SCHOOL COUNCIL ACTION PLANS

2017-2018

Key Priority/Initiative: (WHAT)	*** To continue to improve numeracy / maths performance across the school by: embedding numeracy curriculum and numeracy framework skills, exploiting DCF and IT / Lego skills, Improving National Test Performance specifically reasoning and time constraints. Challenging all groups of learners, Numeracy across curriculum and tracking of skills and improving Teaching and Learning Strategies with a portfolio of skills.**
Rationale for Development: (WHY)	• Performance of eFSM pupils at expected outcomes is very good – at least equal performance or above. The school needs to continue to challenge eFSM pupils to achieve higher levels. The School needs to challenge all groups of pupils to achieve higher levels and to maintain performance in Quartile 1 or 2 of Benchmarking positions at expected and higher levels.
	• Improve National Test benchmarking positions from 3rd / 4th to 1st / 2nd in line with Teacher Assessment.
	• To take action from Listening to Learners and Cluster Moderation in order to improve outcomes even further.
KQ Aspect Link:	• KQ1 Standards 1.1, 1.2, 1.3, KQ3 Teaching and Learning Experiences 3.1, 3.2, 3.3 KQ5 Leadership and Management 5.4
Estyn Recommendation Link:	• R1 and R4
National Priorities, School Aims and GB Link:	• Continue to exploit the Excellence in Teaching Framework with all staff in order to raise standards of teaching and learning. National Priority - Numeracy
	• School Aims - 1, 2, 3, 4 and 6 **Governor Link**: Allan Raybould
Link to EIG/PDG/EYPDG: (funding):	• EIG and PDG (as highlighted)

Specific Area for Development (New Curriculum DCF – Cross Curricular Themes)	Use the digital competence framework effectively in the area of maths and numeracy. Focus on which aspects and which strands of the framework to teach within maths and numeracy. Identify what is going to improve pupils' understanding of maths and numeracy while improving digital competence at the same time. Focus on providing engaging experiences to challenge eFSM pupils to achieve higher levels.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Purchase 2 sets of 15xLego Education and digital equipment	Leader: K Parry GR/LG to support resources and DCF links School Council to monitor resources in school – feedback to council	1: Improved engagement with reasoning and numeracy – Clear engagement and enjoyment through pupil voice identified.. 2: Staff meeting and Lego Ed workshop undertaken. 3: Planning and resources used appropriately. 4: Improved understanding by all groups of pupils.	Before Autumn Term 2017 – Ready for INSET on 4th and 5th September 2017.	£5000 PDG to purchase resources and digital equipment Staff meeting Plus half day each term to monitor covered by MER release timetable.	• KP and LG to monitor and provide in house guidance and support where required – monitor termly. • Complete FADE form where appropriate and review termly.

Specific Area for Development (Self-Evaluation / NT)	Reasoning: Analysis of reasoning and marking of National tests identifies marks are lost due to specific mathematical language omitted from answers given by pupils. Children are not including the relevant detail but may know the answer – Responses require modelling in reasoning sessions				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Further develop whole school awareness and enjoyment / engagement with reasoning even further by exploiting reasoning opportunities through School Radio e.g. Problem of Day, Reasoning Show with specific vocab.	Leaders: Kalie Parry and HT All Staff to engage and provide opportunities through School Radio. School Council and JJ to monitor, develop and improve shows	1: Improved engagement with reasoning – Clear engagement and enjoyment through pupil voice.	School Radio - Sept 2017 – July 2018 JJ to monitor half termly.	Staff provide opportunities as part of lesson time and across curriculum.	• Termly monitoring by HT an feedback to all staff in staff meetings – Feedback to GB in HT Reports. • Termly Listening to learners / Pupil Voice.

Specific Area for Development (Data Analysis – TA)	End of KS2 Outcomes and Target Setting identified possible performance in Quartile 2 for 2017-2018 (current Y6) and 2019-2020 (Current Y3). Performance in 2017-2018 and 2018-2019 fluctuates between Quartile 1 and 2. At Level 5 performance is generally towards the higher Quartile 2 position – this needs to be maintained and performance of vulnerable groups including eFSM / boys / girls at higher levels agreed as a focus for improvement – All pupils challenged to achieve higher levels.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Continue to ensure an agreed focus with recording work (at least 3 pieces per week recorded) and all workings out are shown on half page. Improve presentation of work in maths	Leader: Kalie Parry All Staff to ensure 3 pieces are recorded Pupil Leadership Team to monitor and feedback to class	1: At least 3 pieces of recorded work consistently throughout the school. 2: Workings out on half page consistently throughout school.	September 2017 – July 2018 – Monitor termly and feedback to staff.	No Cost Staff meeting time for sharing practices. Non-contact / Mgt time for MER	• Termly monitoring of books and feedback to staff. • Termly listening to learners to explore recording and workings out.
• Ensure Abacus on line learning is set up and used for all pupils to reinforce concepts at home (Homework). Deliver parents awareness session to support – where appropriate. • Provide paper homework with online homework an optional addition	Leaders: Kalie Parry and Luke Greenslade All Staff to set homework – online or paper and monitor School Council to monitor and feedback– support and encourage homework	1: Online homework set and completed by pupils	October 2017 – July 2018 – Monitor termly Awareness session in November 2017.	No Costs Time in parent evenings for awareness	• Termly monitoring of completion by staff.

