



SCHOOL COUNCIL
ACTION PLANS

2014 - 2015



Area for Development and Key Objective/initiative: (WHAT)

Rationale for Development: (WHY)

KQ Aspect Link:

EAS Strategies:

Priorities and School Aims Link:

School Effectiveness Framework Link to SEG/PDG (funding):

- To continue to raise standards of Literacy across the school with particular focus on reading (Increase to 95%) and writing (Increase to 90%) and apply these skills consistently across the curriculum.
- Writing continues to be one of the lowest performing indicators in both Foundation Phase and Key Stage 2. Performance at O5+/O6 and Level 4 and 5 (80%) in writing is the lowest of the indicators. Reading is gradually improving although dipped slightly in 2013-2014, pupils continue to find higher order reading and comprehension skills difficult and fail to apply skills developed in other contexts as highlighted by National Test Data. Whilst continuing to embed LNF, further opportunities for reading and writing in different curriculum areas needs to be exploited.
- CIF- 1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.3, 2.2
- Excellence in Teaching Framework to be exploited and well understood by all staff in order to raise standards of teaching and learning within Literacy and across the curriculum.
- School Aims - 1, 2, 3, 4 and 6
- SEF- Curriculum & Teaching, Networks of Professional Practice, Leadership
- SEG and PDG (as highlighted)

Issue		Reading: Performance in National Tests is not as good as Teacher Assessment. Children need to improve comprehension and higher order reading skills across the school.		
What actions will happen?	Who is taking responsibility?	When will it start and be reviewed?	Resources, Training and Costs?	How will it be monitored?
<ul style="list-style-type: none"> • Variety of books in the school library, non-fiction and author of the week section. 	Mrs Rhodes, Mrs Hines and School Council	Start April 2015, review half termly and evaluate in Summer / Autumn Term.	£250 for New variety of books - ordered by School Council	School council and monitors to check book variety termly
<ul style="list-style-type: none"> • Monitors to monitor school library. 	Mrs Rhodes, Mrs Haines and School Council	Start April 2015, review half termly and evaluate in Summer / Autumn Term.	No cost - possible a badge for library monitor	Staff to ensure monitors completing responsibilities half termly.
<ul style="list-style-type: none"> • Organise, make and use comprehension games. 	Class teachers, APs and School council	Start April 2015, review half termly and evaluate in Summer / Autumn Term.	Materials used from school stock	Head Boy and Head girl to check half termly and report back to council

<ul style="list-style-type: none"> Restructure how we use comprehension cards. 	Class teachers Mrs Rob	Start April 2015, review half termly and evaluate in Summer / Autumn Term.	No cost	Head Boy and Head Girl to monitor termly with Mrs Rob.
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Issue		Presentation: When teachers have looked at books across the school, there is untidy work and different layouts used in different classes.		
What actions will happen?	Who is taking responsibility?	When will it start and be reviewed?	Resources, Training and Costs?	How will it be monitored?
<ul style="list-style-type: none"> More handwriting practice so teachers can show good handwriting. 	Class Teachers	Start after February half term and review half termly.	No cost	Head Boy and Head Girl to monitor termly and gather feedback from pupils.
<ul style="list-style-type: none"> Be prepared to write it again if scruffy. 	Pupils and Class Teachers	Start after February half term and review half termly.	No cost	Monitored by school council feedback from fellow pupils termly.
<ul style="list-style-type: none"> Time given to make it neat. 	Class teachers	Start after February half term and review half termly.	No cost	Head boy and Head girl to monitor termly and report back to school council.
<ul style="list-style-type: none"> Handwriting practice to music. 	Pupils and Class Teachers	Start after February half term and review half termly.	No cost	Head boy and Head girl to monitor termly and report back to school council.

How will we know that we have been successful?	<ul style="list-style-type: none"> Marking of comprehension work shows improvement. Reading tests results good in June/July.
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Rationale for Development: (WHY)

KQ Aspect Link:

EAS Strategies:

Priorities and School Aims Link:

School Effectiveness Framework

Link to SEG/PDG (funding):

- **Continue to raise standards by improving the level of challenge and expectation for all groups of pupils across the school by improving teaching, learning and assessment procedures. Increase to at least 45% O6/L5 in all subject at FPH/KS2.**
- Although Estyn Recommendation 1 has been largely addressed it was noted within the monitoring report that MA pupils need further challenge / extension linked to the feedback they receive. Consistency in practice with teaching, learning and assessment needs to be refined. Girls also consistently outperform boys at Level 5 Science.
- CIF- 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 2.1, 2.2
- Excellence in Teaching Framework to be exploited and well understood by all staff in order to raise standards of teaching and learning within Literacy and across the curriculum.
- School Aims - 1, 2, 3 and 4
- SEF- Curriculum & Teaching, Networks of Professional Practice, Leadership
- SEG and PDG funding (As indicated below)

Issue	Some children who learn easily are not challenged / extended enough with the feedback they receive from marking,			
What actions will happen?	Who is taking responsibility?	When will it start and be reviewed?	Resources, Training and Costs?	How will it be monitored?
<ul style="list-style-type: none"> • Continue to use challenge workbook in maths. 	KS2 teachers	Spring term - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly and report back to school council.
<ul style="list-style-type: none"> • When we finish work, teacher gives challenge cards in every subject or challenge quiz. 	KS2 Staff	Spring term - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly by talking to pupils and report back to school council.
<ul style="list-style-type: none"> • Move children to different groups throughout the year depending on their work 	All staff	Spring term - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly and report back to school council.

