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| school logoHendredenny Park Primary Schoolschool logoSchool Development Plan 2018-2021(See also School Action Plan) |

| **Action** | **Success criteria** |
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| IA1 Further develop reading comprehension FP in line with school aim 'Every Child a Reader' by end of FP.  Further develop reading comprehension KS2, particularly Y3 & Y4, develop Tier 2 vocabulary (Improving pupils 'Cultural Capital')  SER 1.1. 1.3  National Mission  Strong and inclusive schools committed to excellence, equity and well-being. | Daily story time for each FP class and use ‘Vocabulary Catch’ (see list). All staff receive training in Vocabulary Catch by October 2018.  N 50% know half their sounds Jan 2019. 70% of N pupils know all set sounds in July 2019  Rec 95% of pupils read set 1 sounds, blend CVC, CV independently by Nov 2018. 94% achieve ditties by Jan 2019. R 60% achieve pink level by July 2018  Y1 60% completed RWI March 2019. At least 50% complete RWI comprehension by July 2019 and have a RA of at least their CA (GL assessment)  Y2 90% completed RWI Jan 2019  All staff receive training on developing specific strategies on comprehension skills (Sutton Trust)  All staff received and use training re developing Tier 2 vocabulary and an assessing pupils 'vocab using BPVS 3  School purchases resources (Giglets). All staff familiar with reading resources and how to us them effectively  80% of all KS2 pupils are at or above their CA in the NGRT in July 2019 Y3 -five ALN (CA, IH,MC, LD,EB) improve comprehension ages by at least 8 months by Jan 2019  Y4 three ALN (KB, LP, BP) improve CA by 6mths by Jan 2018. LP, BP complete RWI by Dec 2018  Y5 three ALN (GD, CN,MA) achieve CA of at least 7.10 Y6 97% achieve at least SS90 in NRT in May 2019. 40% achieve at least SS115+  Y5 97% achieve at least SS90 in NRT in May 2019. 45% achieve at least SS115+  Y4 91% achieve at least SS90 in NRT in May 2019. 30% achieve at least SS115+  Y3 91% achieve at least SS90 in NRT in May 2019. 30% achieve at least SS115+  Y2 94% achieve at least SS90 in NRT in May 2019. 30% achieve at least SS115+  Reading challenges developed for each KS2 class to promote home reading.  Lists of books to be read during the year -book reviews /book chat sessions woven into curriculum  FP Ambitious, capable learners who are ready to learn throughout their lives  *PM*  *The teacher communicates appropriate levels of challenge and expectations of their learners which are reflected in the quality and achievement in their learning*  *A wide repertoire of teaching methods is skilfully employed and learners are able to bring discipline and organisation to their own efforts as they structure activity to bring the four purposes to life*  *Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning within the four purposes*  *Analysis of data and evidence enables insight and decision about provision. Records and reports enable other interest groups to efficiently recognise issues and to act accordingly*  *Learners are enabled to understand how their focus upon personal well-being and their drive for appropriate outcome, medium and quality has impact in terms of usefulness for the purpose and audience* |
| IA1 to continue to raise standards in writing and spelling in FP and KS2 especially boys' writing  (ESTYN recommendation re improving writing of MA boys))  Develop assessment of writing in FP to raise standards  National Mission  Strong and inclusive schools committed to excellence, equity and well-being. | Almost all pupils throughout school improve sentence level work and therein their written work overall. (July 2019)  Genres writing maps for all year group are reviewed, extended writing tasks planned at least fortnightly (Nov 2018))  N 90% can hold a sentence related to a personal experience 80% can 'write' the sentence using the sounds they have learned-emergent writing by July 2019  R 90% hold a red sentence by Nov 2018. 80% can write it accurately. R 60% hold and write a green sentence by Feb 2019. R 70% hold and write a pink sentence by July 2019  Y1 70% hold and write an orange sentence by Dec 2018, Y1 80% hold and write a yellow sentence by March 2019. Y1 80% hold and write a blue sentence and 60% hold and write a grey sentence by July 2019.  Y2 75% hold and write complex sentence by Dec 2018. 100% achieve 05+ in wring in June 2019. 50% B achieve 06 in writing  Staff receive training re improving the teaching of spelling 'Spelling Attack'. Rec 70% can spelling 45 HF word accurately by May 2019,  Y1 80% can spelling Y1 HF words correctly by May 2019.  Y2 60% can spell all 100 HF word correctly. 