



# Tongwynlais Primary School

Pear Tree Federation

## School Improvement Plan

September 2018 - July 2019



# Tongwynlais Primary School: Background & Context

**The village of Tongwynlais is part of the City of Cardiff; however there is a strong sense of community within the village which has its own Community Council and unique identity. The school is part of the 'Radyr Cluster' and almost all pupils move onto Radyr Comprehensive for Year 7.**

The school serves the community of Tongwynlais village on the northern fringe of the city of Cardiff. The village is a close community with many organised events throughout the year in which the school takes an active part. It sits under the shadow of the landmark Castell Coch. The River Taff is a natural border for the village, as is Fforest Fawr area with the other perimeters being of the man-made (M4 and A470) variety: it is an area increasingly popular with cyclists, runners and walkers who enjoy the woodlands and the Taff Trail. The proximity of the trunk road links makes it an effective commuter base for residents and businesses. Our catchment area serves contrasting areas of housing.

Currently the school is organised into 7 classes from Reception to Year 6 and the Nursery Unit with around 190 fulltime and a maximum of 48 part time Nursery pupils on roll. The school roll has grown in recent years and in 2015 the buildings were remodelled to meet the growing demands for space. The age, quality and size of accommodation is a constant challenge, and internal space is limited across both key stages with both main buildings being over a hundred years old and requiring an ongoing maintenance programme.

## **School make-up**

In 2018 the rolling 3 year average for pupils eligible for free meals was 17.5%: this 3 year average has increased year-on-year in recent years. This represents the change in the demographic of the school population in recent years. Data collected in January 2018, shows that 21.6% of pupils were on the special educational needs register with 13.1% at SA, 6.6% at SA+ and 1.9% 'statemented'. Pupils (20%) come from a range of ethnic backgrounds and this has increased by around 5 percentage points year on year over the last three years. In 2018 these included Italian, French, Chinese, Polish, Spanish and mixed ethnic backgrounds. With 80% of the school population being identified as 'White British'; we have only one family that speaks Welsh at home.

## **Partnership Working**

**Effective partnership working is at the heart of the school's work and the school recognises the importance of having highly effective partnerships with parents and carers, and also the wider community it serves. The school has strong links with local health support services and works closely with Children's Services, agencies and the local authority support teams for the benefit of its pupils and their families. In 2016/17, the Head teacher of Tongwynlais Primary was seconded in an executive head role to neighbouring Coryton Primary. These arrangements worked well for both schools and were formalised in March 2018 following formal stakeholder consultation when Tongwynlais Primary federated with neighbouring school, Coryton Primary School. This positive federation followed a year of close scrutiny by all stakeholders of the positive benefits for both schools in becoming a federation able to share experience, expertise and resources to improve outcomes.**

The school also works closely with its school cluster. There are positive working arrangements between the school and the other primaries, and the local secondary school who collaborate on matters around transition; the standardisation of pupil assessment and also with a broad range of shared projects and activities for the pupils. Senior leaders within the cluster work together on policy and strategic matters including wellbeing, attendance and transition. The school is also very much engaged in its School Improvement Group (SIG) across the region with class teachers working on raising standards in agreed aspects of teaching and learning through collaborative planning and the sharing of 'best practice'.

## School Improvement Priorities 2016/17

1. To further develop **senior and middle leadership capacity** across the school.
2. To ensure **highly effective and consistent approaches to teaching and learning** are consistent across the school.
3. To improve the **attainment and achievement of all groups (efsm , MAT , SEN)** through targeting support and intervention groups, measuring progress and using assessment data effectively.
4. To continue to develop **Foundation Phase** leadership, pedagogy, provision and practice.
5. To develop and innovate on curriculum **provision** across the school to ensure highly effective teaching of Digital, Literacy and Numeracy skills.

## School Improvement Priorities 2017/18

(Evaluated SIP 17/18 Appendix 4)

## School Mid-term Plans 19/20

1. To continue to develop the new Curriculum for Wales; areas of learning and experience and the Four Purposes ahead of its statutory introduction.
2. To continue to improve standards in teaching and learning (and thus improve outcomes) across the school by strengthening knowledge, skills and understanding of the Pedagogical Principles
3. To implement the new additional learning needs systems supported by the new ALN code.
4. To further develop the school and federation as a learning organisation with a focus on embedding the new Professional Standards for Teachers and Leaders.

## School Long-term Plans 20/21

1. To continue to develop the new Curriculum for Wales; areas of learning and experience and the Four Purposes ahead of its statutory introduction.
2. To continue to improve standards in teaching and learning (and thus improve outcomes) across the school by strengthening knowledge, skills and understanding of the Pedagogical Principles
3. To implement the new additional learning needs systems supported by the new ALN code.
4. To further develop the school and federation as a learning organisation with a focus on embedding the new Professional Standards for Teachers and Leaders.

