Tongwynlais Primary School
School Improvement Plan
September 2017 - July 2018

PDG SPENDING HIGHLIGHTED IN YELLOW

Index

School Vision and aims
Background and contextual information
2017/18 Improvement Plan Priorities Overview
Mid-term 18/19 and longer term 19/20 plans
Priority Action Plan 1
Priority Action Plan 2
Priority Action Plan 3
Priority Action Plan 4
Priority Action Plan 5
Appendices : staff roles and responsibilities and school organisation

Our School Vision

To be a community of learners: valuing the effort and achievement of all; setting challenging goals and developing lifelong skills and positive values for our ever-changing world.

Success for All - Llwyddiant i Bawb

Our School Aims

We aim to:

- Celebrate the **diversity** of our city and promote our rich cultural heritage and team ethos as a community school in Wales.
- Promote **sustainability** and a shared responsibility for the future of the village and the wider world.
- Ensure all our pupils fulfil their potential and develop a **love for learning** embracing literacy, numeracy and technology skills.
- Enable our pupils to become caring and confident individuals, experiencing freedom of **choice**, whilst showing **respect** and **tolerance** for all.
- Enhance our pupils' **creativity** and **thinking** through a lively and **engaging curriculum**

Tongwynlais Primary School: Background & Context

Context

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. A recent housing development has added to the number of pupils living in catchment area and we are regularly over-subscribed above our standard intake of 28 pupils per year with many applications from outside the catchment area who seek places based on the school's strong reputation.

The school is the second most challenged in its Family of School with a WG challenge index of 7.9. 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 (2017). The school roll is growing from the bottom up and in 2014/15 the buildings were remodelled to include an extra class into Key Stage 2 to meet the growing demands for space. The quality and size of accommodation is a 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.

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 most pupils move onto Radyr Comprehensive for Year 7.

School make-up

In 2017 the rolling 3 year average for pupils eligible for free meals was 16.04% however, as of September 2017, the actual figure for pupils entitled to free school meals on roll at the school is over 24%. This represents a fairly significant change in the demographics of our school population in recent years. Data collected in January 2017, shows that 31% of pupils were on the special educational needs register with 21% at SA, 7% at SA+ and 2% having Statements of SEN .Pupils come from a range of ethnic backgrounds and in 2017 these include Italian, French, Chinese, Polish, Russian, Spanish and mixed ethnic backgrounds. With 86% 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 took up a temporary executive headship at neighbouring Coryton Primary with the deputy taking up a temporary Head of School role at Tongwynlais. These arrangements were formalised and extended for 2017/18 to continue the accelerated support improvement work that was ongoing with Tongwynlais' leadership support. The schools' governing bodies are now moving to a positive federation following a very successful public consultation.

The school works 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'. The head teacher is also a member of the **Educational Strategy Group** for the local authority which is 'steering' strategy across across the region.

School Improvement Plan September 2017 - July 2018

This school improvement plan has been developed in response to whole school self-evaluation: it is a collaborative document built upon staff, pupil, parental and Governing Body contributions. It is also under-pinned by those new National and Local Priorities to which the school must respond and show appropriately planned actions to introduce, implement and embed new initiatives and policies in order to raise standards, build capacity and improve school effectiveness.

This plan secures school improvement between September 2017 and July 2018 when the plan will be fully evaluated and a new plan developed for the forthcoming academic year 2017/18.

All costs and budget sources highlighted in yellow indicate funding is streamed from Poverty Deprivation Grant monies for 2017/2018. This supports the agreed Spending Plan for PDG for 17/18.

School Improvement Priorities for 17/18 are identified as:

1. **To further develop high quality curriculum leadership, innovative provision and pedagogy moving towards 'Successful Futures'.**
2. **To further raise standards and provision for Digital Competency across the school.**
3. **To raise standards and improve provision in Maths and Numeracy in the Foundation Phase and Key Stage 2.**
4. **To improve care and support for learner well-being: improving outcomes, and 'closing gaps' for groups of learners.**
5. **To increase the capacity of strategic and distributed leadership through further developing school-to-school support and engagement programmes**.

Mid-term School Improvement Plan: Draft Outline Priorities for 2018/19

Priority 1: To continue to develop both strategic and distributed leadership through deepening school-to-school collaboration (*Federation pending).*
Priority 2: To continue to develop high quality curriculum leadership, innovative provision and pedagogy moving towards 'Successful Futures'.
Priority 3: To further raise standards in the quality of teaching, learning and 'pupil progress' in Digital Competency across the school.
Priority 4: To review and update approaches provision for Language, Literacy and Communication across the Foundation Phase and Key Stage 2.
Priority 5: To strengthen provision and improve pupil outcomes in Welsh second language skills.

Long-term School Improvement Plan: Draft Outline Priorities for 2019/20

Priority 1: To deliver an innovative and exciting 'Successful Futures' curriculum with pedagogical approaches supporting all learners.
Priority 2: To deliver excellent DCF and ICT opportunities for learning for all learners.
Priority 3: To begin to deliver longer term aims and objectives of the Federation (*Federation provisional*).
.

Priority action plan 1	**Source(s) of priority:** **Successful Futures: Welsh Government new teaching standards; Qualified for Life Objectives 1 & 2; school self- evaluation**

To further develop high quality curriculum leadership, innovative provision and pedagogy moving towards 'Successful Futures'.

Targets:

1. To begin to innovate in the new '**Areas of Learning and Experience'** focusing on developing curriculum leadership teams and the principles and pedagogical purposes of the new curriculum for Wales.
2. To begin to use the new **Professional Teaching Standards for Wales** working with a pioneer partner school focusing on '**Pedagogy**' to underpin high quality curriculum innovation and provision.
3. To strengthen and empower **pupil-voice** in curriculum planning in key stage 2.