How will we know that we were successful?	

Key Priority/Initiative: (WHAT)	*** To continue to raise standards of Literacy throughout the school by:** • **Enhancing and updating the oracy portfolio and exploiting oracy through radio,** • **Purchasing a variety of new reading books to further support and develop reading skills across Foundation Phase and Key Stage 2.** • **Continue to monitor and review the teaching of RWI in KS2 and FPh, alongside the monitoring of intervention groups.** • **The impact of the Literacy Learning Pathways will be reviewed and monitored to determine the progress made by pupils and the coverage of different writing genres.** • **The portfolio will continue to be updated with samples of work for writing and oracy and staff will receive training for the new curriculum as and when it becomes available.**
Rationale for Development: (WHY)	• Improvements in English over the past three years need to be maintained. • Performance in Key Stage 2 has consistently been in Quartile 1 or 2 at Level 4 performance over the past 5 years. 3 out of 5 years being in Quartile 1. Performance at Level 4 demonstrates an upward trend. Level 5 performance has been in Quartile 2 and in 2016-2017 is the highest Level 5 performance ever at 50%. Boys outperformed girls at Level 5 (55% vs. 42%). 66% of eFSM pupils achieved Level 5. In the FP, two of the last five years has been in Quartile 3 of benchmarking positions. Although strategies and practice has improved, pupils entering the school at late stages has impacted negatively on end of phase data. Outcome 6 performance has consistently been in Quartile 2. • Reading interventions and guided reading impact positively on outcomes. 92% of Year 6 children have a reading age well above their chronological age. Nearly all children have a functional reading age. Children on intervention programmes make very good progress. This practice needs to be maintained. • National Test Benchmarking performance is varied throughout the school particularly at 115 and above. Further work on aligning TA and NT is required. • Curriculum reform is well underway and in order to plan for change in 2018 the school believes it should begin preparing well in advance. With the introduction of the DCF, the school needs to exploit literacy, DCF and IT skills to improve cross curricular approaches and literacy outcomes.
KQ Aspect Link: **Estyn Recommendation Link:** **National Priorities, School Aims and GB Link:** **Link to EIG/PDG/EYPDG: (funding):**	• New Estyn CiF KQ1 1.1, 1.2, 1.3 KQ3 3.1, 3.2, 3.3 • R1 and R4 • Excellence in Teaching Framework to be exploited and well understood by all staff in order to raise standards of teaching and learning. National Priority - Literacy • School Aims - 1, 2, 3, 4 and 6 **Governor Link**: Sarah Llewellyn • EIG and PDG (as indicated)

Specific Area for Development / Rationale	To develop the oracy skills of pupils using the EAS Literacy Learning Pathways scheme of work and samples of oracy work from topic tasks. Oracy is a strong feature of the school and must continue to be exploited to improve both reading and writing opportunities. With the introduction of the DCF the school needs to exploit oracy skills to ensure pupils develop their digital competence skills using iPads to record, review and evaluate work, identifying ways in which they can improve and move forward in their development.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• To continue to compile and update the Oracy Portfolio Linked to the six areas of Speaking and Listening, to provide a balance document of levelled pieces of work from Foundation Phase to Key Stage 2 in order to support effective Teacher Assessment.	Leader: Kirsten Robinson and Thomas Senior All staff to support by recording clips of Oracy tasks. **Governor Link – Sarah Llewellyn and Emma Richards – Feedback to GB** **School Council encourage Oracy skills**	1 Oracy sessions carried out with Literacy Learning Pathways. 2 All staff to record samples of work within their class recording clips from Literacy Learning Pathways. 3 Topic based tasks to also be recorded.	Sept 2017 – July 2018 (ongoing throughout) To be reviewed termly	Non- contact to support the development of portfolio – provided as part of co-ordinator release schedule. Staff meeting time PPA time to upload clips	• Termly monitoring of co-ordinator files / portfolios by SLT – feedback to staff • Non-contact evaluations completed by KR / TS and reviewed by SLT. • Feedback and guidance to staff in staff meetings where required.
• Exploit the Digital Competence Framework for opportunities to develop pupils oracy skills and ensure this is clearly evident in books / work.	Leader: Kirsten Robinson and Thomas Senior (lead by example) All staff to exploit DCF skills in literacy **Pupil Leadership Team to check evidence of DCF in literacy books**	1 To use digital competence skills to develop oracy skills by recording and reviewing work. 2 All staff to record samples of work within their class recording clips from Literacy Learning Pathways and topic based tasks. 3: DCF skills / stickers clearly evident in work	Sept 2017 – July 2018 (ongoing throughout) To be reviewed termly	No cost – through daily lessons	• Listening to Learners termly and complete FADE form to review and plan actions required. • Book scrutiny termly identifies DCF opportunities – feedback to staff where appropriate.
• To continue to exploit all	Leader Kirsten	1 All staff to engage in	Sept 2017 – July 2018 (ongoing	No costs in school for preparing, presenting	• Review the effectiveness of