## School Improvement Priorities Summary 2018/19

**Priority 1:** To develop an exciting, skills-based and pupil-led **curriculum** based on the **Four Purposes** that raises attainment for all.

**Priority 2:** To implement whole-school '**Growth Mind-set**' approaches which improve outcomes for all and particularly for pupils in 'vulnerable' groups.

**Priority 3:** To strengthen **Welsh** across the school, including: improving standards in bilingualism; developing welsh culture and the '**Welsh Dimension**'.

**Priority 4:** To further develop the school and the federation as a **collaborative and successful 'learning organisation'**.

**Priority 5:** To improve all pupils' wellbeing through increasing opportunities for pupil voice and active citizenship; implementing the practices and principles of a **Rights Respecting School**.

**Appendix 1 2018/19 Pupil Development Grant Spending and Impact Plan**

**Appendix 2: Pedagogical Principles: 3 Year Development Plan**

**Appendix 3: The Pedagogical Principles\*: A Resource to Improve Teaching & Learning**

**Appendix 4: Evaluated 2017/18 School Improvement Plan**

**Appendix 5: CSC Evaluation Readiness Tool**

**Appendix 6 : PDG spending plan** (*costs etc identified in SIP in bold red text*)

**Appendix 7: SIG 18/19 spending plan**

**Source of priority: Estyn Area 1/3 Successful Futures** (*Pedagogical Principles 6 & 8*) ; **Our National Mission; ‘Close the deprivation gap’ national agenda;**

**Evidence: SER; NTD for more-able learners; school data**  
Priority lead: DHT Reporting to Headteacher  
Governance lead: Standards & School Improvement subcommittee

### Priority 1

To develop an exciting, skills-enriching and pupil-led **curriculum** based on the **Four Purposes** that raises attainment for all pupils.

### Target(s):

- To build effectively on the work of partner pioneer school and to collaborate with SIG’s to innovate on the **‘What Matters’** and **‘Areas of learning and Experience’** so that all teaching and learning reflects the Four Purposes.
- To support strong **literacy, numeracy and ICT** skill development for all learners that is embedded in **rich, cross-curricular and innovative learning**.
- To continuously and robustly **evaluate** the impact of curriculum changes on all learners attitudes, progress and attainment and particularly for vulnerable groups.

### Success Criteria

- **CSC Readiness Tool ‘Innovating Learning Experiences’ progress to IE1:Enabling IE2: Enabling IE3&4: Developing Pedagogy 2:Enabling P9 : Developing (elements of Enabling) PL1:Enabling PL4: Enabling (aspirational) RW5: Developing**
- **All stakeholders** have been involved in developing the new ‘curriculum’ and **pupil voice** is routinely heard in planning.
- Robust monitoring and review, including PASS survey scores, **consistently** show that **learner engagement** is increased in all classes.
- Review evidence shows teachers are consistently adapting and amending **provision** in line with the Four Purposes and this is seen in all planning.
- Review evidence supports that **teaching** is consistently at ‘least good’ with aspects of ‘very good’ practice emergent based on the new curriculum for Wales.
- **Almost all** efsm **pupils** (and other vulnerable learner groups) make ‘at least good’ progress, and sustain or increase their standardised scores in **Welsh National Tests** in Maths Procedural, Numeracy and Reading
- **Almost all** learners including target efsm pupils, identified as **more-able** attain at above-expected outcomes and levels. They score above 115 in **National Reading, Maths and Reasoning tests** and progress scores are sustained by almost all, and increased for many.
- **Almost all** pupils identified as end of FP Outcomes or KS2 NC Level ‘cusp’ learners secure higher outcomes/ levels through bespoke and focused teaching approaches.
- All Foundation Phase *boys* make expected progress with aspirational targets for identified more-able boys secured.  
*\*See appendix of agreed school pupil group targets*