75% are at or above SA in SWST May 2019  Y3 70% can spell HF words and can use Y3 spelling rules listed in LNF 70% have a SA at least at their CA  Y4 60% have a SA at least at their CA March 2019  Y5 80% have a SA at least at their CA May 2018  Y6 ALN pupils (LL, TR, TK, RQ ) can spell 100 HF by Dec 2018 & all 200 H/MW by July 2019  R 91% pupils write two short recounts independently-2 sentences accurately punctuated May 2019  Y1 96% pupils write a letter and recount on personal events independently-7 sentences accurately punctuated May 2019 (at least O4)  Y2 94% pupils write a letter, report, explanation independently-50% + sentences accurately punctuated May 2019.  FP devise assessment writing tasks each term which are jointly moderated each term  Y3 94% Bs write at 05 Dec 2018. 50% at L3c+  Y4 94% Bs write at L3B+ Dec 2018.  Y5 94% Bs write at L4C+ Dec 2018.  Y6 80% Bs write at L4A March 2019  *PM*  *The teacher communicates appropriate levels of challenge and expectations of their learners which are reflected in the quality and achievement in their learning*  *A wide repertoire of teaching methods is skilfully employed and learners are able to bring discipline and organisation to their own efforts as they structure activity to bring the four purposes to life*  *Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning within the four purposes*  *Analysis of data and evidence enables insight and decision about provision. Records and reports enable other interest groups to efficiently recognise issues and to act accordingly*  *Learners are enabled to understand how their focus upon personal well-being and their drive for appropriate outcome, medium and quality has impact in terms of usefulness for the purpose and audience*  Ambitious, capable learners who are ready to learn throughout their lives |
| IA1 Continue to raise standards in Mathematics in FP and KS2, particularly in Y3 Develop number sense and fluency. Further develop numeracy across the curriculum (SER 1.1,1.2,1.3)  National Mission  Strong and inclusive schools committed to excellence, equity and well-being. | School continues its Pioneer AOLE work re Mathematics and Numeracy and shares work with cluster and other schools. School appoints new AOLE lead.  EP works with St Cenydd Maths department re MAT pupils in Y6. Ten pupils to work on KS3 maths curriculum  Mastery pedagogy- CPA, fluency, AfL all pupils can achieve, practice and consolidation- embedded into all maths teaching throughout the school  Staff training –Lead ‘Complete Maths’ teacher appointed (LL). Using 'Complete Maths' to develop knowledge of teaching maths-misconceptions and prior knowledge needed for concept  Staff collectively develop a policy re differentiation within the mastery approach to ensure the needs of ALN/MAT pupils are met  R 94% pupils achieve SS 90+ in PIM5 in June 2019  Y1 96% pupils achieve SS92+ in PIM5 in June and 65% achieve L2+ 2019  Y2 94% achieve SS90+ in NreasT May 2019. 50% SS 110+  Y3 94% achieve SS90+ in NreasT May 2019. 50% SS 100+  Y4 94% achieve SS90+ in NreasT May 2019. 40% SS 110+ Y5 100% achieve SS90+ in NreasT May 2019. 50% SS 150+  Y6 97% achieve SS 90+ in NreasT May 2019. 40% SS 110+  Curriculum maps reviewed in light of 'Successful Futures' to map numeracy across the curriculum  *PM*  *The teacher communicates appropriate levels of challenge and expectations of their learners which are reflected in the quality and achievement in their learning*  *A wide repertoire of teaching methods is skilfully employed and learners are able to bring discipline and organisation to their own efforts as they structure activity to bring the four purposes to life*  *Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning within the four purposes*  *Analysis of data and evidence enables insight and decision about provision. Records and reports enable other interest groups to efficiently recognise issues and to act accordingly*  *Learners are enabled to understand how their focus upon personal well-being and their drive for appropriate outcome, medium and quality has impact in terms of usefulness for the purpose and audience*  ambitious, capable learners who are ready to learn throughout their lives |
| IA1 Continue to raise standards in reading in Welsh in FP and KS2 Further develop use of Welsh outside the classroom (ESTYN recommendation) Continue to raise standards in Science (SER 1.1,1.2,1.3)  National Mission  Strong and inclusive schools committed to excellence, equity and well-being. | School signs up for Cymraeg Campus Bilingualism Framework and Quality Mark-SILVER award (This is an award to be achieved over two years)  All staff review silver targets and an action plan is drawn up re Welsh areas we need to develop.  