<ul style="list-style-type: none"> Staff in Key Stage 2 walk around the class to keep challenging the pupils when working. 	KS2 teachers	Spring term - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly by talking to pupils and report back to school council.
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Issue		Science: In 2013-2014, girls outperformed boys (46.2% vs. 29.4%). In 2012-2013 girls outperformed boys (45% vs. 33.3%). Girls have consistently outperformed boys over the past three years.		
What actions will happen?	Who is taking responsibility?	When will it start and be reviewed?	Resources, Training and Costs?	How will it be monitored?
<ul style="list-style-type: none"> Mix the boys and girls while carrying out investigations so the girls can model. 	Class teachers and Pupils	Start Jan 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly by talking to pupils and report back to school council.
<ul style="list-style-type: none"> Science of the month. Research the topics that the boys are interested in. 	Class teachers	Start March 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly by talking to pupils and report back to school council.
<ul style="list-style-type: none"> Visitors to show them how fun science is, 	Mrs James School council	Start April 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly by talking to pupils and report back to school council.
<ul style="list-style-type: none"> Link with Newbridge and Cwmcarn comp to show how fun science can be. 	Mrs James and School council	Start Summer Term 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly by talking to pupils and report back to school council.

How will we know that we have been successful?	<ul style="list-style-type: none"> Boys will have more level 5s in June/July.
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Area for Development and Key Objective/initiative: (WHAT)

Rationale for Development: (WHY)

KQ Aspect Link:
EAS Strategies and National Priorities and School Aims Link:
School Effectiveness Framework and Link to SEG/WEG (funding):

Further improve standards in Welsh 2nd language by implementing training, further developing use of Welsh across the curriculum and embedding our assessment programme. Ensure minimum performance of at least 80% at the end of KS2 and pupils on track to achieve this year on year.

Welsh 2nd language has continued to develop through the SIP targets set in 2013/2014, and EAS Welsh advisor is reporting good standards in FPh and KS2 through their monitoring process. The end of KS2 pupil portfolios were of the highest quality. So, the next steps in developing Welsh across the curriculum and embedding the assessment process will be targeted. Outcomes / Levels continue to be good but a dip in level 5 performance in 2013-2014 CIF-1.1.1, 1.1.2, 1.1.3, 1.1.4 1.1.5 ,2.1.3, 2.2

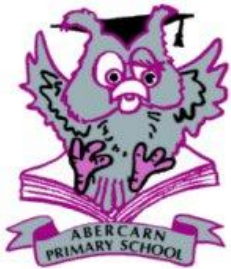
Athrawes Bro Link (Sarah Edwards), Welsh 2nd Language Development, School Aims- 1,2,3 and 6
SEF- Curriculum & Teaching, Networks of professional Practice, Leadership
WEG Funding £1500 for training and resources - See approved WEG Plan 2014-2015

Issue:		We need to use Welsh much more within all subjects and curriculum areas.		
What actions will happen?	Who is taking responsibility?	When will it start and be reviewed?	Resources, Training and Costs?	How will it be monitored?
<ul style="list-style-type: none"> Teach key vocabulary for different subjects e.g. paint. 	Mrs Tavas and Class Teachers	Start Summer Term 2015 - review half termly by Head Boy and Head Girl	No cost	Class to monitor half termly and report back to council members.
<ul style="list-style-type: none"> Sing more Welsh songs. 	Mrs Tavas and Class Teachers	Start Summer Term 2015 - review half termly by Head Boy and Head Girl	No cost	Class to monitor half termly and report back to council members.
<ul style="list-style-type: none"> Say a welsh prayer in assembly. 	Mrs Tavas and Class Teachers	Start Summer Term 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly by talking to pupils and report back to school council.

<ul style="list-style-type: none"> Play welsh games to teach vocabulary 	Mrs Tavas and Class Teachers	Start Summer Term 2015 - review half termly by Head Boy and Head Girl	No cost	Class to monitor half termly and report back to council members.
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How will we know that we have been successful?

- Hear the children use Welsh around the school in every subject.