### Evaluation Commentary:

Monitoring:			Evaluation:		
How?	Who?	When?	How?	Who?	When?
<ul style="list-style-type: none"> <li>Curriculum development Review – RAG profile</li> <li>planning scrutiny/Book/work scrutiny</li> <li>Lesson observations/learning walks</li> <li>Scrutiny of 'pupil voice' on curriculum impact session reports</li> <li>Interim scrutiny of PASS data</li> <li>Interim scrutiny of Incerts/intervention programmes data</li> <li>Parental stakeholder uptake and feedback</li> <li>Pupil-progress tracking and target setting activities</li> <li>Interim Review of progress against CSC Readiness Tool</li> <li>Termly update progress reports</li> </ul>	key stage leaders  subject coordinators SLT Triads/SLT SLT  Class teachers SLT SLT/CT's HT/ALNCo  SLT HT/GB/ school improvement subcom	Termly  termly  termly bi-annually  autumn term1 & summer term 2 termly  ternly  ternly	<ul style="list-style-type: none"> <li>Report on year-end report of curriculum changes and their impact on outcomes for cohorts/ target groups</li> <li>year-end progress report: end of key stage; national test data; standardised scores by individual pupil/groups (including ALN intervention groups) identifying progress to agreed targets</li> <li>Year-end evaluation of PASS data focused on attitudes to learning and curriculum readiness</li> <li>Year-end evaluation RAG profiling records for new curriculum development and identification of focus areas for 19/20</li> <li>Review of 18/19 Progress against CSC Readiness Tool</li> </ul>	HT/Full GB Standards and School improvement sub-committee  ↓ CSC CA	summer term 2 2019  ↓ summer 2 19

Strategically-planned tasks	On track	Lead person & others involved	Time scale		Resources	Costings / budget source
			Start Date	End Date		
<ul style="list-style-type: none"> <li>Attendance at Pioneer/SIG 26 group meeting and completion of agreed plans and actions.</li> <li>Attendance at 'centrally' delivered professional development sessions</li> <li>meetings for collaboration with federation partners developing curriculum and ongoing review of standards etc</li> <li>PASS survey is undertaken x 2 and scores reviewed on cohort/individual pupil basis</li> <li>Audit on going long and mid-term planning</li> <li>Ongoing review of contextual planning in alignment with 'Four Purposes' and AOLE (as they are finalised by WG )</li> <li>Track amendments to approach to ensure robust evaluation of impact of changes made</li> <li>Changes are made to planning proforma as curriculum develops</li> <li>All cohorts undertake pupil-planning/curriculum ownership sessions for curriculum/skills provision</li> <li>Parental engagement sessions are planned to share curriculum change and develop stakeholder involvement</li> <li>Parental information booklet is developed and distributed</li> <li>Listening to learner sessions are undertaken to gather ideas as to how pupil 'ownership' of curriculum design can be increased</li> <li>Pupil progress tracking meetings are held for all cohorts</li> <li>Analysis of year-end data and national test data scores</li> <li>Organise literacy, and numeracy intervention groups to support/challenge groups with bespoke programmes to need (ALN/EFSM/vulnerable) Nippers/Maths Factor (Numeracy) Speech Language Links/Lexia©</li> </ul>		HT/DHT/lead practitioners Subject leaders  CT's/key stage leaders/subject CL's as appropriate  ↓ key stage leaders/teams  ↓ key stage leaders/SLT  DHT/HT  DHT/key stage leaders  DHT DHT/HT/SLT  ALNco/Support staff	autumn 1 18  autumn 2 18  autumn 1 18  termly 18/19  autumn 2 18  ↓ autumn 2 18 autumn 2 18 autumn 2 18 termly (half termly Years 1& 2 &5/6) summer 2 19  Aut 1 18	summer 1 19  summer 1 19  summer 2 19  termly 18/19  summer 1 19  ↓ ↓  Summer 219	Supply cover 10 days  PASS subscription  INSET diary  ↓ reprograhics etc/refreshments etc  Incerts subscription  TA support salary hours timetable (see PDG plan) Speech &Language links subscription	£ 1500 (school supply budget0)  <b>£983 (PDG)</b>  nil  Nil  £250  <b>£250 (PDG)</b>  <b>£20513 (EYPDG/PDG)</b>  <b>£450</b>

<p><b>Source of priority: Estyn Areas 2 &amp; 3</b>  <b>‘Successful Futures’</b> (Pedagogical Principles); <b>‘Our National Mission’</b>; <b>‘Close the poverty gap’ national agenda</b></p>	<p>Priority lead: DHT Reporting to HT  Governance lead: Standards &amp; School Improvement subcommittee</p>
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**Priority 2** To implement whole-school **‘Growth Mind-set’** approaches which improve outcomes for all and particularly for pupils in ‘vulnerable’ groups.

- Target(s):**
- To implement a **structured and coherent approach** to ‘Growth Mind-set’ and to developing the Pedagogical Principles across the school. *(Year 1 of 3 Year plan appendix 1)*
  - To deepen all teachers and support staff’s professional understanding and skills in **‘Expectations and Mind-set’** and how this specifically **impacts on pupil outcomes and progress**.
  - To see **measurable improvements in wellbeing outcomes and attainment** for most pupils as new approaches are **embedded** in classroom practice.
  - To **‘reduce gaps’** in achievement and wellbeing by consistently **challenging** all learners (and particularly vulnerable groups) and encouraging them to recognise the importance of sustaining effort and meeting high expectations.

