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| Standards  YSGOL CRUG GLAS SCHOOL IMPROVEMENT PLAN 2020/21 |

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| Priority 1 | Raise standards across the whole school for all pupils.   1. Continue to refine whole school accountability procedures in order to raise standards. 2. To continue to improve planning for progression for Literacy, Numeracy and ICT across the curriculum for all pupils. 3. **Embed and extend distance learning and blended learning offer to all pupils.** |

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| Wellbeing and Attitudes to Learning |

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| Priority 2 | **Embed improved standards for Health and Wellbeing.**  **1. Maintain high levels of wellbeing for pupils and staff throughout the pandemic.**  **2. Maintain and review systematically, all robust safety measures in light of evolving Covid-19 situation.** |

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| Teaching and Learning experiences |

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| Priority 3 | Build upon existing excellent practice and continue to improve standards and outcomes of teaching and learning for all pupils.   1. Strengthen pedagogical approaches across school. 2. Review and embed School level Curriculum and planning to ensure ‘value added’ progression of pupils. |

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| Care, Support and Guidance |

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| Priority 4 | Strengthen progress in care, support and guidance across school.   1. Fully prepare for ALNET 2021. 2. Increase opportunities for focused parental engagement. 3. Review and revamp of whole school ARR (Assessment, Reporting, Recording) procedures. |

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| Leadership and Management |

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| Priority 5 | Leaders at all levels work together to secure effective school improvement.   1. Secure ongoing school improvements. 2. **Further extend and develop Crug Glas as a learning organisation.** |

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| **Priority 1:**  **Raise standards across the whole school for all pupils.**   * Raise standards across the whole school for all pupils. * Continue to refine whole school accountability procedures in order to raise standards. * To continue to improve planning for progression for Literacy, Numeracy and ICT across the curriculum for all pupils. * Embed and extend distance learning and blended learning offer to all pupils. | **Success Criteria for Priority:**   * All staff are aware of expectations within their role, and are fully accountable for pupil outcomes. * Distributed leadership secures improved provision. * Termly IEP data evidences that ALL pupils make good levels of progress towards their IEP targets. * Robust assessment procedures lead to improved standards for all pupils. * Improved attainment of pupils’ eFSM and/or LAC. * Pupils continuing to learn and progress through a distance or blended learning approach as required. |

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| Strategic Lead: Michelle Hibbs (Headteacher) |