aspects of the school radio. To encourage pupils to prepare scripts, plan tasks and perform – clear opportunities for eFSM children to present their own shows with the aim of achieving higher oracy levels. • Increase use of Radio Studio as part of Literacy tasks.	Robinson and Thomas Senior All staff to make use of the School Radio **Governor Link – Sarah Llewellyn and Emma Richards – Feedback to GB** **School Council to monitor**	the school radio. 2 Pupils to present their own school radio shows. 3 Higher oracy levels achieved. 4: Radio studio used to enhance literacy lessons (e.g. tasks planned and recorded)	throughout) To be reviewed termly	and producing the radio shows	shows in staff meetings Provide advice, support and guidance in staff meetings as and when appropriate

Specific Area for Development / Rationale	Self-evaluation through co-ordinator plans and listening to learners identifies the need to update reading resources. Pupils on interventions have made excellent progress partly due to the engaging reading materials used and therefore books that stimulate and interest pupils are needed at school and home. Reading outcomes / levels are good although not reflected fully in National Test performance – further strategies are required to improve performance.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Purchase of new reading books for Upper KS2 and FP, looking towards book banding of resources. • Improve the range of reading resources by purchasing and embedding more group readers and improve the breadth of higher level reading books to challenge and extend pupil skills	Leader: Kirsten Robinson and Thomas Senior All staff to ensure use resources to support reading. **Governor Link Sarah Llewellyn and Emma Richards – Feedback to GB on EIG spends and value** **School Council to monitor and ensure resources are tidy**	1: Books to be purchased to support and extend reading skills within Upper KS2. 2: Books to be banded according to ability rather than stages	Books to be purchased from June 2018 in preparation for new term. Co-ord to review use of books termly during non-contact time. INSET time on 4th and 5th Sept 2017.	£3200 – EIG Funded (£2700 on books) INSET time required to provide guidance to staff – 4th and 5th Sept 2017.	• Reading record monitoring termly as part of lesson / book MER – feedback to staff • Listening to learners termly and complete FADE form for areas to celebrate and develop to be highlighted. • Reading Monitoring as part of co-ord release – complete FADE form.
• Embed the "Reading Attack" approach into guided reading time I order to improve reading achievement and test performance.	SLT: Kalie Parry ad Rachel Tavas to attend and trial strategy and feedback to staff. All staff to engage in reading attack process. **School Council / PLT to monitor and**	1: Course attended and a way forward agreed for school. 2: Training and approach cascaded to staff. 3: Reading attack approach embedded in classrooms	Course 26th June 2017 in preparation for Sept 2017. Cascade to staff – Sept 4th INSET. Embed from Sept 2017 onwards	£45 Course Fees through Collective Learning – EIG funded £250 supply cover – School funded. Resources provided as part of course	• Complete review of course and feedback to all staff where appropriate. • SLT / GB to review reading / reading attack approach termly in Mgt time.

	feedback to children / classes.				

Specific Area for Development / Rationale	Although there is a clear improvement in presentation / layout, self-evaluation / MER indicates that there is varied presentation in books that needs to be addressed. Writing is the lowest performing indicator and improvements in writing quality need to be maintain. The new Literacy Pathways scheme is impacting positively and neds to be maintained. Spelling has improved greatly following introduction of RWI spelling and this needs to be maintained.