- Success Criteria**
- **CSC Readiness Tool progress in ‘Innovating Learning Experiences’ IE1:Enabling IE2: Enabling IE3&4: Developing Pedagogy 2:Enabling P9 : Developing PL1:secure in Developing emergent Enabling PL4: secure in Developing with elements of Enabling RW5:Developing**
  - **Most** pupils show measurable improvement (‘transforming’) moving through the ‘developing, transforming and embedding’ continuum resource\*. A few show **excellent**, ‘embedding’ progress in each cohort.
  - **100%** teaching is judged as ‘at least good’ or better, with ‘high impact’ evident for ‘High Expectations’ (PP 2:1), and ‘Praise and Effort’ (PP2:3) with **all pupils** making progress and attaining agreed targets in learning. (see appendix continuum)
  - **90%+** KS2 pupils PASS scores show a percentage point improvement for Factors 2 and 4, with Factor 3 ‘Self-regard as learner’ increasing overall to 75% (from 68.5% ) by end of 18/19 & the gender gap is reduced to below 4%.
  - **100% efsm** and other identified ‘vulnerable’ learners in Years 2-6 show percentage point increases in individual **PASS** scores overall
  - **Evaluations of teaching and learning**, and **pupil voice review** shows that **‘Growth Mind-set’** ethos and approaches are being consistently used across the school, and are understood and embodied by all stakeholders.
  - **Cross-federation** learning-walks demonstrate the initiative is having strong impact of on ethos and learning environment.
  - Pupil and parent questionnaires show most understand and are able to articulate Growth Mind-set principles having been actively engaged in its development. Many families engage with **‘Family Growth Mind-set’** and completed home tasks are returned to school.
  - **100%** teachers & support staff report that planned CPD opportunities have positively impacted upon their professional practice; and specifically on pedagogical understanding and expertise.

**Evaluation Commentary:**

Monitoring:			Evaluation:		
How?	Who?	When?	How?	Who?	When?
<ul style="list-style-type: none"> <li>Meetings with GM implementation team</li> <li>Development of environment reviews</li> <li>Lesson observations/learning walks</li> <li>Scrutiny of 'pupil voice' on GM impact Scrutiny of PASS data</li> <li>Parental stakeholder engagement, attendance at meeting and feedback</li> <li>Interim pupil-progress tracking and target setting activities</li> <li>SLT meetings to monitor SIP priority progress</li> <li>Interim review of progress against CSC Readiness Tool targets</li> </ul>	DHT/HT lead teacher/HT SLT Triads/SLT SLT  DHT/HT  SLT SLT/CT's SLT DHT/HT	Termly half termly  termly bi-annually  autumn term1 & summer term 2 termly  fortnightly mtgs termly	<ul style="list-style-type: none"> <li>Headteacher report on year-end wellbeing (including PASS) progress data and impact of attitudes of cohorts/ target learner groups</li> <li>year-end review of individual pupil/groups identifying progress on learner-continuums target</li> <li>Final evaluation of activities and identification of development areas for 19/20</li> <li>Year-end evaluation of progress against 18/19 CSC Readiness Tool targets</li> </ul>	HT/GB Standards and School improvement sub-committee  ↓ CSC CA	summer term 2 2019  ↓ summer 2 19

Strategically-planned tasks	On track	Lead person & others involved	Time scale		Resources	Costings / budget source
			Start Date	End Date		
<ul style="list-style-type: none"> <li>Federation Inset day 'Growth Mindset' (GM) delivered by third party provider</li> <li>Cross-federation GM team is formed to lead operationally with roles and responsibilities agreed</li> <li>GM specific plan is developed by GM team and actions identified and implemented</li> <li>Resources are purchased to support GM</li> <li>Learning Walks are undertaken to audit environment</li> <li>Parental engagement session is planned &amp; delivered</li> <li>Information leaflet is prepared for all stakeholders on GM</li> <li>Launch of home-school tasks programme and materials</li> <li>PASS data is analysed and efsm/vulnerable pupils groups/individual pupil profiles are developed for target teaching approaches based on Resilience and Attitudes measures</li> <li>Use of Gareth Coombs® Pedagogical Principles continuum (commercial material) for measuring pupil progress against PP2</li> <li>Staff questionnaires are completed to identify professional development progress, needs and next steps</li> <li>Pupils identified as 'vulnerable' (including all efsm pupils) are supported by supplementary emotional literacy programmes</li> </ul>		3 <sup>rd</sup> party delivery: all teaching/support staff as agreed – TA's /teachers	29.09.18/	N/A	Training day: refreshments and NSMTC providers	£1500 (Federation development grant)
		as above	autumn 1 18 as above	—	reading books; games etc	£500 (teaching materials)
		as above	half termly spring 1 19	summer 2 19	reprographic/refreshments	£200 (teaching materials)
		SLT/team DHT SLT DHT team/CT's	spring 1 19 as above	spring 1 19	GM home-task folder	£285 (teaching materials)
		SLT/CT's	autumn 1 18	summer 2 19	Nil	
		CT's	autumn 2 18	summer 2 19	Gareth Coombes® materials	£250 (training materials)
		DHT/HT	summer 1 19	summer 2 19		
		ALNCo/ELSA TA	autumn 1 18	summer 2 19	<b>ELSA programme costs (TA salary costs and materials) PDG</b>	<b>£7500</b>