Impact / success criteria:	**Evaluation Commentary:**
• 100% of teacher and pupil-initiated **planning** confirms high quality and innovative 'experiential' learning experiences securing positive outcomes for all learner groups. • 100% **teaching in observed lessons** in both key stages is innovative, consistent and progressive with all teachers demonstrating aspects of 'best practice'. • New **curriculum teams** are beginning to work confidently and collaboratively in the 'Areas of Learning and experience' providing **curriculum** support and professional direction to colleagues i.e. relevant staff CPD programme; staff needs analysis completed and resources audits. • ' Teaching and learning for 'Science and DT' show meaningful 'alignment' and the school is providing high challenge and quality with a focus on 'modelling' opportunities for all upper key stage 2 pupils. • The school attains the national **Primary Quality Science Mark** at **Gold level**. • Individual **action plans** for the 2017/18 **'focus' Areas** have been developed and action is beginning to secure school improvement in each area. • **PASS data** 2018 indicates that almost all pupils +90% (including efsm pupils) feel that **curriculum changes** are having a positive impact on their attitudes to learning and learning experiences.	

Strategically Planned tasks	Lead person (& others)	Timescale Start	finish	Resources	Costs/budget source
Target 1 AoLE a. Within key stage teams teachers begin to use new terminology in planning b. Establish **new leadership teams** for the AoLE that begin to provide strong distributed 'middle' leadership, direction and support. c. Action plans are developed by teams to move AoLE forward Team meetings are developed through INSET. d. Curriculum reform is explored through third party expertise CPD. e. Attendance at regional collaborative group "Leading and Developing Change' f. Outdoor learning CPD provides teachers with ideas to develop outdoor learning opportunities in ks2 particularly g. DT and Science are aligned through curriculum mapping h. DT resources are audited and re-resourced. i. School applies for GOLD Quality Mark Science accreditation	SLT /CT's SLT CL's and CT's HoS /CT's HW KS2leader KS leaders ES/LC HT/ES HT/ES	Sep 17 Oct 17 Nov 17 Nov 17 Aut 1 17 Mar 18	Jul17 ---- Mar 18 ------ Aut 2 17 -----	Shared PPA timetable SLT meetings 'Creative Learning' Karen Mills / - Outdoor Learning Donaldson Ready- Kath Delve Supply 5 days Supply TA x 1 Teacher supply x1 Leadership time/supply cover for ES Registration fee	£0 £0 £2100 £750 £240 school budget £400 £300
Target 2 Prof Teaching Standards a. Strategic meetings 1& 2 with partner pioneer school leader to identify & agree 'elements'. b. Collaborative activities with pioneer schools: Triad 1(lower ks2) meet and plan activities & resources to support professional standards Pedagogy: Learners & Reflection Deliver focus lessons and observe /feedback in both settings Triad 2 (FP) meet and plan activities & resources to support professional standards Pedagogy: cross-curricular (use of enhanced provision and next steps planning) c. Outcomes/resources are fed back to consortium and resources shared as exemplification materials online platform	Hos/partner school leader HR and partner school colleagues RN and partner school colleagues HoS/partner school leader	Aut 1 17 Aut 1 17 Aut 2 17 Spr 1 18	Aut 2 17 Aut 1 17 Spr 1 18 -------	Supply costs/management time etc ↓	**Pioneer school funding £650 x2 = £1300**

Target 3 Purposes and Principles a. All new contexts are **introduced and discussed** with pupils using different stimuli *(video/images/music objects etc.)* b. Regular 'Thinking Time' for pupils is given to think about what pupils want to learn developing sense of AoLE. c. Mini context short-term planning is introduced. d. Pupil Planning is highlighted system introduced e. A pupil '**Learning Council'** is developed f. Pupils lead learning through cross-curricular home projects to share knowledge and interests g. KS2 pupil planning is to be **displayed in class** and portfolios.	KS2 leader /ks2 CT's Ks 2 leader and CT's " " Ks2 leader/pupils	Sep 17 Aut 1 17 Aut 1 17 Jan 18 Aut 2 17	Jul 18 ------- ------- ------- -------	*Shared PPA timetable* Ks 2 leader and staff team ↓	Nil nil PDG Funding PASS subscription cost £250

Monitoring:			**Evaluation:**		
How?	Who?	When?	How?	Who?	When
1. Professional dialogue at staff meetings	Teachers	Planned INSETs	1. Lead staff in final evaluation of priority (1) and targets	HT	Sum 1 18
2. Senior leaders discussions SLT meetings	SLT	Fortnightly	2. Collate data and evaluate impact	HT/HoS	Sum 2 18
3. Scrutiny of planning maps to show pupils' input and ideas transfer to learning	Leaders	Leadership time/termly	3. Report to school Governors on progress/impact	HT	Sum 2 18
4. Scrutiny of team action plans	Leaders		4. Final evaluation of PASS data summary	HoS	Sum 2 18
5. Scrutiny of pupils work/lesson observations	Leaders	Leadership time/termly	5. Formal report on joint working with pioneer school	HoS/ pioneer school	Spr 2 18
6. Listening to learners about curriculum development/learning council	HoS	Jan/June 18	6. Evaluatory school reports on success of planned improvement actions in this priority in 17/18 to the regional challenge adviser	HT	Sum 2 18
7. Review meetings with partners in pioneer school		Dates to be confirmed			
8. Review of action research project	HoS/Hw	Jan 1 18			
9. Interim progress reports to GB School Improvement sub-committee	HT	termly			

Changes to plan arising from monitoring/circumstances:

Priority action plan 2	**Source of priority**: Welsh Government DCF ; Qualified for Life; school SER and CSC CA report

To further raise standards and provision for Digital Competency across the school.

Target(s)

1. To continue to refine curriculum planning for all pupils in both key stages to apply the DCF is developed in meaningful, progressive and stimulating learning opportunities.
2. To continue to increase staff capacity in **digital competence** across the school to ensure that 100% teaching and learning of ICT is at '**least good'** with many aspects of **excellence** practice in all classes.
3. To improve the recording and monitoring of pupil progress in ICT by further developing the use of ***Computing Unlocked's*® assessment tracking tool.**
4. To further develop the role of the **Digital Leaders** to empower pupils to support the learning of other pupils and adults.