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| Actions | Key Personnel | Timescale | Milestones to Success | Monitoring Strategies | Resource Implications |
| Performance Management for teachers- link objectives to PTS and projected pupil outcomes by class   * Increase opportunities to discuss and develop areas for development. * Increase opportunities to share existing excellent practice via celebration day and teachers’ meetings. | SLT | Nov/Dec 2020 PDRs | PDRs completed with realistic goal setting linked to pupil progress.  PDRS reviewed half yearly.  Any under performance addressed and supported-ongoing. | HT review of PDRS.  SLT QA procedures monitoring teaching quality, planning and data analysis of class performance. | Time-SLT  Celebration day to be arranged- SLT/Middle leaders-Time |
| Performance Management for TAs-TA PDRs- Increase opportunities to discuss and develop areas for development via refinement of PDR process.   * Increase opportunities to share existing excellent practice via celebration day and teachers’ meetings. * Level 4 PDRs- Include an element of reflection and evaluation of their lead roles. | SLT  Teachers | Spring term 2021 PDRs  End of each term. | PDRs completed-Spring 2021.  Termly meetings with L4s and HT | SLT review of PDRs.  Teachers feeding into review of L4 roles to HT. | Time-SLT |
| Further develop the role of the level 4s-  Level 4 TAs to work with leaders and teachers throughout school, utilising the Therapeutic provision Map and data analysis to identify groups of learners for specific intervention or enrichment groups-   * Behaviour support * Therapies * Health and Wellbeing * HI/VI * Communication * ICT/AAC * Transition * Positive Play. * Level 4s to visit other settings to observe excellent practice in order to bring back to school and utilise skills in developing small group sessions for our pupils, according to need.   FURTHER DEVELOPMENT NEEDED DUE TO RESTRICTIONS RE COVID | HT, DHT, middle leaders  HT  Level 4s | Spring 2021  Ongoing | L4s in discussions with HT, SLT to develop plans to identify pupils for intervention/enrichment groups.  L4s working collaboratively with teachers.  Groups identified and sessions trialled.  L4s feeding back systematically to teachers and SLT.  Visits arranged to observe excellence across consortia. | Continued meetings with teachers, L4s and SLT for feedback and problem solving.  SLT QA-LWs, Planning scrutiny.  SLT-Data analysis-specific groups.  Evaluations and sharing of lessons learned from visits. | Meeting/ADDS time  L4s half a day per term release time-backfill cost- in house if possible/L1/2 TA cover  Release time-backfill cost- in house if possible. |
| Refresh and revise all staff in new IEP procedures-  Further strengthen monitoring of IEP setting and evaluation via refined, standardised guidelines for setting IEP targets at CG. | Deputy Head.  Middle leaders-AE | Termly | IEPS written in line with guidance and appropriately challenging. | SLT QA-scrutiny | SLT Time |
| Build upon the success of the moderating formats introduced in Autumn 2019-  Increase Moderation activities to include termly group moderation sessions, linking with the Cross- Consortium Moderation Group participation. | AE-Middle leader | Termly | Understanding of pupil progress by all teachers at CG. | SLT QA- IEP scrutiny, planning scrutiny.  Whole teaching staff moderation activities.  Attendance and participation in CCM events. | Teachers’ meetings-time  AE-TLR time |
| Use data effectively to drive forward improvements for all learners in Literacy and Numeracy-   * Lit-Drive on READING * Num-Drive on USING DATA SKILLS (See individual SIPs) | SLT, TLR holders, AoLE lead-LLC | Ongoing termly assessments | Reading and Using data driven through planned, rich learning opportunities.  Continue from last year due to loss of time in school. | SLT QA-lesson observations, planning scrutiny. | TLR time. |
| ICT-.  Upskilling digital skills with parents- utilising the ERW digital grant for ALN learners to:   * Release our IT teacher to deliver workshops to parents to enhance our blended/distance learning programmes- * Use of Choose it maker at home in order to develop IEP targets within activities directed by class teachers.\*Use of ProLoQuo and augmentative communication aids at home in order to develop IEP targets within activities directed by class teachers. * Procure resources for home learning-Choose it Maker subscription for parental use * Switch boxes and interfaces for those pupils who require two switches (This will build upon the existing provision that pupils already have at home as a result of work and grants sourced during the initial lockdown period) | Teachers | Autumn 2020/ongoing refreshers as need arises. | Effective home learning and access for all. | EP-Middle Leader QA- IEP scrutiny, LWs, observations of individuals and groups.  Parent feedback/questionnaires. | TLR time. |
| Monitor 14-19 data in order to continue to raise standards in this department-link closely with improved provision and target areas for improvement-   * Carousel offer * Team teaching * Use of L4s | SLT | Termly | Carousel offering a range of stimulating and exciting learning opportunities for learners in 14-19 department.  Effective team-teaching impacting on pupil outcomes.  Level 4s impacting positively on increased provision. | SLT QA-LWs, observations, data analysis  Peer review/Gov involvement in QA. | Time.  Visits out for L4s- backfill costs- in house cover where possible. |
| Reduce the effects of poverty on learners who are eFSM and/or LAC-   * Increase opportunities for all learners via the development of TA Therapy leads- link with data eFSM and LAC to identify groups who will benefit from intervention. L4s to work holistically with external therapists to provide excellent provision for learners. * Provide Art therapy to enhance wellbeing and develop skills via use of PDG * Accelerated learning grant- additional staff to enable teaching staff to provide 1-1 sessions with pupils; re-assessing skill sets. | Assistant Head  Teachers  L4s | Second half of Autumn term 2019- ongoing | Therapy leads working holistically with external agencies- sessions set up and running.  Viewing of excellence elsewhere impacting on provision at CG.  All pupils benefitting from individual and group sessions to re-assess, develop skills and enhance wellbeing. | SLT QA  Deputy Head- L4 lead review and feedback to Head teacher | Time for L4 to work with external therapists- backfill in house where possible.  PDG-  ALG- |
| Raise standards for our learners and those in other settings by sharing excellent practice in house and out to others via-   * Further develop enquiry based practice * Collaborative working * HLTA for L4 * Revamp meetings/professional learning calendar * Small scale research projects * Triad planning/teaching/evaluating together. * Review and develop further in house moderation procedures and activities. * Utilise ERW special school grant for ICT upskilling for parents in order for them to access home learning with confidence and utilise augmentative aids effectively whilst at home. * Empower and support senior leaders to further develop their leadership skills. * Development of our facilities (including refurbishment of Light room, outdoor areas and proposals for our very own Crug Glas Café) * Further develop the distance * learning and blended learning programmes- * Learning menus * Live streaming * Home visits? * Principles4excellence | SLT  All staff | Termly  Ongoing | Termly celebration days set up.  Peer lesson obs conducted  Enquiry led learning in place.  Collaborative teaching and sharing of practice evident throughout school. | MER calendar, including involving Govs, CA and peers in QA. |  |