**Source of priority:** Estyn Areas 1 & 3  
**Education in Wales:** Our National Mission; Successful Futures; national agenda for increasing bilingualism;

**Evidence:** Estyn report 2017 R2; self-evaluation  
 Priority lead: DHT & Welsh Language Curriculum Leader  
 Reporting to HT  
 Governance lead: Standards & School Improvement subcommittee

**Priority 3** To strengthen Welsh across the school, including: improving standards in bilingualism; developing Welsh culture and ethos.

**Targets:**

- To further develop high quality provision for Welsh Second Language/ bilingualism through the consistent and regular use of the (CSC) Welsh Language Continuum.
- To further develop effective cross-curricular Welsh language skill teaching in all year groups (reading, writing and oracy).
- To increase the % pupils attaining Level 5 (aspirational 30%) in Welsh Second Language through focused teaching approaches for identified MAT bilingual pupils in upper key stage 2.
- To strengthen whole school assessment and use of tracking systems in Welsh.
- To enhance and strengthen profile given to the 'Welsh Dimension' including: Welsh culture, participation in clubs and trips etc.

**Success Criteria**

- **CSC Readiness Tool progress from Language and Culture LC 1-5 securely to Developing with elements of Enabling**
- **Teaching and learning in 100% Welsh lessons** is judged (by CSC third party) to be 'at least' consistently good with agreed Welsh language CSC continuum scheme of work.
- The school **environment** supports the 'Welsh ethos' and environmental display actively promotes bilingualism.
- Pupil profiles are in place which are improving consistency and continuity in teacher assessment of standards and progress in Welsh language.
- Meaningful Welsh literacy development is **emergent** in **cross-curricular** contextual learning.
- Pupil uptake for the '**Criw Cymraeg**' is strong and the crew is promoting bilingualism around the school and in the community.
- An aspirational 30% pupils at end of key stage 2 attain Level 5 welsh second language.
- The Bronze Charter for '**Cymraeg Campus**' is fully achieved and the ten targets are met.
- The **collaborative partnership with Gwaelod yr Garth Welsh medium primary** is securely in place and effectively developing Welsh across the school.
- **Pupil questionnaires** confirm attitudes towards the Welsh language have improved and are positive for most learners.
- **CPD programmes** have developed teachers and increasingly support staff's bilingual skills.

**Evaluation Commentary:**

Monitoring:			Evaluation:		
How?	Who?	When?	How?	Who?	When?
<ul style="list-style-type: none"> <li>Scrutiny of Criw Cymraeg activity</li> <li>Activity and progress to Ten Steps</li> <li>Range of planned activities by CC is in place</li> <li>Environmental Learning Walk</li> <li>Book scrutiny/planning shows welsh language identified in cross-curricular themes</li> <li>close tracking of pupil progress in welsh language triangulating evidence and records</li> <li>MAT target groups progress is on track</li> <li>Pupil profiles (assessment) are being developed</li> <li>Appropriate support activities with Welsh medium primary partner school are underway</li> <li>Review of progress against CSC Readiness Tool</li> </ul>	<p>WSL CL key stage leaders</p> <p>DHT</p> <p>KS leaders/HT WSL CL</p> <p>CL/HT/HT from welsh medium primary SLT</p>	<p>spring 1 summer 1 19 spring 1 19 spring 2 19</p> <p>spr 1/summer1 19</p> <p>spring 2 19</p> <p>early spr 1/ mid spr2</p> <p>end of spr 1</p> <p>spring 1 19</p>	<ul style="list-style-type: none"> <li>Report on year-end review of individual pupil/groups identifying progress on continuum to target</li> <li>evaluation of year end attainment in welsh second language for MAT pupil group</li> <li>evaluation of partnership activities and identification of development areas for 19/20</li> <li>final evaluation of impact to changes to curriculum and assessment approaches</li> <li>final evaluation of impact of Campus Cymraeg</li> <li>review of staff CPD programme on staff confidence and skills in welsh</li> <li>Evaluation of progress against CSC Readiness Tool</li> </ul>	<p>HT/GB Standards and School improvement sub-committee</p> <p>↓</p> <p>CSC Welsh Specialist</p>	<p>summer term 2 2019</p> <p>↓</p> <p>summer 2 19</p>