Impact / success criteria:	**Evaluation Commentary:**
• **Long, mid, and short term learning plans** across the school consistently and coherently include appropriate and meaningful opportunities for effective digital teaching and learning linked to the DCF. • End of year staff CPD audit shows that **100% of teachers**/support staff state that ICT CPD has had a positive impact on their digital confidence, knowledge, skills and understanding. • Monitoring confirms a broad range of digital technologies are being used to deliver relevant, stimulating and challenging learning opportunities with **100% of teaching** (using ICT on **Continua®** "Methods and Strategies') judged as at **'least good**' with elements of '**excellence**' emerging for almost all teachers. • '***Vlogging***' in upper key stage 2 is providing excellent opportunities for all pupils (focus more vulnerable and boys) to rehearse, improve and exemplify their skills which contributes to 100% of target group pupils in key stage 2 securing their agreed Oracy targets . • The **ICT pupil Tracker** is embedded across the school and is used to appropriately set relevant pupil targets which secure at least '**good**' progress in ICT for **almost all learners**. • Well-trained and motivated **Digital Leaders** (pupils) increasingly and pro-actively, support pupils and staff in ICT skills across the school.	.

Strategically Planned tasks	On track	Lead person (& others)	Timescale Start	finish	Resources	Costs/budget source
Target 1 DCF and Computing Unlocked® provision						
a) Fortnightly context planning in key stage 2 references meaningful DCF opportunities appropriate to age, ability etc.		HR/HW and class teachers	09/17	07/18	Joint PPA ks2	School budget
b) CT's carefully match 'pupil voice' suggested learning opportunities to the DCF in collaborative planning sessions.		HW and ks2 class teachers	09/17	07/18	Planning time ks2	School budget
c) Teachers meet in key stage to review /ensure coverage is consistent and identify those more 'difficult' aspects to include are looked at creatively.		Key stage leaders	11/17	07/18	Twilight timetable	School budget
d) CL attends DCF/ICT Network leaders' group at consortia and disseminates /updates CT's on new developments.		HR	termly	termly	Supply cover £150 day x3	£450 School budget
e) Ideas and innovation generated by SIG working party are disseminated and fed into staff/curriculum development.		HJ and CT's	10/17	03/18	Twilight timetable	School budget
f) Skills and understanding of Vlogging are developed and implemented		HR/HW and class teachers	02/18	-----		
Target 2 Continued professional development						
a) Staff self-assess own ICT development needs in baseline audit/progress re-audit.			10/17	06/18	Twilight timetable	School budget
b) Third party expert delivers '**Developing Digital Competence'** INSET day for all teachers and support staff		HR and CT's	Jan 18 Sep 17	---- 	INSET day/trainers costs	£450 school budget
c) Relevant CPD is identified to meet individual and curriculum development needs.		Trainer Sonia Mc Cloughlin & CT's				
d) Digital Leaders produce useful video guides to support teachers' knowledge and delivery in class.		HoS/HR	Oct 17	Jun 18	Lunchtime pupil meetings	School budget
e) Team-teaching programme is put in place with specialist TA to support and model ICT skills to teachers		HR and DL's	Sep 17	Jul 18	Grade 5 TA 5 hours timetable	School budget
f) A KS2 teacher takes part in the SIG group with digital pioneer school Barry Island looking at innovation in ICT.		LC and KS2 H J/Barry Island PS	Nov 17	Mar18	Supply costs £150 day x 2 / Twilight timetable	£300 SIG delegated funding
Target 3 Assessment: progress and tracker			Sep 17	-----		
a) CT's update pupil assessment trackers for Computing Unlocked			Jan 18	Jun 18	Teachers' PPA	£450 school budget
b) ICT leader oversees implementation of tracker by cross-referencing with pupils' books		All CT's	Nov 17	June18	Leadership time x 3	
c) The ICT tracker and the Incerts tracker is used to identify any duplication of task.		HR HR	April 18	-----	days at £150 day	
d) Staff begin to consider how to target set for pupil progress in DCF/ICT.		HR	May 18	Jul 18	Twilight timetable	school budget
		HR and CT's				
Target 4 Digital Leaders development			Sep 17	Jul 18		£0
a) Weekly DL session are held each Monday lunchtime			Oct 17		Weekly meetings	£0
b) A 'Digital Help Box' is introduced for children.		HR and DL's	Oct 17	Jun 18		£0
c) Video tutorials are developed by DLs for other pupils/staff		DL's and pupils				
d) Older DL's support programme supports development of ICT with younger pupils.			Jan 18	-----		
e) Additional pupils nominated as 'class leaders' for looking after laptops/iPads etc.						£150 supply

f) Visit to partner school(s) by DL leaders to share learning experiences.		CT's HR/SP	May 18	-----	Visit :RA etc / transport costs . supply costs	£50 transport

Monitoring:			**Evaluation:**		
How?	Who?	When?	How?	Who?	When
1. Professional monitoring dialogue at staff meetings 2. Senior leaders progression discussions at SLT meetings 3. Scrutiny of planning relating to DCF/ pupil voice 4. Scrutiny of assessment trackers 5. Listening to learners to monitor attitude and progress 6. Sampling of digital leaders work (films) 7. Book/folder scrutiny for ICT work and *vlogging* 10. Interim progress reports to Interim progress reports to GB School Improvement sub-committee	Teachers SLT ICT leader ICT leader ICT leader English leader HT	Planned INSETS Fortnightly meetings Dec 17 June 2018 Jan 18 Jun18 Feb 18 Jul18 Feb18 Jun 18 Nov 17 May 18 termly	1. Lead staff in final evaluation of priority (2) and targets 2. Collate Oracy data and evaluate impact 3. Report to school Governors on progress/impact 4. Final evaluation of impact of staff CPD programme 5. Final report evaluation report on impact of new initiatives and value for money of programmes 6. Formal report on joint working with Sig group 7. Evaluatory school reports on success of planned improvement actions in this priority in 17/18 to the regional challenge adviser	HT HT/HoS HT HoS HT HoS HT	Sum 1 18 Sum 2 18 Sum 2 18 Sum 2 18 Sum 2 18 Spr 2 18 Sum 2 18

Changes to plan arising from monitoring/circumstances:

Priority action plan 3	**Source of priority: school self-evaluation; nation test data; Fynnon data pack**

To raise standards and improve provision in Maths and Numeracy in Foundation Phase and Key Stage 2.