Purchase of more Welsh reading books Y2/Y3. Guided reading sessions in Welsh planned monthly  Training for staff re teaching and assessing GGR in Welsh. All staff know how to use Welsh SOW to assessment reading standards  Criw Cymraeg develop their role as Welsh spies and report weekly on the use of Welsh in their classroom  Welsh coordinators and Criw Cymraeg develop a list of Welsh phrases to be used outside of the classroom when playing football or completing the Daily Mile  All teachers use Welsh in weekly staff meetings and all staff use Welsh in INSET  Pupils' Welsh questionnaire says at least 90% of pupils enjoy learning Welsh by July 2019 At least 80% pupils (Y1-Y6) say they hear pupils using Welsh to each other and in the playground by April 2019.  Staff to review science KS2 SOW by 30th Sept 2018  Staff review the work completed in achieving PSQM award and begin work re GILT award  AE attends training and develops S2S working with Fochriw primary Autumn term 2018 and attend PSQM conference in Oct 2018  All Y2 pupils achieve CREST star science award by April 2019  Ambitious, capable learners who are ready to learn throughout their lives  Ethical and informed citizens  *PM targets*  *The teacher actively seeks opportunities to apply and extend their understanding and skills in the use of the Welsh language* |
| IA3  Continue to improve quality of teaching. Further develop a pedagogy ‘toolbox’.  Further develop curriculum in light of Successful Futures to include authentic experiences, pupils' own ideas, four purposes, cross curriculum themes and Children's Rights  (SER 3.1, 3.2)  National Mission  Developing a high-quality education profession. | 100% of teaching is always good at least good. DHT and FP leader led staff training re new ETLF  All staff improve their subject knowledge and teaching of ICT/DCF by engaging with Microsoft educator. All staff achieve at least six Microsoft  e badges linked to the skills needed to teach their classes (Two per term)  AE and EP leads school training in developing pedagogy. Staff familiar with learning tools and Thinking skills strategies and trial them in the classroom.  Staff understand 12 pedagogical principles Pupils input into interesting successful tools  Successful techniques and written up into school's Learning and Teaching policy of Hendredenny Pedagogy Tool kit and used effectively engage pupils  Almost all pupils are engaged in learning as observed during lesson observations and learning walks  School completes Year 2 of 'Lead Creative School' project in using music and drama and innovative teaching to improve boys' writing by April 2019  Y5 takes part in Shakespeare for Schools and performs in Nov 2018. The training for this is shred and used to develop literacy teaching in all KS2 classes  All staff begin to draft new curriculum tasks, beginning with experiences and ideas from pupils. Tasks have a clear outcome and are linked clearly to skills within LNF/DCF and the four purposes  DCF curriculum mapping tool is updated  At least two 'rich tasks' are planned and delivered per term by July 2019. 85% pupils say they enjoy these experiences. All make progress.  New curriculum Policy drawn up that encompasses the Four purposes, Three CCC, SLO 12 pedagogical principles and Hendredenny's Pedagogical Toolkit experiences July 2019  Pupil review meeting are held each half term  Enterprising, creative contributors who are ready to play a full part in life and work :  Ambitious, capable learners who are ready to learn throughout their lives  Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.  Ethical informed individuals  *PM targets for teachers*  *Planned learning exploits subject disciplines using real life applications across the four purposes*  *A wide repertoire of teaching methods is skilfully employed and learners are able to bring discipline and organisation to their own efforts as they structure activity to bring the four purposes to life*  *They use of cross-curricular themes is routinely employed and the range exploits complex learning which is made explicit through effective reflection on learning*  *Learning materials and experiences are used to provide appropriate challenge to every learner*  *Processes are in place which expect learners to offer their views to inform all stages of learning*  *Evidence deriving from innovative practice is collected and shared with others both within and beyond the school community to contribute to growing understandings and other related developments elsewhere* |