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| **Priority 2: Embed improved standards for Health and Wellbeing.**   * Maintain high levels of wellbeing for pupils and staff throughout the pandemic. * Maintain and review systematically, all robust safety measures in light of evolving Covid-19 situation. | **Success Criteria for Priority:**   * Wellbeing is tracked effectively across school and interventions are put in place where there is a need: pupil wellbeing is high. * Behaviour of pupils is effectively managed, monitored and tracked; this leads to a positive leaning environment for all. * Pupils are listened to and are encouraged to be active participants in their learning. * Staff feel valued and their wellbeing is high. * Staff are resilient and able to use a number of techniques to help them manage the added pressure that Covid brings. * We are a Covid-secure environment. |

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| Strategic Lead: SLT |

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| Actions | Key Personnel | Timescale | Milestones to Success | Monitoring Strategies | Resource Implications |
| Embed tracking and monitoring of behaviour;   * L4 TA Behaviour lead to ensure all classes are using standardised monitoring approaches systematically-   IBP format  ABC format  Traffic light overviews   * L4 TA Behaviour Lead will liaise with HT to ensure behaviours are tracked and analysed effectively across school. * Interventions and support will be put in where necessary. * L4 TA Behaviour Lead will work with leaders to identify groups/individuals needing intervention or enrichment session. * L4 TA will visit Ysgol Y Deri to observe the ‘Creative Curriculum behaviour management approach. * L4 TA Behaviour Lead to be trained as a MAPA trainer and to roll out refreshers in MAPA Behaviour Management approach. | Headteacher  L4 TA Behaviour Lead-SG | Autumn 2019 ongoing | L4 TA Lead effectively supporting behaviour across school.  Tracking of behaviours being undertaken systematically by L4 TA.  L4 TA working with HT and teachers effectively to bring about change for pupils with challenging behaviour.  L4 TA attended other settings.  L4 TA trained as a trainer. | HT to review progress half termly.  SLT QA | L4 TA Behaviour Lead out part time- cost of £  Use of PDG/EIG cost of SG |
| Develop the role of the Level 4Teaching Assistants to enhance the health and well-being of all pupils across school. This will be achieved through;   * Identification of individuals/groups of pupils with similar needs who require interventions/enrichment.   Sessions of enrichment or intervention for therapies, VI/HI/communication/behaviour/play.  FURTHER DEVELOPMENT IN THIS AREA AS RESTRICTED BY COVID. | AH/L4 TA | Spring/Summer 2021 | Level 4 working effectively with AH to utilise data and teacher feedback, to identify session through which pupils’ health and well-being will be improved.  Summative data showing increased outcomes for pupils | SLT quality assurance/learning walks/observations and sessions.  Data analysis. | Level 4 release time back fill costs in house if possible |
| Strengthen partnership working to enhance wellbeing for staff.  Wellbeing day  Workshops-   * Yoga * Mindfulness * Resilience   Develop Health and Wellbeing group to support staff through these difficult times. | Business Manager | Ongoing | A range of support available for all staff. | Business Manager to feedback in SLT meetings. | Potential small costs? |

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| **Priority 3: Review and refine school level curriculum planning to secure effective teaching and learning practices, in preparation of Curriculum for Wales 2022.**   * Widen and deepen staffs understanding and use of pedagogical approaches. * Continue to embed effective application of teaching and learning assessment systems and evaluation of data sets, at all levels of leadership across the school. * Develop a culture of enquiry based learning with a focus on the Cross Curricular Skills to improve creative and innovative teaching approaches and strategies. * Refine what ‘Progression for our pupils’ looks like, and embed into our school level curriculum and planning. * Identify ‘What matters in the AoLE’s for our pupils’ and reflect this in context of our pupils needs and abilities. * Refine and embed our 14-19 curriculum, focusing on transition readiness for adult life, and independent life skills. * Familiars staff with the new ‘Enabling pathways’. | **Success Criteria for Priority:**   * Pupils achieve to the best of their ability, celebrating their own achievements and building on their previous success. * A shared vision and approach to school level curriculum design, enables all staff to actively contribute towards, confidently reflect on, and expertly deliver a broad and balanced school level curriculum; relevant to their role and responsibility. * All staff have an understanding of what constitutes good pedagogical approaches and how this translates to creative, innovative practices that directly improve acquisition of skills, knowledge and enhanced experiences for our pupils, in the context of our school. * Accurate and appropriate planning for progression is used effectively to inform next steps for teaching, and as an evidence base for charting our pupil’s journey of progression within their own operational range. |