Actions	Responsibility – Staff / GB	Success Criteria	Timescale	Resources, Training and Funding	Monitoring / MER
• To ensure a consistent approach to presentation / layout of work across the school. (Presentation and layout policy / guidance)	Leader: Gareth Roden, Thomas Senior and Kirsten Robinson All staff to implement and provide feedback in staff meetings. **Pupil Leadership Team and School Council to encourage presentation amongst peers.**	1: Agreed a consistent approach to presentation and policy / guidance produced by KR. 2: Clear improvements in layout and presentation in all books across the school	Autumn Term 2017 – review books termly in line with MER timetable.	No cost – to be addressed through INSET / Staff meeting time	• Feedback in staff meetings throughout year – review and adjust as a staff where necessary. • Termly monitoring of books and planning – feedback to staff.
• Exploit School Radio – Encourage scripts and plan tasks and opportunities for eFSM children to prepare and present own shows and aim to achieve higher levels.	Leader: Kirsten Robinson and Thomas Senior All staff to make use of School Radio **Governor Link – Sarah Llewellyn and Emma Richards – Feedback to GB**	1: All staff engaging with School Radio. 2: Pupils producing scripts and producing shows for School Radio. 3: Higher levels achieved	September 2017 – July 2018 – On-going	No Costs in school and for producing of shows.	• Review effectiveness of shows in staff meetings – provide advice, support and guidance in staff meetings as and when appropriate.

		School Council and PLT to monitor and feedback to peers / classes.				

How will we know that we were successful?	

Key Priority/Initiative: (WHAT)	*** To continue to raise the standards and profile of Welsh 2nd Language and Bilingualism throughout the school by: enhancing Oracy samples available across all outcomes and levels, exploiting digital competence within Welsh communication, engaging with Cymraeg Campus Bilingualism Framework, increasing pupil voice, improving Welsh 2nd Language inside and outside the classroom as well as across the curriculum and embedding new Year 5 scheme of work to build on the Year 3 and Year 4 scheme changes in 2015-2016 / 2016-2017.**
Rationale for Development: (WHY)	- Welsh 2nd Language has continued to improve year on year. This needs to continue to ensure outcomes continue to improve and Welsh 2nd Language skills of pupils remain good or better. - Targets set for 2016-2017 - At least 91% Level 4+ and at least 44% Level 5 were exceeded (94% Level 4+ and 56% Level 5) and strong performance is predicted for 2017-2018 for all groups of learners. This improved performance needs to be maintained. - Outcomes of MER activities (Lessons, Books, Pupil Voice) need to be addressed robustly in order for continued improvement in Welsh 2nd Language. - The school needs to continue to address Estyn Recommendation by responding to improving pupil standards and new scheme / curriculum developments. The school recognises that pupil voice / L2L is an important part of Estyn inspections and needs to further strengthen this aspect by strengthening access to reading books etc. - The end of KS2 pupil profiles were agreed (2017) indicating good understanding of outcomes / process in Welsh 2nd Language. (WG Verification 2016 reinforces this aspect). The school needs to continue to develop Welsh across the curriculum and strengthen Teacher Assessment across the school with a particular focus on school based standardisation processes and levelled Oracy examples. - New curriculum materials available (Year 5) require training of staff to ensure good delivery and outcomes (Year 5) as well as changes to curriculum materials that need embedding as a result of DCF and LNF.
KQ Aspect Link:	2017 Estyn CiF links KQ1 Standards 1.1, 1.2, 1.3, KQ2 Wellbeing and attitudes to Learning 2.2, KQ3 Teaching and Learning Experiences 3.1, 3.2, 3.3 KQ5 Leadership and Management 5.2 and 5.4
Estyn Recommendation Link:	R1 and R4
National Priorities, School Aims and GB Link:	- National Priority – Exploiting LNF skills through Welsh 2nd Language – Priorities of Literacy, Numeracy. Developing and Improving the Welsh Language and encouraging Bilingualism. - School Aims - 1, 2, 3, 4 and 6 **Governor Link**: Craig Griffiths
Link to EIG/PDG/EYPDG: (funding):	EIG and PDG (indicated),

