substance misuse; use of physical interventions; safety for learning outside the classroom	ICT acceptable use including social media and the use of images and mobile technology Numeracy
Food & Fitness (See Nutritional standards)	Curriculum Leadership	Assessment
Safeguarding	Homework	Written and Oral Feedback
Sustainable Development	Business Continuity Plan	Monitoring
Enterprise (new)		Handwriting and Presentation
		Letting

The following policies are also reviewed/ratified annually at the AGM: Child Protection; Health and Safety; Equality; SEN (+ MAT & LAC); Governor development plan
Behaviour, rights and expectations (Discipline); Performance Management; Pay Policy; Target setting; Instrument of Government; Business interests

Glais Primary School Staff Development Plan

Priority	Focus of Improvement	Staff	Resources, Cost	Evaluation
All	Research /Peer review	All staff	Non-contact 6 x £165 (Grant funded)	
4	Leadership development – NPQH	LM	Non-contact 2 x £165	
All	National issues	SMT: AL; LM	Newsletters; Meithrin National/LA meetings/conferences Mgt. time	
All	Revised standards/curriculum	All staff	In house, visits to other schools £660	
1, 3, 4	LLC	All staff	In house –Adds £660	
3	Strategies to support problem solving, creative and critical thinking inc. metacognition	All staff	In-house –Adds and non contact £1,500	
2	VR and website development	RW	ERW performance specialist £465	
3	NQT development programme	LE/RW	ERW £2,000	
1	Welsh curriculum leadership	LE	Athrawes fro £165	
ALL	Internal school strategies e.g . intervention strategies	All staff	Peer- to peer £660	