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| Strategic Lead: Suzi Smith (Deputy Headteacher) |

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| Actions | Key Personnel | Timescale | Milestones to Success | Monitoring Strategies | Resource Implications |
| Review, refine and rework the current short term planning format. | DH  AoLE leads  All teachers/L4 TA | Spring 2021 to be reworked and used Summer 2021. | Planning reflectively reviewed, and is fit for purpose in line with CfW. | DH to monitor use of new format through the Spring Term via;  - Learning Walks  - Teachers meetings  - L4 meetings  - Planning scrutiny | Use of meeting time and PPA time |
| Identify current excellent pedagogical practice against the 12 PP. | SLT/DH | Spring 2021 | SLT are aware of good practise to share and can address pockets of ISV. | SLT/GB will identify good pedagogy through;  - learning walks  - planning scrutiny | Teachers meeting time allocation.  PPA.  Class team meetings – 3 week cycle. |
| Deliver in-school training and run a series of workshops which highlight the 12 PP and where they exist in school. | DH/ML | Autumn 2020 – Summer 2021. | Staff are aware of what consists good pedagogy, and where this exists in school. | Evaluate effectiveness of training and staff understanding of pedagogy though;  - Teachers meetings  - SLT/GB learning walk | Use of teaching meeting time.  Twilight sessions.  Use of ‘working from home’ time due to self-isolation. |
| Deliver in-school training to all staff to highlight what’ progression’ means for our pupils; manage workshops on how we can monitor and support it in everyday activities and work. | DH | Spring/Summer 2021 | Staff have a clear and shared understanding of ‘progression’ for our pupils. They can talk about this for our pupils and how they support it within their work. | SLT will evaluate effectiveness of training and staff understanding from;  - Workshop Feedback  - Learning Walks with GB, ‘progression’ focus. | Thursday meeting schedule 3.30 – 4.45pm.  Additional Inset day Summer term. |

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| Actions | Key Personnel | Timescale | Milestones to Success | Monitoring Strategies | Resource Implications |
| Review planning scrutiny, amend focus and priorities in light of increased expectations of planning, pedagogy and progression.  (SLO & PSTL) | SLT/DH | Autumn 2020 | Standards of planning for progression and effective pedagogy are secured and continue to improve through robust QA procedures. | SLT will monitor this through;  - Lesson observations with GB  SLT will Validate improved standards through;  - Learning walks with eternal partners CA,PS  - Planning scrutiny of Summer Term 2021 | Teachers meetings. Class team meetings – 3 week cycle. |
| Teachers to use an enquiry based learning approach to identify and address gaps of cross curricula skills within their teaching. | DH  ML  Teaching staff  Level 4 TA | Autumn 2020  Spring 2021  Summer 2021 | Teachers develop an awareness of self-reflection, and have conscious competence in making positive changes in areas of their own practice. | Feedback on progress and success of this approach to the GB.  PDR meetings.  Sharing of good practice and resources resulting from EBL with staff. | Time to prepare and attend GB meetings.  Inset Day.  Time for PDR. |
| Review, and where necessary revise assessment systems in line with the new assessment arrangements of Curriculum for Wales. | DH  ML  Teachers | Spring 2021  Summer 2021 | Staff are able to confidently and competently articulate the assessment arrangements and systems used in our school. | Scrutiny of IEP data – termly.  Presentation of good assessment practice and its benefits for sustaining good pupils outcomes – to the GB.  PDR meetings. | Time to prepare and attend GB meetings.  Teachers meetings. Time for PDR. |

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| **Priority 4: Strengthen progress in care, support and guidance across school.**   * Fully prepare for ALNET 2021. * Increase opportunities for focused parental engagement. * Review and revamp of whole school ARR (Assessment, Reporting, Recording) procedures. | **Success Criteria for Priority:**   * School is fully prepared for ALNET 2021. * IDPs and pupil element in place. * Effective safeguarding systems in place to secure safety of all pupils. * Parents feel engaged and empowered as a result of increased parental engagement. * Effective reporting and recording processes in place. |