Specific Area for Development (Self-Evaluation, Curriculum Developments)	Curriculum: The Welsh Scheme / Curriculum continues to evolve as pupils skills continue to improve year on year. The school has engaged with EAS and introduced new units as they become available. This needs to continue with the new Year 5 scheme when available in 2017-2018. This aims to ensure a focus on the WG priority of increasing number of Welsh Language speakers and also in preparing for Curriculum change in 2018. Also some aspects of 2016-2017 need further development .				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Introduce and embed EAS Year 5 Scheme – Antur Anhygoel Pack 5 to progressively build on Antur Anhygoel Pack 3 and Pack 4 introduced in previous years.	Leader: Rachel Tavas Rachel Tavas and Sian Fowler to implement. All staff to contribute by completing Welsh schemes. School Council to monitor ***GB – Craig Griffiths to engage with understanding curriculum in place***	1: All resources purchased. 2: Scheme introduced and weekly delivery 3: Improved outcomes and quality of work evident in books.	September 2017 – July 2018 and ongoing thereafter.	EIG and School Budget Funding Resources - £200 Year 4 Pack £160 Pack – Tinopolis	• Termly monitoring of pupil books / work and planning by RT using ETF and feedback to staff. Termly monitoring of lessons to provide and share practice by RT – feedback to staff.
• Review and ensure Year 3 and Year 4 Packs are used regularly (weekly) and there is full use of resources already purchased – Build and extend current practice to continue to improve pupil outcomes.	Leader Rachel Tavas Kirsten Robinson and Jo Jones to fully engage and implement. Pupil Leadership Team observe Welsh Language use	1: Year 3 and 4 scheme reviewed where necessary. 2: Scheme delivered weekly and followed accurately. 3: Improved outcomes and quality of work evident in books	October – December 2017 Review termly thereafter	No Costs Staff meeting time and Mgt non-contact release as part of timetable.	• Termly monitoring of pupil books / work and planning by RT using ETF and feedback to staff. Termly monitoring of lessons to provide and share practice by RT – feedback to staff.

Specific Area for Development (Self-Evaluation, MER and Preparation for Curriculum 2018)	As a result of Lesson Observations and L2L in 2016-2017 it has been identified that there is a need to further promote a strong Welsh ethos, increase the use of Welsh by pupils and staff and continue to provide enriching activities. The school will engage with The Cymraeg Campus Bilingualism Framework and Quality Mark through the EAS to support improvements in these areas and aim to achieve the Bronze Award. As a result of implanting the Bilingualism Framework learners will address the four purposes of the new curriculum through Welsh 2nd Language.

Actions	Responsibility – Staff / GB	Success Criteria	Timescale	Resources, Training and Funding	Monitoring / MER
• To fully engage and promote bilingualism by participating in the Cymraeg Campus Bilingualism Framework and Quality Mark and achieve the Bronze award. (Establish Criw Cymraeg, Language Charter Display, Improve Welsh in and out classrooms, Improve Welsh in Assemblies and on Radio, Increased Welsh Ethos)	Leader: Rachel Tavas All Staff to engage with Framework and ensure classrooms improve in Welsh ethos and further Welsh is sued by all staff and pupils. *GB Link – Craig Griffiths to be aware of project and keep updated with progress towards achieving Bronze award – feedback GB.* School Council to monitor and provide support for Welsh Ethos.	1: Criw Cymraeg established and Charter Display in place. 2: Lesson Observations indicate improved Welsh Language use by pupils and staff. 3: Welsh used in Assemblies and on Radio. 4: Improved Welsh ethos. 5: Bronze award achieved.	Apply for project in Summer Term 2017 *(Accepted May 2017)* Sept 2017 – July 2018 Monitor termly with Welsh Development Officer.	No Cost – Engagement with project is free and all support free through EAS.	• Progress towards achieving bronze award to be monitored by RT termly in coordinator / mgt time. • Meetings with Support Officer termly. • RT to provide feedback to staff half termly and agenda item in staff meeting weekly where required. • GR to report to GB termly as part of HT report.

Specific Area for Development (Self-Evaluation and Curriculum 2018)	The School Radio Studio / Station is used extensively throughout the school day. Many children are involved in and fully engaged with school radio through the medium of English – little Welsh is used. The school feels that further opportunities to exploit Welsh 2nd Language skills could be used and go some way to addressing the four purposes of Curriculum 2018, improve the Welsh ethos of the school and improve outcomes for pupils especially at the higher levels.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Promote use of Welsh outside the classroom by using more Welsh on the School Radio Station (Improve a range of skills in Welsh 2nd Language through School Radio by both pupils and staff planning a range of activities and using more Welsh during live broadcasts. (Welsh voice overs, Welsh songs and singers featured, Short conversations, daily weather reports) ***School Radio to form part of Cymraeg Campus Bilingualism Framework and Quality Mark project with support from Welsh Support Officer.***	Leader: Rachel Tavas All Staff to plan and execute activities that use the Radio station to promote Welsh Language – e.g. Oracy skills. Staff encourages Welsh language on radio station. ***GB Link – Craig Griffiths to listen to shows– feedback GB on Welsh used.*** School Council to monitor and provide support for extending use of Welsh on Radio station.	1: Teachers use Radio to promote Oracy skills. 2: Welsh Voice overs in place and used. 3: Welsh songs and singers featured weekly. 4: Short Welsh conversations are held and heard regularly on radio. 4: Daily weather reports in Welsh given.	Sept 2017 – July 2018 – Monitor Termly.	Professional Voicers overs £20 (School Budget) Welsh Songs and Singers CDs (£20 School Budget)	• RT to monitor Welsh Language use on Radio half termly and provide support / guidance to pupils and staff where required. • RT and LG to collate examples of shows using Welsh 2nd Language as evidence of increased use of Welsh Language on the radio station.