Area for Development and Key Objective/initiative: (WHAT)

Rationale for Development: (WHY)

KQ Aspect Link:

EAS Strategies and National Priorities and School Aims Link:

School Effectiveness Framework and Link to SEG/WEG (funding):

- Raise standards in numeracy throughout the school by refining teaching and learning methods in line with National Skills (reasoning and mental strategies), improving marking and presentation expectations and refining interventions across the school Target Mathematics to be over 95% at both end of KS2 and FPH at O5/Level 4+ and over 40% at O6+/Level 5+.
- New Numeracy and Literacy Frameworks become statutory in September 2013, greater focus on reasoning and mental strategies requires further training of staff and refinement of strategies used in class. As a school we need to ensure we provide opportunities for children to consistently achieve the higher levels. In 2013-2014, the school (26.7% - 8 pupils) performed well below the family (40.5%), LA (36.8%) and Wales (38%) For 2014-2014, a MA class is in place to challenge MA learners to achieve higher levels.
- CIF- 1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.3, 2.2
- Excellence in Teaching Framework to be exploited and well understood by all staff in order to raise standards of teaching and learning within Literacy and across the curriculum.
- School Aims - 1, 2, 3, 4 and 6
- SEF- Curriculum & Teaching, Networks of Professional Practice, Leadership
- SEG and PDG - Support, interventions and resources

Issue	When teachers looked at books in Summer 2014, marking and the presentation of work were noted to have become inconsistent with messy work. The school had a dip in performance at Level 5 and Outcome 6 in 2013-2014.			
What actions will happen?	Who is taking responsibility?	When will it start and be reviewed?	Resources, Training and Costs?	How will it be monitored?
<ul style="list-style-type: none"> • More good to be green, given out using `GTBG` next to the work. 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • Start Spring Term - review half termly by Head Boy and Head Girl 	No cost	Head Boy and Head Girl to look at a selection of books termly and report back to council.

<ul style="list-style-type: none"> • More oral feedback to pupils during lessons. 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • Start Spring Term - review half termly by Head Boy and Head Girl 	No cost - Stampers purchased	Head boy and Head girl to talk to class representatives and feedback to council and staff.
<ul style="list-style-type: none"> • Teachers use marking code strictly. 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • Start Spring Term - review half termly by Head Boy and Head Girl 	No cost	Head boy and Head girl to look at selection of books and talk to teachers.

How will we know that we have been successful?

- More stickers showing good work in books.
- More oral feedback given in lessons - School council reports back
- Look at topic book and there is evidence of neat work.



Area for Development and Key Objective/initiative: **(WHAT)**

Rationale for Development: **(WHY)**

KQ Aspect Link:

EAS Strategies and National Priorities and School Aims Link:

School Effectiveness Framework and Link to SEG/WEG (funding):

- **Raise standards in literacy and numeracy throughout the school by continuing to embed literacy and numeracy skills (National Frameworks) within the entire curriculum. Extend opportunities for writing across the curriculum, share the good practice noted in T&L sessions and use a tracking system to assess individual pupil progress.**
- New Numeracy and Literacy Frameworks become statutory in September 2013. The school has made good progress and now needs to maintain and improve even further by using a tracking system to assess individual progress, share the good practice for developing and refining skills across the curriculum and extend planning further whilst maintain the tracking of skills in books using pupil designed stickers.
- CIF- 1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.3, 2.2
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- SEG and PDG - Support, interventions and resources

Issue	Writing at length in curriculum areas other than Literacy.			
What actions will happen?	Who is taking responsibility?	When will it start and be reviewed?	Resources, Training and Costs?	How will it be monitored?
<ul style="list-style-type: none"> • Role Play activities to set the scene before writing task. 	KS2 Teachers	Start March 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to talk to class representatives and feedback to council and staff.
<ul style="list-style-type: none"> • Choose our own topic to write about some of the time. 	All KS2 pupils	Start March 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to talk to class representatives and feedback to council and staff.

Issue	There is good / excellent practice within the school especially with developing skills across the curriculum. It is important that this is shared around the school in order to raise standards even further.			
What actions will happen?	Who is taking responsibility?	When will it start and be reviewed?	Resources, Training and Costs?	How will it be monitored?
<ul style="list-style-type: none"> Take good examples to show in celebration assembly. 	Mrs Tavas	Start Jan 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly and feedback to council
<ul style="list-style-type: none"> Mr Roden will give a termly award to a child in every class that shows good skills across the curriculum. 	Mr Roden	Start Jan 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor termly and feedback to council
<ul style="list-style-type: none"> Gallery of work on the website. 	Mr Greenslade	Start Feb half term - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor website termly and feedback to council
<ul style="list-style-type: none"> Look at examples of work from the next class. 	All teaching staff.	Start Jan 2015 - review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to talk to class representatives termly and feedback to council
<ul style="list-style-type: none"> A gallery for pupils and parents to see pupil work. 	All teaching staff	Start Summer Term 2015- review half termly by Head Boy and Head Girl	No cost	Head boy and Head girl to monitor website termly and feedback to council

How will we know that we have been successful?	<ul style="list-style-type: none"> Look at children topic book and evidence of extended writing.
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