

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.

Glais Primary School 2019 – 2022

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

Contents	Page
Contextual information	3
Grant Finance	3
Pupil Groups	4
Targets	5
Progress since last inspection	8
School and Governing Body's appraisal of progress with 2017-2018 priorities	9
Checklist	12

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 <ul style="list-style-type: none"> Improving Literacy & Numeracy 	£46,629
Pupil Deprivation Grant	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Supply cover to enable staff to work with peers within school and outside school on curriculum and pedagogical development (see SIP) 	£ 3,355

Pupil Groups

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

Target Setting : Foundation Phase Targets

FPh		2019-20 Current Year 1								2021-22 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 least O5	+1 O6	At least O5	+1 O6	At least O5	+1 O6	Target O5	Target O6		At least O5	+1 O6	At least O5	+1 O6	At least O5	+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			

Glais Primary School

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.
<p>R1: Improve all pupils' extended writing and numeracy skills across the curriculum</p> <p><u>Progress</u> <i>Extended Writing</i> 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'</p> <p><u>Numeracy</u> 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'</p>		X		
<p>R2: Develop pupils' ability to understand how well they are doing and what they need to do to improve their work</p> <p><u>Progress</u> 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</p>	X			
<p>R3: Continue to improve attendance</p> <p><u>Progress</u> 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</p>		X		
<p>R4: Ensure that teachers consistently set challenging targets so that all pupils are clear what to do to develop their literacy and numeracy skills</p> <p><u>Progress</u> – See R2</p>	X			

Glais Primary School

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

Staff, Parent and Governors 'at-a-glance' Guide to: **KEY ISSUES FOR SCHOOL IMPROVEMENT 2018-2021** at Glais Primary



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

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)	X			
1.2: Raise standards of skills in food technology (NIA 1.3)			X	
1.3: Raise standards in contextualized writing (NIA 1.3)	X			
Priority 2: Wellbeing and Attitudes to learning				
2.1: Improve effectiveness of pupil voice in school improvement (NIA 2.1/2.2)		X		
2.2: Improve pupil participation in activities which promote health and wellbeing (NIA 2.1/2.2)			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)	X			
3.2: Staff to create stimulating and engaging learning environments which promote the four purposes ‘ healthy, confident individuals (NIA 3.1)	X			
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		
Priority 4: Care, Support and Guidance:				

Glais Primary School

<p>4.1: Improve opportunities for pupils to develop skills, knowledge and understanding to make healthy lifestyle choices (NIA 4.2)</p> <p>4.2: Provide more effective opportunities for pupils to develop their spiritual and ethical beliefs and become active citizens (NIA 4.2)</p> <p>4.3: Further improve tracking and monitoring system (NIA 4.1)</p>	X	X	X	
Priority 5: Leadership and Management:				
<p>5.1: SMT to ensure curriculum continues to reflect Successful Futures more effectively (NIA 5.1)</p> <p>5.2: Develop pedagogical approaches which foster problem solving, creative and critical thinking</p> <p>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)</p>	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
<p>Autumn:</p> <p>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 ;</p> <p>School is more GDPR compliant</p> <p>More training needed to ensure improved clarity</p> <p>Spring:</p> <p>NH attended training</p> <p>Greater understanding of GDPR</p> <p>Joint staff and governor training during summer term to be arranged</p> <p>Summer:</p>		
Complete Siarter Iaith targets	Lead teacher	July 2019
<p>Summer:</p> <p>Progress made with targets. Complete 2019-20 with new member of staff</p>		
Monitor progress in reading following recent changes	Literacy lead	July 2019
<p>Autumn:</p> <p>HT has made initial observations and evaluated current standards.</p> <p>HT has identified that further training needed in relation to wider reading skills e.g. guided reading in upper FP.</p> <p>Peer support to model appropriate reading strategies</p> <p>Spring:</p> <p>Lead teacher of learning has supported upper FP with a range of activities</p> <p>FP Lead has visited to monitor FP included observing/discussing guided reading and challenge books</p> <p>FP lead very happy with guided reading provision and challenge books demonstrate a range of independent skills</p>		

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
<p>Autumn:</p> <p>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</p> <p>Sharing opportunities have been highlighted</p> <p>Undertake Elf and Safety week and plan next week</p> <p>Spring:</p> <p>Elf and safety week completed</p> <p>Increased understanding of the curriculum and learning opportunities by governors</p> <p>Repeat in Autumn term due to staff changes</p>		
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
<p>Autumn:</p> <p>Quotes requested and LA have been to evaluate</p> <p>Spring:</p> <p>Covered area completed in FP</p> <p>Outdoor area completed in KS2</p> <p>Increased provision for pupils</p>		
Continue to develop strategies which support procedural skills	All staff	May 2019
<p>Spring</p> <p>N/R has researched impact of outdoors on development of selected pupils procedural skills</p> <p>Useful strategy developed and improved understanding of research</p> <p>Share across school in Autumn 2019</p>		
Continue to develop strategies which support MAT pupils	All staff	May 2019
<p>Fire Challenges developed</p> <p>MAT pupils have increased challenge L6 attainment at the end of KS2</p>		
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
<p>Autumn:</p> <p>Additional member of staff for 1-1 is pairing and sharing where appropriate</p> <p>Identified pupils having additional support</p> <p>Progress being seen in most identified pupils</p> <p>Spring</p> <p>KS2 has changed spelling assessment from Schonell to Blackwell</p> <p>Blackwell has identified areas of spelling gaps for targeted group</p> <p>Staff have implemented a targeted differentiated spelling programme</p> <p>Staff are starting to see improvements and progress in spelling</p> <p>Monitor spelling programme for impact</p> <p>Summer</p> <p>Impact assessed</p> <p>Spelling ages and phases have improved for all targeted children</p>		
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
<p>Autumn:</p> <p>Written and oral feedback policy reviewed</p> <p>More targeted feedback identified</p> <p>Due to new member of staff this will need to be repeated</p> <p>Spring</p> <p>Written and oral feedback policy reviewed during book scrutiny in ADDS</p> <p>Targets identified</p> <p>Monitor targets</p> <p>Summer</p> <p>Challenge advisor identified improved marking and feedback</p> <p>Ensure policy is understood by new staff</p>		

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