Specific Area for Development (Self-Evaluation, MER – Lessons, L2L and Estyn CIF)	As a result of MER activities (Lessons, Books, L2L) in 2016-2017 and changes to Estyn CiF, there is a clear need to increase the level of pupils voice in Welsh 2nd Language, increase access to reading materials and improve the level of Welsh used by both pupils and staff in lessons – See ETF areas for development and FADE forms for L2L.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Increase the level of pupil voice and take appropriate actions to address any areas for development identified. *(Pupil voice in Welsh 2nd Language termly)*	Leader: Rachel Tavas All staff to ensure a range of pupils provided for L2L activities. School Council to monitor and help address areas for development. *GB Link – Craig Griffiths to participate in L2L activities at least once during the year – Feedback to full GB.*	1: Pupil voice activities / L2L undertaken termly – Pupils meet with RT termly. 2: Different pupils are selected for L2L termly. 3: Pupils read in Welsh as part of L2L activities. 4: Ideas are provided to School Council from L2L activities in order to improve Welsh 2nd Language and Welsh ethos etc. 5: School Council reacts promptly to ideas.	Sept 2017 – July 2018 – Termly L2L activities with RT.	No Funding required – as part of non-contact release timetable and MER cycle.	• RT to undertake L2L / Pupil voice termly. • Complete FADE form termly and address any areas for development. • Provide feedback to all staff in staff meeting time termly. • GR to report to GB termly as part of HT report.

How will we know that we were successful?	

Key Priority/Initiative: (WHAT)	*** To continue to raise standards of Literacy, Numeracy and Digital Competence throughout the school and begin to prepare for Curriculum Change in 2018.** (Focus on: preparing / exploring curriculum change and the new areas of learning, explore ways to address and strengthen the four purposes of the new curriculum, embedding Digital Competence skills throughout the curriculum / school together with raising the profile of digital competency and further embedding and refining literacy and numeracy skills across the curriculum)
Rationale for Development: (WHY)	• To prepare successfully for curriculum change and respond positively to "A Curriculum for Wales – A Curriculum for Life". • Respond to initial school discussions and school Self Evaluation in relation to a new Curriculum for Wales. (Staff Audit) • Explore the new areas for learning and the four purposes outlined in the new curriculum. • To embed further and enhance capability with Digital Competence as a result of the Digital Competence Framework and continue to improve ICT provision to cater for emerging needs. • To extend and exploit Literacy and Numeracy Framework skills in order to prepare for rich literacy and numeracy learning across the curriculum highlighted in "Curriculum for Wales – A Curriculum for Life".
KQ Aspect Link:	• New Estyn CiF – KQ1: Standards - 1.1, KQ2: Well Being and Attitudes to Learning – 2.1, 2..2, KQ3: Teaching and Learning Experiences – 3.1, 3.2, 3.3, KQ5: Leadership and Management – 5.1, 5.2, 5.3, 5.4
Estyn Recommendation Link:	• R1 and R4
National Priorities, School Aims and GB Link:	• National Priorities of Literacy, Numeracy and Digital Competence (Curriculum for Life). – Preparing for new curriculum – Curriculum for Wales, Curriculum for Life. • School Aims - 1, 2, 3, 4 and 6 **Governor Link**: Allan Raybould and Sarah Llewellyn – LNF - Paul Fisher and Craig Griffiths – DCF/ICT, All Governors – New Curriculum
Link to EIG/PDG/EYPDG: (funding):	• EIG and PDG (as highlighted)