strategically-planned tasks	On track (tick)	Lead person & others involved	Time scale		Resources	Costings / budget source
			Start Date	End Date		
<ul style="list-style-type: none"> <li>Strategic planning meeting with Welsh lead CSC</li> <li>Identify Welsh medium partner school and plan appropriate series of collaborative activities</li> <li>CPD for 'Cymraeg Campus' and development of agenda/plan to take forward</li> <li>identify target MAT pupils for WSL and develop plan for enriched teaching activities to accelerate progress</li> <li>identify relevant CPD programmes to support general staff bilingualism</li> <li>INSET: staff review learning environments and identify how WSL can be better developed – actions taken on</li> <li>INSET session – to inform staff of details of welsh language development plan including pupil profiles and assessment activities</li> <li>Curriculum planning is reviewed &amp; revisited to strengthen authentic welsh ethos/dimension in line with 4 Purposes</li> <li>Welsh curriculum leaders across the federation work together to look at provision and standards in WSL.</li> <li>Cluster moderation is attended by both schools' Welsh curriculum leaders to ensure consistency across the federation</li> </ul>		Sian Walters CSC /HT/CL	Sept 18	N/A	CSC staff	nil total supply costs £1000 approx
		HT Welsh CL	Oct 18 Oct 18	Jul 19 -----	0.5 supply 1.0 supply	
		key stage leaders/W CL DHT/W CL	Oct 18 Aut 1 18	Nov 18	0.5 supply leadership time	£1500 grant for welsh medium primary to support activities and resource preparation
		W CL/CT's	Jan 19	N/A	INSET	
		W CL/CT'S	Oct 18		INSET 0.5 supply	
		key stage leaders/W CL WSL CL's x 2	termly 18- 19	termly 18- 19	leadership time 0.5 supply cover x2	
		WSL CL's x 2	May 19	May 19	N/A	

**Source of priority: Estyn Inspection Area 5 Leadership & Management new Professional Standards for Teachers; The National Mission; Professional Learning Model for Wales; Schools as Learning Organisations (SLO)**

**Evidence: Estyn Report 2017**  
 Priority lead: DHT Reporting to Headteacher  
 Governance lead: Staffing and Personnel subcommittee

**Priority 4 To develop the school and the federation as a collaborative and successful ‘learning organisation’.**

**Targets:**

- To develop and share a **clear vision, aims and value-base** with all stakeholders to improve outcomes and attainment for all children in the federation schools. (SLO 1)
- To develop a coherent **program of cross-federation professional learning and collaboration** for all staff. (PTS Collaboration/SLO3)
- To introduce the **EWC Professional Learning Passport (PLP)** to shape and strengthen teachers’ responsibility for their own professional development using the **new professional standards for teachers**. (PTS Leadership: Taking responsibility for self)
- To implement **enquiry & research-based** approaches to performance management with targets that impact on both teacher development and improve outcomes for learners. (SLO 4 PTS Pedagogy/Professional Learning)
- To robustly review the roles and responsibilities of leadership roles to ensure maximum impact on school improvement.

**Success Criteria**

- **CSC Readiness Tool progression to: ‘Pedagogy’ P1:Enabling/ IE2: Enabling IE3&4: Developing P1:Developing P11:Enabling Relationships and Wellbeing RW 2&6 :Developing with elements of Enabling emergent**
- A new **vision and values** statement that reflects, informs and guides is in place that has been developed in consultation with all stakeholders and all stakeholders know, understand and feel ownership of these statements.
- A **‘federation strategic plan’** has been developed by all stakeholders which clearly reflects it’s jointly agreed vision and values in the short, mid and longer term.
- All staff, in both settings, have had opportunity to **share and shape** cross-federation working and all report this has impacted positively on improving practice, knowledge and skills.
- In-year evaluation, and year-end review shows positive impact on developing ‘distributed leadership’, and teaching and learning standards **from collaborative working** across both settings.
- Effective training and support ensures that all staff are confidently using the Professional Learning Passport and becoming more familiar and confident with the new professional teaching standards.
- New online performance management systems and staff development targets are more successful in developing professional practice, and raising standards and outcomes for groups of learners.
- A **federation-wide, ‘dissemination day’** sharing teachers’ completed action research project, strengthens reflective and collaborative practice, and critical thinking.
- Senior leadership roles and responsibilities have been reviewed to meet the current and future development needs of the school and federation.
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**Evaluation Commentary:**