| IA4 Care, support, guidance  Develop use GL assessments & pupils to track progress : -numeracy FP -science KS2 –  Improve tracking progress in ICT/DCF -Welsh in FP& KS2  Embed 'Thrive' & ' Talkabout' for identified pupils  S2S working re ALN and Well being  SER 4.1,4.2  National Mission:  Robust assessment, evaluation and accountability arrangements supporting  Strong and inclusive schools committed to excellence, equity and well-being. | LS completes Thrive 'Licensed Practitioner' Develop Thrive Online for tracking Vulnerable pupils.  School appoints a Well being Ambassador .School works with cluster on Thrive' training and sharing' practice. Two staff training in Thrive in September 2018  School engages with ‘roots of empathy’  Cluster Well being Strategy written -March 2019  Vulnerable ACE are profiled against age related 'thrive' expectations. Pupils below age related are identified and individual profiles are drawn up Vulnerable pupils on ALN register and those highlighted from the class profiling receive appropriate 1:1 support  Thrive assessments show that all 'thrive' pupils make good progress. School continues to attend Pioneer workshops for Assessment Information sessions are held for parents re the new curriculum changes , reading and mathematics workshops  Pupils in Y2-Y6 begin to evaluation their reading and writing skills by July 2019.  Welsh coordinator works with staff to develop assessments each term in Welsh. Oracy baselines completed each term by Dec 2018  ICT coordinator and staff review ICT assessments checklists. She works with staff to develop assessments each term in ICT.  ICT baselines completed each term by Dec 2018  Parents are fully informed about the ebadges and portfolios. They begin to comment on their children's work PM targets for all teachers re pupils engaging in their own learning and identifying next steps (using JSE pupil files).  4P:Enterprising, creative contributors who are ready to play a full part in life and work.  Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.  *PM targets*  *Assessment is used effectively to pinpoint learning needs*  *Reflection with learners is planned by the teacher as a natural part of the learning experience and leads learners to consider their behaviour and outlook*  *'Processes are in place which expect learners to offer their views to inform all stages of learning'*  *Evidence-based, disciplined techniques are used effectively to meet challenges and take learning forward* |
| IA5 Leadership and management  Develop the professional learning of all staff in light of the new curriculum , the new professional standards and schools as learning organisations  All staff, pupils & parents involved in school's SER.  New ETLF is used to support this (SER 5.2,5.3)  National Mission  Inspirational leaders working collaboratively to raise standards. | All staff and GB understand how the new Curriculum will be structured and the role of the key elements of the design.  Staff and Governors complete training re new national self evaluation tool April 2019. All understand its vital importance in driving school improvement  Pupil Leadership group set up by October 2018. This group meets with HT/DHT each fortnight for consultation on SDP, curriculum feedback back on issues on learning and the curriculum  All staff are familiar with EAS SER/SDP review toolkit. They understand direct link between SER and SDP targets  Monitoring cycle is revised to include principles of national SER toolkit and ETLF 'Learning Walks' as well as lesson observations, Pupils' interviews and 'book looks' with pupils.  All staff clearly understand the role they play in SE. All are assign a specific role within SER processes and input into SER May 2019.  All teacher evaluation standards within their class re literacy, numeracy, ICT and Welsh  All teachers demonstrate a clear knowledge of Professional teaching standards 2018. PM targets are set using these standards These standards are linked to the school's SER cycle.  Each teacher uploads evidence onto PLP re their own performance and reflection. All staff know about the EBSCO research database available with their EWC PLP  All TAs familiar with draft 'Assisting teaching' standards  One teacher completes module 2 of PGCE ' Successful Futures’ and share the new ideas and pedagogy learned with all staff  One teacher completes her DCF diploma by Dec 2018. All staff achieve at least 6 new ebadges re DCF MIE by July 2019  All teachers are engaged in research (they read all relevant documents linked to new curriculum-(successful Futures, Our National Mission, The Future we want) and those linked to teaching, learning, pedagogy.  Teachers collaborate and share knowledge(Schools as Learning Organisations)  Enterprising, creative contributors who are ready to play a full part in life and work :  Ambitious, capable learners who are ready to learn throughout their lives  Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.  Ethical informed individuals  PM  *Personal professional responsibility includes the sustained development of excellent practices across the professional standards*  *'Perceptive and positive contributions are made where necessary to support the work of the school wherever it is needed using expertise and experience to fulfil the aims of the school'*  *High levels of sustained professional practice embody support for emerging skills and qualities in others and benefit learners through active, purposeful and structured contributions to the development of teachers and other staff*  *Continuous professional learning is driven by the teacher carefully framing professional growth within the context of the four purposes and a commitment to leading development for colleagues within and beyond the school* |