Target(s)

1. To develop an 'in-house' bespoke curriculum for 'Mathematical Development' that will raise attainment & address the recent content 'changes' in the Maths national curriculum in Foundation Phase. ***(see target data TBC)***
2. To increase more-able boys' attainment at **Outcome 6** in the Foundation Phase in Mathematical Development and secure aspirational Outcome 6 maths targets for boys in 2017.
3. To develop a more flexible approach to maths provision across key stage 2 that includes 'contextualised learning' for both teaching and applying 'Data Handling' and 'Measures' skills.
4. To strengthen Maths provision for the less-able (including efsm) with intervention programme '*Maths Factor'* that will reduce 'learning gaps' for agreed target groups. ***(%data TBC after screening)***

Impact / success criteria:	**Evaluation Commentary:**
• An effective new approach to delivering the lower FP maths curriculum replaces the commercial scheme of work previously used. • Reviewed planning for focused and enhanced provision in FP ensures broader coverage and secures improved outcomes against the Maths curriculum and Numeracy Framework. *(target data TBC)* • Curriculum provision is comprehensively reviewed in key stage 2 to identify opportunities for the teaching and application of 'Measure' and 'Data handling' in more meaningful contexts. • Close in-year tracking of pupil progress in Maths (Reception through to Year 2 cohort) by school leaders secures progress and almost all pupils attain aspirational targets in 2018. • Attainment in the national tests of MAT pupils attaining >115 is increased to 20% in the Numerical Procedure and Reasoning tests in Years 3-6 in May 2018. • 'Maths Factor' intervention programme has accelerated in-year learning for all pupils in identified groups (including efsm pupils) and almost all achieve agreed targets. (TBC support programme measures used) • At the end of key stage 2 in 2018, Year 6 cohort aspirational **>45%** pupils attain Level 5+ in Maths; Year 5 attain **>60%** (on track for L5 performance in 2019).and Year 4 attain **>50%** (on track for L5 performance in 2020). • More than 38% boys at the end of FP 2018 attain Outcome 6 MTD, more than 50% of boys in Year 1 are on track to attain Outcome 6.	.

Strategically Planned tasks	On track	Lead person (& others)	Timescale Start	finish	Resources	Costs/budget source
Target 1 MMD curriculum a. Lower FP teachers adopt cohort-bespoke planning approach for MMD using the national Curriculum for Maths to ensure increased expectations are met earlier in FP. b. Focused pupil progress tracking focus sharply on progress in MMD c. MMD planning for Enhanced Provision is reviewed robustly to reinforce focused teaching activities.		FP MB HT/CT's MB/CW	Sep 17 termly termly	Jul 18 termly termly	Inset discussion/collaborative /PPA In-house meetings In-house meetings	nil nil
Target 2 a. Target setting activities for boys reflect aspiration/challenge b. Review flexible grouping of pupils for challenge c. MAT training to refresh ideas around 'challenge' focusing on MMD.		CW CW CW/FP CT's	Spr 1 18 Spr 1 18 Spr 1 18	sum 1 18 sum 1 18 sum 1 18	In house timetable	nil
Target 3 a. Flexible timetabling introduced to teach more maths cross-curricular in key stage 2 b. Lower key stage 2 implement a carousel approach to teaching–using Context and Science for maths c. Opportunities identified to reach measure/data handling in relevant context and not through a maths scheme d. Additional teacher support to be timetabled in ks2 to trial the new approach. e. Year 6 teacher pilots *cohort-bespoke* planning approach for maths to meet learners needs		KS2 leader/KS2 CTs KS2 leader/KS2 CTs KS2 leader/KS2 CTs KS2 leader/KS2 CTs CK	Sep 17 Oct 17 Oct 17 Aut 17 Sep 17	July 18 July 18 July 18 TBC ----	Twilight timetable/shared PPA activities " " " " Teachers costs x 2 half days nil	School budget
Target 4 Maths Factor Intervention a. CPD programme (3 days) undertaken b. Assessments of Y2/Y4 pupils identify target groups for programme c. Timetable for intervention developed & implemented d. Pupil progress assessed at programme specific intervals		TA HoS /TA HoS /TA HoS /TA	Aut 1 17 Aut 1 17 Aut 1 As req	Aut 2 17 ------- ------- As req	LA CPD programme /TA supply costs 4 days TA timetable /dedicated hours	PDG Budget £360 £3750

Monitoring:			**Evaluation:**		
How?	Who?	When?	How?	Who?	When
1) Professional monitoring dialogue at staff meetings 2) Senior leaders progression discussions at SLT meetings 3) Scrutiny of planning relating to maths and numeracy in lower foundation phase and KS2 4) Monitoring progress on the assessment tracker of pupils 5) Listening to learners to monitor attitude and progress 6) Book scrutiny of maths and numeracy 7) Interim progress reports to Curriculum sub-committee 8) Review the early impact of support staffing in KS 2 9) Regular meeting with Maths Factor TA to review confidence and pupil progress	Teachers SLT Maths leader Maths leader Maths leader Maths leader HT HoS	Planned INSETS Fortnightly meetings Dec 17 June 2018 Jan 18 Jun18 Feb 18 Jul18 Feb18 Jun 18 Nov 17 May 18 Dec 18 Half termly	1) Lead staff in final evaluation of priority (3) and targets 2) Collate Maths and NTD data and evaluate impact 3) Report to school Governors on progress/impact 4) Final evaluation of impact of staff CPD programme 5) Final report on Year one of Maths Factor intervention 6) Evaluatory school reports on success of planned improvement actions in this priority in 17/18 to the regional challenge adviser	HT HT/HoS HT HoS HoS HT	Sum 1 18 Sum 2 18 Sum 2 18 Sum 2 18 Spr 2 18 Sum 2 18

Changes to plan arising from monitoring/circumstances:

Priority action plan 4	Source of priority: National and local priority – school-to school and partnership working; 'well-being' agenda

To improve care and support for learner well-being: improving outcomes and 'raising attainment for all groups of learners.

Target(s)

1. To deepen teachers' understanding of the teaching and learning '**needs**' of different groups of learners (including the more-able, boys and efsm).
2. To improve the in-house processes and systems for '**early identification'**, '**tracking**' and '**intervention planning**' for individuals and groups.
3. To introduce a new high quality, accredited **pupil counselling** programme which provides emotional support for those pupils with identified needs.
4. To further strengthen approaches to promoting family and community engagement for identified groups of learners.