Specific Area for Development (New Curriculum preparation and engagement)	New Curriculum –The school is aiming to secure strategies to reinforce the four purposes of the curriculum in learning and experiences from Foundation Phase to KS2. The school would also like to explore the mind set of pupils in relation to reaching individual potential – The school will therefore explore Growth Mind-set and review health and wellbeing strategies in place and strengthen these where required. (Four purposes – ambitious and Capable Learners, Enterprising and Creative Contributors, Healthy, confident individuals and Ethical and Informed citizens).				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Growth Mind set – All staff to work together to agree an aspect of Growth Mind set to explore in Phases / classes and put this into action.	Leader: Kalie Parry and Rachel Tavas All staff to engage with Growth Mind set project. School Council to monitor	1: Staff work together and agree on area to encourage in classes / phase. 2: Staff review termly and agree to adjust or add further area. 3: Growth Mind-set prominent in classrooms	Start September 2017 – Review areas termly and adjust where required. Review Termly 4th Sept 2017 – July 2018	No funding required – materials to be used from general stock / art stock already in place	• SLT to review projects with staff termly in Phase meetings – adjust projects / add to projects where required. • SLT to update SER termly to reflect current practice. • GR to update GB termly on progress / impact.
• Growth Mind-set – All classrooms, corridor area, foyer, parent notice board to have a Growth Mind set display in order to reinforce Growth Mind set with all members of the school community.	Leader: Gareth Roden All Staff to contribute TAs to support displays across the school. Pupil Leadership Team to note Displays during lesson observations.	1: All classrooms have a Mind-set display 2: Corridor, Foyer and Notice board have Mind-set display 3: Profile of Growth Mind-set raised amongst all stakeholders.	Begin 4th September 2017 and review displays termly. All displays to be in place by 1st half term- TAs to support displays across the schools	No funding required – materials to be used from general / art stock and access to online materials in place.	• Termly Learning Walks to comment upon Growth Mind-set displays – Share practice and ideas termly in sharing good practice sessions. • Pupil Leadership team to note displays termly • SLT t update SER termly to reflect practice / outcomes.

Specific Area for Development (New Curriculum preparation and engagement)	New Curriculum – The school is aiming to secure strategies to reinforce the new Areas of Learning and Experiences AOLE outlined in "Curriculum for Wales – A Curriculum for Life" and Professor Donaldson recommendations. The school has already audited staff interests and now needs to harness the thinking of grouping some subjects into an area of learning				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• To introduce "Theme Weeks" in line with the 6 new areas of Learning and Experiences outlined in "Curriculum for Wales – A Curriculum for Life" (Substitute current theme weeks for new theme weeks. Staff to explore planning and tasks for theme weeks with activities exploiting four purposes)	Leader: Gareth Roden supported by SLT All staff to contribute and work in teams to create "Theme Weeks" in line with new AOLE. **GB Links to attend theme week activities and review learning / planning.** School Council to monitor and review theme weeks	1: Theme weeks overview in place and timetable of weeks shared. 2: Theme weeks occur every half term throughout year. 3: Ways of planning are explored and tasks build upon the four purposes outlined in "Curriculum for Wales – Curriculum for Life" 4: Theme week evidence gathered 5: Theme weeks reviewed by school council and areas for improvement noted for future weeks.	Autumn 1 – Expressive Arts (Art, Drama and Music) Autumn 1 / 2 – Maths & Numeracy - Lego Autumn 2 – Enterprising and creative Contributors (Christmas Markets) Spring 1 – Humanities – (RE, History, Geography) Spring 2 – Curriculwm Cymreig and Language, Literacy and Communication – English and Welsh Summer 1 – Science & Tech – (Science, DT and ICT)	Theme week resources £150 per half term – School Funded - £600 per year M806 Staff planning theme week time to be used as part of non-contact release time provided by SR.	• Staff to collate evidence of theme weeks as they occur throughout the year. • SLT to update SER termly with current practice • SLT and School Council to review learning in theme weeks termly. • GR to update GB termly in HT report.

			Summer 2 – Health and Well Being – Food Tech, PSE and PE - Healthy Confident Individuals		

Specific Area for Development (New Curriculum Embedding and strengthening Digital Competency)	New Curriculum - DCF / ICT. The school has started to introduce the Digital Competence Framework and has raised the profile of Digital Competence in 2016-2017. It is now felt that the DCF needs to become further embedded across the curriculum and further activities and ideas explored to strengthen the Digital Competency of pupils across the school and improve the Digital Competence of staff in order to address changes to curriculum. ICT continues to evolve and the school needs to ensure it remains up to date and is providing exciting and engaging opportunities for pupils to develop their ICT and Digital Competency skills across the curriculum from Foundation Phase to KS2.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Update assessment policy and portfolio of work to include ICT *and* Digital Competency. • Ensure all policies have DCF statement to address DCF across curriculum. • Provide ICT/DCF assessment overview and reinforce DCF ladders to support assessment process.	Leader: Gareth Roden and Luke Greenslade All Staff to engage with DCF / ICT Assessment School Council to monitor and input into ICT assessment / DCF	1: Assessment policy updated. 2: All policies updated with DCF statement of intent. 3: Portfolio regularly updated and shared with all staff. 4: DCF / ICT assessment overview updated and shared with staff. 5: Assessment accurately undertaken using given outcome ladders.	Start Oct / Nov 2017 and continue termly – Feb/Mar 2018 and May / June 2018 Assessment overview to be produced and shared Sept / Oct 2017 All policies to have statement by Nov 2017	No cost Staff meeting time to share assessment and collate work Nov 20th 2017 – Deadline for policy updates	• GR to monitor and review policies following 20th Nov 2017 – GR to report to GB and GB to ratify policies in Spring Term 2018. • SLT to update SER with current practice.