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| Strategic Lead: SLT |

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| Actions | Key Personnel | Timescale | Milestones to Success | Monitoring Strategies | Resource Implications |
| Build upon preparations already made for implementation of ALNET in 2021-   * Utilise IDPs in PCR process. * Increase pupil participation in PCR process-share with STFs. | Head teacher  Teachers | Ongoing  IDPs-Autumn 2020 | IDPs being used.  Pupil Voice present in PCRs for all pupils. But can further improve  Sharing of Pupil Voice expertise with STFs/ERW ALN Lead. | SLT attendance and monitoring of PCRs. |  |
| Full implementation of ‘Investors in families’ award-   * Increase parent workshops to support the needs of their children. * Behaviour support clinics. | Head teacher  Family Liaison Officer-TM | Second half Autumn 2019, ongoing | Parents accessing a widened variety of workshops they require eg. Communication aids, toileting support etc. | MER calendar-SLT | Investors in Families fee £400 plus £125 seminar attendance costs |
| Refresh all staff in CP/SG training.  Revamp ARR procedures- with a focus on reporting and recording-   * Annual reporting to parents · Parental consultations · * Annual reviews of statements- IDP introduction in line with ALN Act * Pupil voice element strengthened throughout IDP process. | Deputy Head-Safeguarding lead.  Headteacher | Autumn 2020  Autumn 2020 ongoing | My Concern being used effectively.  Deputy Head leading on Safeguarding, feeding back systematically to Head teacher.  All staff aware of their role in safeguarding our pupils.  Renewed and more effective ARR systems in place. | SLT meetings- standing SG/CP agenda.  Regular contact with LA with updates.  SLT QA, regular LWs re Health and Safety, Manual Handling and Safeguarding procedures.  Whole school training/briefings. | My Concern app cost-£356 |

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| **Priority 5: Leaders at all levels secure effective school improvement.**   * Secure ongoing school improvements. * Further extend and develop Crug Glas as a learning organisation. | **Success Criteria for Priority:**   * Strategies, structures and systems embedded which ensure that the school is working effectively towards the achievement of its vision. * All leaders share a clear vision for the school. * Leaders develop and facilitate collaborative partnerships which impact positively upon standards and pupil outcomes. * YCG developed as a Learning Organisation which impacts positively upon partners and the wider community * All leaders and staff are clear about the expectations of their role and contribute to strategic planning * All staff have opportunity to progress in their professional development, including observing good practice within and outside of school. * Governor involvement is valuable and supports an extended leadership model. |

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| Strategic Lead: Michelle Hibbs (Head teacher) |

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| Actions | Key Personnel | Timescale | Milestones to Success | Monitoring Strategies | Resource Implications |
| * Review of Governing body sub committees-review to ensure Governors are fully involved in the school improvement process and are able to challenge senior leaders. * SLT to present to Govs termly. * Headteacher to invite leaders in to Gov meetings to share practice. | Headteacher, Business Manager, Governors | Spring/Summer 2021 | Effective sub committee challenging and impacting positively upon whole school practice. | SLT QA | Govs’ time and availability |
| Build upon the existing distributed leadership model-   * Embed Middle Leader roles in order to drive forward improvements in assessing, recording and reporting. * Level 4 TA Lead posts- Develop level 4s as next in charge in their class role and leading areas across whole school. * Develop AoLE Leads in line with curriculum reform. | Headteacher  Headteacher  Deputy Head-L4 Lead | Spring 2020  Autumn 2019  Autumn 2018, ongoing | L4s working effectively to compliment teacher in class.  L4s leading sessions across school.  Teachers confident in leading an AoLE. | SLT QA-LWs, scrutiny of planners.  Teacher feedback to SLT.  SLT-observations of sessions.  Deputy Head monitoring AoLEs. | TLR x2 remaining in budget- costed into budget.  L4s costed into budget.  Time for Deputy Head to support and mentor L4s.  Time for Deputy Head to support AoLE leads. |
| SLO- Develop as a learning organisation-   * Continue to evaluate school performance against the 7 dimensions * Increase opportunities to influence others, impacting positively on a self- improving system. * Continue to represent the sector on national and regional platforms-   QI  ALN Lead group  RFL reform  ITT reform   * Small scale research projects · Triad planning/teaching/evaluating together. * Review and develop further in house moderation procedures and activities. * facilitate distance and blended learning programmes for pupils and access to CPD for staff whilst at home * HLTA for L4 | Headteacher  SLT  SLT/Middle Leaders | Ongoing | Evaluation against 7 dimensions completed and any actions planned for.  Continued representation on networks, influencing change and allowing CG have a voice.  Work with ERW ALN specialist teacher and LA Performance specialist to share practice.  L4 enrolled on HLTA course.  Exceptional blended learning on offer. | MER activities to include evaluation and review of SLO 7 dimensions.  Analysis of feedback from stakeholders re home learning. | Cost neutral. |
| Review SIP and SER procedures in light of ESTYN Evaluation toolkit. | SLT | Autumn 2020 | Toolkit available and being utilised to meet the needs of CG. | New systems shared with Govs for challenge and quality assurance.  Share with CA and act upon any advice. | Time- SLT |