Impact / success criteria:	**Evaluation Commentary:**
• All teachers report that the CPD programmes have increased their professional knowledge and confidence on how to better support and challenge learners in 'identified' groups (i.e MAT;ALN efsm). • 100% lesson observations and work scrutiny affirms that all teachers are effectively adapting curriculum content and teaching styles to better **meet the learning needs** of the different groups of learners. • Almost all pupils in identified groups attain agreed their individual targets (TBC). • Robust 'early identification' systems are securely in place and accurately identify those pupils who are over or under-achieving (particularly in English, Maths or Science) or whose personal, social and emotional development is giving concern. • Tracking systems including safeguarding platform (**MyConcern®**) are refined to track for identified individuals or groups (including efsm and vulnerable) and secure progress; sustained attendance and higher levels of well-being. • An accredited pupil counselling centre is established and feedback consistently shows that it is having a positive impact on attainment and well-being for all pupils (including efsm and vulnerable) who receive it. • A comparison of **PASS data** between 2017 and 2018 indicates that the identified groups of pupils feel that school has had a positive impact on their attitudes to learning and learning experiences. • Through using the WG FaCE toolkit, an action plan has raised family and community engagement within school, having a positive impact on those identified groups of pupils attainment and positive engagement with school	

Strategically Planned tasks	On track	Lead person (& others)	Timescale Start	finish	Resources	Costs/budget source
Target 1 Meeting learning needs						
a) Engagement with regional efsm network meeting		TC HoS P Moon LA Officer	termly Spring 18	termly *	3 x 0.5 days supply	PDG £270
b) MAT for Challenge: CPD for all teachers and support staff		TC HoS HJ CT	Aut 17	Spr 18 Spr 18	Staff release time/3 days supply cover costs Twilight timetable	£450 school budget
c) 'Closing the Gap in Literacy' with Partnership inclusion officer		HJ KS2				
d) Developing the Mind-set in efsm Leaders in Numeracy			Aut 17		Regional consortia CPD programmes	£0 LA provision
e) Developing an 'Understanding of Attachment Difficulties' with specialist teacher CPD for all teachers and support staff		Guy Briffet (LA)		*		
f) Disseminated to all staff for professional discussion and implications for teaching and learning of groups of pupils		Various: staff members	Spring 18	Reviewed termly by SLT	Extended twilight	£0 LA provision
g) More-focused extrapolation/disaggregation of pupil progress, targets and attainment data by 'groups' to inform/raise awareness of CT's of identified pupils by group.		EHT/HoS	Aut 1	Repeated At least termly (half termly for Yrs 2/6)	INSET twilight timetable allocated sessions	£0
Target 2 Better Early Identification		EHT/Hos CT's			SLT/ leadership time	£0
a) Target-setting interviews for **all** year groups cross referenced to Incerts/previous pupil progress history/progress model		EHT/Hos CT's EHT/FP	Aut 17	Repeated At least termly		
b) Progress review meetings for all year groups to monitor progress of pupil with intervention		DHT/FP staff	Aut 17	Jul 18	Leadership time/shared non-contact time	£450 (supply)
c) FP baseline data used to inform progress/targets in lower FP (target/progress projections from baseline)		HoS	Sep 17 Sep 17		Leadership time/shared non-contact time Leadership time/shared non-contact time	£0 £0
d) In-term routine progress data analysis/professional dialogue identifies groups of pupils at risk of under achieving and informs ALNCo			Jan 18	-	Leadership time/shared non-contact time	£0
e) Extended of use and application of MyConcern® for wellbeing/attendance		EF/ALNco			Subscription /Twilight timetable	PDG Funding £595
Target 3 Pupil Counselling			Oct 17	- - -		
a) Specialist TA attends initial training day for **Place2be** Level 1 taster		EF/ALNco EF/ALNco EF/ALNco	Mar 18	- - -		PDG Funding

b) Specialist TA attend extended Counselling CPD for **Place2be** Level 3 c) TA attends **Attachment Disorder** 1 d) TA attends **Attachment Disorder** 2 e) Dissemination to CT's and implications of P2B provision and attachment disorder provision f) Communication with parents/carers around new service g) Establishment and distribution of pupil counselling referral system and timetable **Target 4 Family and Community Engagement** a) Review WG Face toolkit to inform school of appropriate actions needed b) After-school 'Family Club' for vulnerable learners is established c) A timetable is established for Parent Council & extended with 'new recruits' d) In-class 'Family Involvement' timetable: sessions are well-advertised and delivered 'inclusively'		HoS/CT's HoS/CT's EF/HoS Hos/DHT Hos/EF Hos/EF Hos/MB HoS MB HoS	Oct 17 Nov 17 April 18 April 18 April 18 Jan 18 Jan 18 Jan 18 Oct 17	- Feb 18 Jun 18 Jul 18 Jun 18	**3rd Party Professional Development Courses & 16 days TA supply cover costs** 1 day £45 15 days £900 LA free of charge LA free of charge Twilight timetable none Twilight timetable Leadership time Leadership time /cover for session planning by TA 2x £60 half days Resources /activities and refreshments etc	£945 specialist training (this is LA subsidised cost) £1440 supply cover *TA *Salary costs to be confirmed* nil nil £120 cover costs £150 nil

Monitoring:			**Evaluation:**		
How?	Who?	When?	How?	Who?	When
1. Professional monitoring dialogue at staff meetings	Teachers	Planned INSET	1. Lead staff in final evaluation of priority (4) and targets	HT	Sum 1 18
2. Senior leaders progress discussions at SLT meetings	SLT	Fortnightly meetings	2. Collate and evaluate progress and attainment data for identified groups.	HT/HoS	Sum 2 18
3. Monitoring progress on the assessment tracker of pupils	HoS	Dec 17 June 2018	3. Report to school Governors on progress/impact		
4. Listening to MAT and vulnerable learners			4. Final evaluation of impact of staff CPD programme	HT	Sum 2 18
5. Book scrutiny of MAT and vulnerable learners	HoS		5. Final report evaluation report on impact of new initiatives and value for money of programmes	HoS	Sum 2 18
6. Interim progress reports to Curriculum sub-committee	HoS	Jan 18 Jun18	6. Evaluatory school reports on success of planned improvement actions in this priority in 17/18 to the regional challenge adviser	HT	Sum 2 18
7. Strategic review the early impact of:	HT				
8. CPD programmes on knowledge skill and understanding of support and teaching staff	HoS	Jan 18 Jul18 Dec17 May 18		HT	Sum 2 18
9. Sensitive listening to learners and dialogue with parents and carers around new provision dialogue	HoS				

Priority action plan 5	**Source of priority**: SER; WG self-improving schools agenda; New Deal for Education Workforce

To further increase the capacity of strategic and distributed leadership through school-to-school support and engagement programmes.