Monitoring:			Evaluation:		
<ul style="list-style-type: none"> <li>The new vision and values statements have high profile</li> <li>On-going professional dialogue with colleagues indicates positive impact and efficacy of joint-practice working on knowledge and skills</li> <li>Oversee staff confidence in the use of EWC PLP</li> <li>Efficiency/appropriateness of A R template – fitness for purpose is monitored</li> <li>Interim progress meetings for early A.R. impact on pupils and teacher confidence</li> <li>All joint practice work is evaluated at the in-year point of completion and future activities amended if/as necessary</li> <li>Language of new PTS is seen to be used with increasing confidence by staff in professional dialogue</li> <li>3 year Plan for federation strategic development is presented in draft and agreed</li> </ul>	DHT/HT	ongoing	<ul style="list-style-type: none"> <li>Impact evaluation of staff collaborative and practice sharing activities with identification of development areas for 19/20</li> <li>Impact evaluation of changes to performance management approaches on staff motivation</li> <li>Evaluative report on feedback from staff after action research 'market place' is consistently positive in terms of impact on professional development and outcomes for pupils</li> <li>The 3 year strategic plan is evaluated and is effective in informing direction of the new federation</li> <li>Evaluation of progress against 18/19 CSC Readiness Tool</li> </ul>	HT/GB Standards and School improvement sub-committee  full governing body  CSC CA	summer term 2 2019
	HT	termly review			↓
	DHT/SLT	half termly reviews			
	DHT/HT	half termly impact reviews			
	SLT	ongoing practice			
	SLT	Jan 19 full GB mtg			
HT			summer 2 19		

Strategically-planned tasks	On track (tick)	Lead person & others involved	Time scale		Resources	Costings / budget source
			Start Date	End Date		
<ul style="list-style-type: none"> <li>INSET day for federation schools led by third party expert covering, effective team work, excellence in Teaching and Learning and the development of 'Visions and Values'</li> <li>Pupils work with leaders to develop own ideas about visions and values</li> <li>Meeting for all stakeholders including governors to finalise new federation Vision &amp; Values statement</li> <li>Federation 3 year strategic plan is developed</li> <li>Pupils design graphics for around school display(out-sourced)</li> <li>a coherent programme of CPD through collaboration and practice sharing approaches is developed for staff and leaders</li> <li>Twilight training in EWC Prof Learning Passport</li> <li>Twilight training for staff in new PTS and the use of action research projects to raise standards/improve provision</li> <li>Design bespoke digital template for action research projects</li> <li>CPD : Discretionary effort and delegation – leadership</li> <li>CPD Mentoring and Coaching – the differences – leadership</li> <li>Twilight: update on PLP and new PTS</li> <li>Performance management approaches are remodelled in-house (statutory requirements)</li> <li>INSET day: Action Research Market-Place for all federation staff</li> <li>Governors and school review the roles and responsibilities of leaders across the school and federation.</li> </ul>		Sylvia Jones CBE/HT	Sep 4 <sup>th</sup> 18	N/A	Federation development budget stream CSC	£9000 total for 1 year's support to develop federation
		HT /pupils HT/staff	Sept 18 –	Oct 18		
		HT	↓			
		HT and governors HT/DHT	Oct 18	January 19		no cost
		Education Workforce Council HT EWC Officer/HT	↓			
			Sept 18	October 18		£1800 (£200 per teacher for development of Action Research projects)
		Sylvia Jones CBE/senior leaders Sylvia Jones CBE/senior leaders	Sept 18		Federation development budget stream CSC	
			Oct 18			
		HT/DHT	Jan 2019			
		HT/all staff	Oct 18	N/A	Federation INSET day 4 2018/19	£100 (refreshments)
		May 2019	N/A			

Source of priority: **Estyn Inspection Area 2**

Successful Futures: Four Purposes; WG 'Pupil Well-being Agenda': addressing impact of Poverty Deprivation and 'closing the gap'; Estyn 2017

Evidence: Estyn Report 2017 Recommendation

**R3** Priority lead: DHT Reporting to Headteacher  
Governance lead: Standards & School Improvement subcommittee

**Priority 5** To improve all pupils' wellbeing through increasing opportunities for 'pupil voice' and active citizenship; implementing the practices and principles of a **Rights Respecting School**.

**Target(s):**

- To develop all stakeholders understanding of '**Children Rights**' and the '**Respect**' agenda.
- To consistently use 'Rights Respecting' **language** and display rights-respecting **attitudes** which include: equality, dignity, respect, non-discrimination and participation.
- To more fully involve pupils in any decision-making and policy development that impacts upon them through restructured 'pupil voice' and 'participation' groups.
- To design a '**Rights Respecting**' curriculum that promotes citizenship and equity for all.