| Second Year (2019-2020) IA 1 To continue to raise standards in literacy and numeracy in FP (Staffing as 2018-2019) Budget £702863 plus EIG and PDG grants ( SER 1.1.1, 1.1.4) | 80% of pupils in Y2 (2019-20) achieve O6 in oracy reading, writing and numeracy |
| Second Year (2019-2020) IA1 To continue to raise standards in Mathematics, reading and writing in KS2 To continue to increase the % of pupils achieving L5 in reading, writing, oracy and mathematics | 97% Y6 pupils achieve at least L4 in English and Mathematics in 2019 (exception is LH) 80% of pupils in Y6 (2018-19) achieve L5 in oracy reading, writing and numeracy |
| Second Year (2019-2020) IA3 To begin to trial aspects revised curriculum 'Successful Futures' six Areas for Learning and Experience, four purposes of the curriculum and the cross -curriculum responsibilities: literacy, numeracy, digital competence | Teachers, support staff and governors have a good understanding with 'Successful Futures' and this has been shared with parents Foundation phase staff and KS2 staff work in teams together to map out a curriculum that has literacy, numeracy and digital competence embedded throughout Teachers are confident and competent in delivering the new curriculum  pupils’ views and wider partners are taking into full account when planning and approaching curriculum reform. |
| Second Year (2019-2020)  Prepared the workforce for the introduction of the SLO research agenda and ensure them understanding the 7 dimensions of an effective learning organisation and the importance of the 4 Ts, trust, time thinking together and technology? | Staff understand the 7 dimensions of an effective learning organisation and the importance of the 4 Ts, trust, time thinking together and technology?  All staff know about the EBSCO research database available with their EWC PLP |
| Second Year (2019-2020) 1A4 To embed Thrive principles into behaviour approach To implement new Code of Practice for Additional learning needs Continue to raise standards for FSM/ALN and Vulnerable pupils | Provide training for all staff on new ALN legislation Review Behaviour Policy in line with Thrive training Review ALN policy FSM and SEN pupils achieve same or better standards in literacy and numeracy at expected levels |
| Second Year (2019-2020) IA53 Succesion planning. Developing leadership skills for STL | Two members of the teaching staff prepared for applying for DHT post |
| Third Year 2020-2021 IA1 Raising Standards in oracy, reading and writing in FP and KS2 Ensure Literacy skills are taught effectively across the curriculum | 100% of Y2 pupils achieve O5+ in LLC 100% Y6 pupils achieve L4+ in oracy, reading and writing Gap between Y6 Girls and Boys re writing at L5 is less than <5% 75% of all lessons taught include opportunity to practise literacy skills |
| Third Year 2020-2021 IA1 Raising Standards in MD and Mathematics FP and KS2 Ensure Numeracy skills are taught effectively across the curriculum | 100% of Y2 pupils achieve O5+ in MD 97% Y6 pupils achieve L4+ in mathematics gap between Y6 Girls and Boys re maths at L5 is less than <5% 75% of all lessons taught include opportunity to practise numeracy skills |
| Third Year 2020-2021 IA1 Raising Standards in ICT FP and KS2. Skills from DCF fully embedded across curriculum | 50% of all lessons taught include opportunity to practise ICT skills |
| Third Year 2020-2021 IA3 Continuing to planning anew curriculum based on the six AOLEs Develop new assessment techniques looked to new curriculum based on the National Mission | New curriculum based on AOLEs is mapped out in draft New assessments approaches developed -use of ebadges and eportfolios |
| Third Year 2020-2021 IA2  Monitor and review robustly any innovation and progress made towards curriculum reform, which is supported by review of a range of stakeholders and current research findings in AOLE development  Monitor and review regularly the professional learning needs of all staff in preparing them to embrace curriculum reform | Monitor and review robustly any innovation and progress made towards curriculum reform, which is supported by review of a range of stakeholders and current research findings in AOLE development  Monitor and review regularly the professional learning needs of all staff in preparing them to embrace curriculum reform |