Target(s)

1. To further develop strategic executive and senior leadership skills through a deepening collaboration with partner schools.
2. To continue to deliver a high quality programme of **Professional Learning Hub school-to school** events that deepens staff's skill level and confidence as highly effective and reflective practitioners
3. To develop '**Reflective Practice'** that improves pedagogy across the school by implementing an innovative '**peer coaching model'** in collaboration with partner school.

Impact / success criteria:	**Evaluation Commentary:**
• Cross-school joint leadership 'working' is emerging increasing leadership capacity of middle leaders, executive head teacher; head of school and deputy head teacher. • Senior leaders have further developed their whole-school evaluation processes and are further up-skilled in making accurate evidence-based, value-judgements. • Almost all evaluations rate the **school-to-school programmes** delivered by TPS as 'at least' good in supporting their own professional development. • School senior and middle leaders are **professionally enriched** through: 'networking'; planning; delivering and reflecting on in-house delivered Professional 'Learning Hub' programmes. • A **coaching model** has been successfully implemented across the school and **reflective practice** principles are raising standards, and changing approaches and attitudes of teachers. • Resources developed with partner Pioneer school are used to support teachers using the new professional standards.	. .

Changes to plan arising from monitoring/circumstances:

Strategically Planned tasks	Lead person (& others)	Timescale Start	finish	Resources	Costs/budget source
Target 1 Senior Leadership skills	HT /HoS	Sept 17	Oct 17	Leadership time	
a. Meetings with staff and parents etc. as part of public consultation to federate	HT /HoS	Sept 17	March 17	Leadership time	School budget
b. Prepare reports for GBs as required for Federation process	HT				School budget
c. Attend strategic Exec HT group at Consortia	HT/senior leaders in both schools	Termly		Leadership time	School budget
d. A cross-school moderation of standards programme is established for leaders		Mar 18	June 18		School budget
e. 'Pathfinder' support programme for Science is established and delivered by TPS	ES Sci leader	Oct 17	March 18	Directed time/supply costs at £150 daily	Central South regional funding income £2000
f. Pathfinder tasks are undertaken collaboratively	ES Sci leader	Nov 17	March 18	As above	
g. Shared programme of SLT meetings is established	HT/senior leaders in both schools	April 18	Jul 18	Leadership time	
h. DHT works with DHT at partner school on extended joint CPD programme	MB DHT	Oct 17	May 18	Leadership time/supply costs CPD programme regionally delivered	Supply 6 x £150 £900 DHT Programme £900
Target 2 Professional Learning Hub	CW/HR HW/CW			Supply Cover/ provision of resources	
a. School to school development programmes x 2 are planned and organised.		Sep 17	-------	/hospitality etc	Central south regionally funded £30000
b. School to school 3 day programmes x 2 are hosted: Pupil Voice/ Thinking about Thinking Hats	CW/HR HW/CW	Sep 17	------	As above	
c. Attend Regional Hub Development coordinator meetings	HT	Termly 17/18	_____	Leadership diary time	School budget
d. Further support regional 'partner' special schools group with bespoke curriculum programme delivered at TPS	CW/HR	Sept 17	--------	Non-contact time	
e. Triad teaching support programme with Special Schools is undertaken (school visits) with TPS focus on developing observed 'specialist' behaviour management approaches.	CW/HR	Oct 17	--------	Non-contact time/supply costs 6 days at £150day	Special Schools Group funded
f. Bespoke 'Thinking Approaches' 1 day programme delivered	HW/MD	Jan 18	--------	Non-contact time	
g. Collaborative joint working group with special schools for metacognition (school visits)	HW/MD	Jan 18	Mar 18	Non-contact time/ supply costs 6 days	
Target 3 Coaching and reflective practice					
a. Joint strategic planning meeting is held (1)	MB/SB Coryton PS	Oct 17	------	1 day supply	**Total project cost: £1000**
b. Staff undertake joint CPD in 'Coaching Leadership'	MB/SB Coryton PS	Oct 17	------	I day supply/ trainer costs	
c. Joint action planning meeting is held (2)	MB/SB Coryton PS	Oct 17	------	Trainer costs shared by two schools £250	
d. Pilot coaching Triad rolls out across 2 schools	MB/SB Coryton PS				
e. Staff twilight to launch Model	MB/SB Coryton PS	Nov 17	Nov 17	3 days of supply	

f. Roll out of cross-school triads phase 1 g. Joint school leaders programme review meeting h. Roll out of cross-school triads phase 2	MB and CT's MB/SB Coryton PS MB and CT's	Jan 18 Feb 18 May 18 Jun 18	Jan 18 Feb 18 May 18 Jun 18		

Monitoring:			**Evaluation:**		
How?	Who?	When?	How?	Who?	When
1. Senior leaders professional dialogue at SLT meetings	SLT	Fortnightly	1. Lead staff in final evaluation of priority (5) and targets	HT	Sum 1 18
2. Monitoring of early impact of Pathfinder school to school work	HT	Half Termly	2. Collate all evaluations of CPD, impact and value for money against all three targets	HT	Sum 2 18
3. Preliminary joint school leaders meetings minutes indicate early positive leadership activity	HT	Apr 18/Jun18	3. Report to school Governors on progress/impact	HT	Sum 2 18 Spr 2
4. Strategic reviews with DHT and science curriculum leader monitoring CPD impact on performance	HT	Half Termly	4. Governors evaluate formal federation reports on joint working	HT	Spr 2 18
5. Preliminary evaluation forms from all delegates attending TPS 'Professional Learning' Hub programmes are QA assured	CW/HW	As available (per prog dates)	5. Evaluation of 'Professional Learning' Hub work is completed for CSC consortium	HT	
6. Professional dialogue with programme leaders ensuring confidence and efficiency of delivery	DHT	As per prog dates	6. Pathfinder evaluation is completed and impact evidenced by pupil outcomes		Sum 2 18
7. Third party observations of programmes provides interim feedback on quality	HT and Central South Rep	TBC by CSC	7. Evaluatory school reports on success of planned improvement actions in this priority in 17/18 to the regional challenge adviser	HT	
8. Coaching model development is monitored by session observations across both schools concurrently for early positive impact on reflective practice	HT	Spr 118			
9. Feedback from coaching model participants is sought throughout the process	HT	Aut 2 17 Spr 18			
8. Interim progress reports to GB Curriculum sub-committee	HT	Termly			