**Success Criteria**

- **CSC Readiness Tool progressing to Professional Learning PL11:Enabling Relationships and Wellbeing RW 3: Developing RW4:Enabling RW 2&6 :Developing (elements of Enabling)**
- **Pupils have more power in whole-school decision making through a restructured 'Senedd' type approach.**
- The '**Rights Committed**' **bronze** award-recognition of commitment is achieved and good progress towards the **silver 'Rights Aware'** is being made.
- **Rights Respecting values** underpin school, governance and leadership approaches; and are consistently **referenced** in school documents and policies.
- All pupils and the wider school community better understand the United Nations Convention on the Rights of the Child (CRC) and value its positive impact when used in school settings.
- An active **steering group** and RRS **Super Ambassadors** are in place, and actions and decisions affecting pupils are reviewed and resolved through a rights' based approach.
- All staff and pupils use Rights Respecting language which shape a positive ethos and learning environment that promotes well-being.
- **Curriculum planning** across the school includes meaningful and relevant opportunities for education for global learning which is mapped to the relevant articles.
- Pupils report that they feel more **empowered** to enjoy and exercise their rights, and to promote the rights of others locally and globally.
- **PASS Factor 1 'Feelings about school'** are increased to over 90% indicating almost all pupils have 'a very strong sense of wellbeing, safety and comfort in school' with the 6% gender gap between boys and girls reduced to 3% by the end of 18/19

**Evaluation Commentary:**

Monitoring:			Evaluation:		
How?	Who?	When?	How?	Who?	When?
<ul style="list-style-type: none"> <li>Progress against the tool kit for RRS is being regularly measured</li> <li>Observations at pupil voice group meetings confirm change in dynamic and approach is having early impact</li> <li>Learning Walks support that a RRS learning environment and ethos is developing</li> <li>Evidence for end of year submission for Bronze award shows evidence collection is well-developed</li> <li>Listening to learners supports that pupils are increasingly are of CR's and in their understanding of citizenship</li> <li>Observations of effective citizenship lessons confirm impact of values-based work on</li> <li>A range of enriching citizenship activities including visits and visitors is ongoing</li> </ul>	SLT/DHT 	half termly half termly termly March 2018/9	Final impact evaluation of school actions on PASS pupil wellbeing data Bronze RRS award is achieved Qualitative evidence from pupil feedback is consistently positive and affirms positive impact on understanding around active and global citizenship Pupil voice groups are effectively remodelled and there is evidence of impact on whole-school decision making School environment and ethos has evolved to visibly reflect children's rights, responsibilities and increased empowerment. Evaluation of measurable progress against CSC Readiness Tool in target areas	HT/GB Standards and School improvement sub-committee  RRS assessor  CSC CA	summer term 2 2019   summer 2 19

Strategically-planned tasks	On track (tick)	Lead person & others involved	Time scale		Resources	Costings / budget source
			Start Date	End Date		
<ul style="list-style-type: none"> <li>Designated lead teacher attends the Vocal Eyes CPD event</li> <li>A plan for developing a senedd-style pupil voice platform is created</li> <li>All pupil voice/representative groups are remodelled</li> <li>Organise school/federation visit to Senedd building /or Cardiff Council</li> <li>Invite Children's Commissioner Sally Holland to meet with pupil groups</li> <li>Democratic elections are held for cross-federation pupil roles Cross-federation pupil voice groups are strengthening pupil</li> <li>Designated teacher attendance at RRS CPD event</li> <li>RRS school bespoke action plan developed</li> <li>RRS steering group is developed</li> <li>Pupil baseline questionnaire are completed</li> <li>Ambassador groups are elected and developed</li> <li>Presentation is made to governors about RRS by pupils</li> <li>Presentation is made to staff and RRS principles and language explored</li> <li>The principles of RRS are shared with pupil voice groups</li> <li>senior leaders deliver the programme of RR assemblies</li> <li>Curriculum programmes and planning is audited and reviewed to amend/adjust to include RRS values-base</li> <li>Information leaflet is created about RRS &amp; is shared with parents and carers</li> <li>Any policy reviews/changes are values-assessed from 18/19</li> <li>Evidence for the bronze award is strategically gathered for submission</li> </ul>		Mrs Burge Mrs Burge /pupils  HT  DHT   SLT/HT  DHT/HT HT/governors DHT	Sept 2018 Oct 18 Oct/Nov 18  Nov 18 Sept 18  Jul 18  Oct 18  Nov 18 Jan 2019  Nov 18  Sept 18  Nov 18 Dec 18 Nov 18 onwards	N/A    N/A N/A N/A N/A March 19 March 19 Dec 18 onwards	release from class for lead teacher  RRS subscription annually  nil nil supply costs as above reprographic costs nil	supply costs £150 x 4 = £600  £400  nil  £100

<b>Record of In-year Changes to School Improvement Plan</b>
<b>Priority 1</b>
<b>Priority 2</b>
<b>Priority 3</b>
<b>Priority 4</b>
<b>Priority 5</b>