Changes to plan arising from monitoring/circumstances:

Appendix 1:1

Tongwynlais Primary School Structure 2017-18

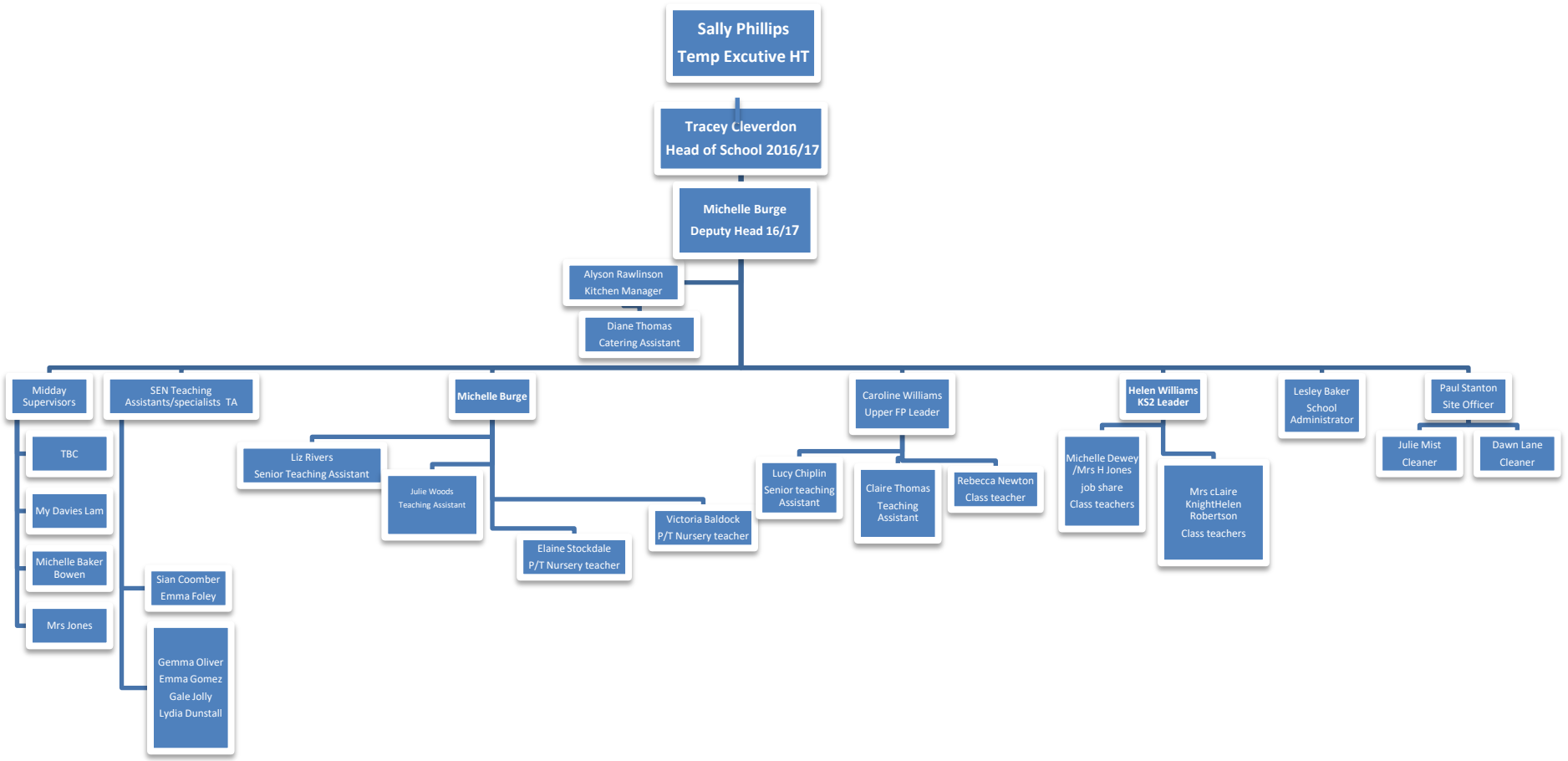
Mrs Sally Phillips	**Head teacher (temporary Executive Head) 2017-18**	**School Leadership and Organisation** Staff and pupil welfare, Discipline Curriculum, Teaching and Learning Leader, Performance Management Leader, Training and Development Manager, Health and Safety Officer Deputy Child Protection Officer
Mrs. Tracey Cleverdon	***Head of School (temporary 2017-18)*** **Deputy Head teacher**	**Additional Needs Co-ordinator**, MAT Leader Child Protection Officer, E Safety Officer Teaching Assistant Mentor, Performance Management Team Leader Equal Opportunities Co-ordinator, Co-ordinator for Personal and Social Development
Mrs. Michelle Burge	***Deputy Head teacher (temporary 2017-18)*** **Lower Foundation Phase Leader (TLR2 holder)**	**Lower Foundation Phase Leader** Class Teacher Reception, Nursery & Reception EY Transition leader, T.A.G Chair, Performance Management Team Leader, Parental Engagement co-ordinator , Foundation Phase Profiling lead, Professional Learning Hub co-ordinator, senior undergraduate and NQT mentor
Mrs. Helen Williams	**Leader for Learning Key Stage 2 (TLR2 holder)**	**Key Stage 2 Leader** - Class teacher Year 5, Thinking Skills lead practitioner, Learning Co-ordinator for whole school Language and Literacy, Performance Management Team Leader
Ms. Caroline Williams	**Leader for Learning Upper Foundation Phase (TLR holder)**	**Upper Foundation Phase Leader** Class Teacher Year 2, End of FP Assessment and transition leader, leader for whole school Mathematical Development , Mathematics and Numeracy, Performance Management Team Leader
Mrs Ashley Bobaldjik(Mat cover 17/18)/Miss Rebecca Newton cover	**Year 1 Class teacher fulltime (new)**	**Class teacher** Healthy Schools
Mrs. Helen Robertson	**Teacher Year 3** **TLR3 holder ICT (2 year)**	**Class Teacher** - Year 3 Learning Co-ordinator for ICT,
Mrs Michelle Dewey	**Teacher Year 4 PT 0.6**	**Class Teacher** - Year 3 Thinking Skills Lead role
Mrs Claire Knight	**Teacher Year 6 FT**	New temp apt 2017
Mrs Hannah Jones	**Teacher Year 4 PT 0.6**	**Class Teacher** Eco Lead
Mrs. Victoria Baldock	**Teacher PT**	0.6 Nursery Welsh Second Language leader
Mrs Elaine Stockdale	**Teacher PT**	0.5 Nursery teacher Science Leader
Mrs Naomi Woolley	**Teacher P/T temporary**	0.5 Temp back-fill Cover teacher for Hub work (no designated class)

Miss. Lucy Chiplin	**HL Teaching Assistant**	Foundation Phase/ KS2 Information Technology Support
Mrs. Elizabeth Rivers	**Teaching Assistant**	Foundation Phase
Mrs. Julie Woods	**Teaching Assistant**	Foundation Phase Forest School Leader
Mrs. Sian Coomber	**Teaching Assistant**	KS2 Catch-up® Numeracy Small Group Intervention Administration
Mrs. Claire Thomas	**Teaching Assistant**	Foundation Phase Catch-up® Numeracy
Mrs. Emma Foley	**Teaching Assistant PT**	ELSA FP/KS2 TA
Mrs. Gale Jolly	**1:1 SEN Teaching Assistant**	Foundation Phase
Gemma Oliver	**1:1 SEN Teaching assistant P/T**	Foundation Phase
Lianne Davies	**1:1 SEN Teaching assistant F/T**	Key Stage 2
Mrs. Lesley Baker	**School Administrator**	
Mr. Paul Stanton	**Site Superintendent**	
Mrs. Diane Thomas	**Midday Supervisor**	
Mrs Emma Gomez	**Midday Supervisor**	
Mrs Michelle Baker Bowen	**Midday Supervisor**	

Appendix 1:2

Organisation Structure Chart 17-18

Julie



Class Organisation 2017-18

Class	No of pupils	Name	Teacher	Teaching Assistants
Nursery	24 am pupils 24 pm pupils	Merlin	Mrs. V Baldock 0.6 AM Mrs E Stockdale 0.5 PM	Julie Woods Sian Coomber Jodie Bayley Mrs Rivers Mrs Thomas
Reception	28	Lancelot	Mrs M Burge	
Year 1	27	Pendragon	Mrs. Bobeldjik	
Year 2	28	Camelot	Miss. C. Williams	
Year 3	28	Galahad	Mrs Robertson	
Year 4	28	Arthur	Mrs .H Jones /Mrs M Dewey	
Year 5	26	Gawain	Mrs. H. Williams	
Year 6	25	Saturn	Mrs Claire Knight	
Senior teaching assistant			Miss. Lucy Chiplin	
1:1 Teaching Assistants	SEN Support		Mrs Gale Jolly 1:1 support in Year 1 FT Mrs Leanne Davies 1:1 support in Year 4 FT Mrs Anna Roach FT 1:1 Reception Miss Lydia Dunstall/Mrs Eleri Canham 1:1 Y5	

Tongwynlais Primary School: Improvement Priorities 2013/14 – 2016/17

School Improvement Plan Priorities 16-17

1. To increase strategic leadership in ICT implement the new Digital Competency Framework (DCF) across the broader curriculum successfully building upon, and further developing 'Computing Unlocked®.
2. To further develop structured support programmes that improve the personal, social and emotional well-being of all learners, but especially more 'vulnerable groups' including 'looked after children' and those eligible for free school meals (eFSM).
3. To raise standards in Literacy and English in both Foundation Phase and key stage 2 focussing particularly on increasing attainment particularly for pupils eligible for free school meals and 'more-able' learners attaining at 'above expected' levels.
4. To further develop highly effective school-to-school partnership working and collaborative approaches in order to increase capacity in strategic and organisational leadership and management.
5. To begin to review pedagogy, curriculum planning and provision in response to the recommendations of the Donaldson Report and the new Curriculum for Wales.

School Improvement Plan Priorities 15-16

1. To raise standards in curriculum provision and attainment in Key Stage 2, with a focus on improving attainment in Reading (Literacy), Maths (Numeracy) and Science.
2. To further develop highly effective school-to-school partnership working and collaborative approaches in order to raise standards, provision and capacity in leadership & management.
3. To further develop the school's community focus, parental engagement and to improve the well-being of all learners.
4. To develop more effective and consistent to approaches to Assessment including Assessment of, and for Learning, in order to raise standards across Foundation Phase and Key Stage 2.
5. To raise standards in the teaching and learning of, and with, ICT improving outcomes both in ICT and in digital skills across the broader curriculum.

School Improvement Plan Priorities 14-15

1. To further raise standards in leadership, provision and attainment in the Foundation Phase
2. To raise standards in the teaching and learning of ICT improving outcomes both in ICT and across the broader curriculum.
3. To further develop provision and improve outcomes in Numeracy and Mathematics Skills across both key stages.
4. To further develop provision and improve outcomes in Literacy Skills across both key stages.
5. To develop and strengthen the school's 'community focus' and its provision for securing learners' 'well-being'.

School Improvement Plan Priorities 13-14

1. To introduce and implement the new National Literacy and Numeracy Framework for 2013
2. To improve boys achievement and attainment across the school closing the 'gender gap'
3. To raise standards in Oracy across the Foundation Phase and Key Stage 2
4. To develop more effective systems for tracking targeted pupils' well-being and implement effective intervention programmes.
5. To raise standards in the formative and summative assessment of learners (including identified groups) through 'whole school' use of electronic tracking.

Estyn 2012
Recommendations

In order to improve the school needs to:

R1 continue to raise the standards of more able boys in oracy, writing and science;

R2 provide displays that are interactive and encourage pupils' independent participation;

R3 make the school improvement plan more concise and accessible to all stakeholders; and

R4 further develop formal consultations with parents and carers through surveys and questionnaires.