Specific Area for Development (LNF – Self Evaluation and)	Literacy and Numeracy Framework / LNF - Literacy and Numeracy Frameworks become statutory in September 2013. The school has made good progress (EAS Reports and Self Evaluation - Sharing Practice amongst consortium schools). As a school, we need to maintain and improve further by continuing to develop further opportunities across the curriculum to ensure skills are applied and not simply "achieved" and the LNF tracker is used more robustly when planning for skill development.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Literacy and Numeracy – To explore real life links when developing / reinforcing skills to encourage pupils to be enterprising and creative learners. (When developing activities explore ways to ink with real life concepts).	Leader: Kalie Parry and Jo Jones supported by SLT All staff to engage and explore real life activities to reinforce skill development. Pupil Leadership Team to monitor tasks and thoughts of pupils – report to school council	1: All planning indicates real life examples exploiting opportunities to be creative and enterprising where possible. 2: All learning sessions demonstrate real life examples to reinforce the learning taking place.	November 2017 – July 2018 (First staff meeting in November and then termly monitoring until July 2018)	Staff meeting time to discuss issue and way forward. Termly monitoring as part of normal MER schedule	• SLT termly monitoring of planning – focus on real life examples – feedback, support and guidance to staff. • SLT monitoring of lessons termly – focus on real life examples – feedback to staff. • SLT to update SER termly to reflect current practice. • Pupil Leadership Team to monitor termly and feedback to School council.

Specific Area for Development (New curriculum engagement and preparation)	New Curriculum – Links with Pioneer Schools - The school is excited and eager to explore the new curriculum and is eager to prepare for the new curriculum. The school will work alongside allocated Pioneer schools to raise awareness, improve staff skills and knowledge and prepare well for curriculum change in 2018. The school also wants to ensure parents are fully informed regarding Curriculum reform and therefore will hold information sessions whereby parents can contribute to the new curriculum of Abercarn Primary School.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• To hold an information sharing meeting with Parents and discuss Curriculum reform and what it may look like at Abercarn Primary School – gain parent views	Leader: Gareth Roden Pupil Leadership Team to support delivery	1: Meeting held with parents. 2: Parent concerns and priorities gathered. 3: Action taken as a result of parent input.	21st September 2017 Further meetings if required termly to share further information.	No cost Refreshments to be made available from school.	• Parents to evaluate session • GR to cascade information to staff on parent priorities / ideas.

How will we know that we were successful?	

Key Priority/Initiative: (WHAT)	*** To continue to raise standards of Teaching, Learning and Assessment – Improve Teaching and Learning to achieve excellence, provide individual and specific support for vulnerable pupils and restructure assessment process to strengthen teacher Assessment. (This priority works alongside Co-ordinator Action Plans)**
Rationale for Development: (WHY)	- 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. The school needs to continue to maintain improvements and continue to evolve Teaching, Learning and Assessment practices in order to aim for excellence across the school. - Consistency in practice with teaching, learning and assessment continues to be refined and improved using Excellence in Teaching Framework and up to date marking strategies e.g. p2p and verbal feedback. The ETF and T&L strategies must continue to be used as a tool to improve teaching and learning even further to ensure all groups of pupils achieve the best possible standards. Areas for development need to be addressed from T&L feedback and staff need to work more together to aim for excellence. - Opportunities for vulnerable pupils to make good progress and achieve higher levels through individual / specific support is a need of the school. The ability of eFSM / vulnerable pupils ranges widely across the school and specific support is required to ensure these pupils achieved at least expected levels and aim for more pupils to achieve the higher levels / outcomes.
KQ Aspect Link:	Estyn CiF – KQ1: Standards – 1.1, 1.2, 1.3, KQ2: Wellbeing and Attitudes to Learning – 3.1, 3.2, KQ3 Teaching and Learning Experiences - 3.1, 3.2, KQ4: Care Support and Guidance - 4.1, 4.2, KQ5: Leadership and Management – 5.1, 5.2, 5.3, 5.4
Estyn Recommendation Link:	R1 and R4
National Priorities, School Aims and GB Link:	- Excellence in Teaching Framework to be further exploited to raise standards of teaching and learning. National Priority – Literacy, Numeracy, Closing Gap - School Aims - 1, 2, 3, 4 and 6 **Governor Link**: Allan Raybould
Link to EIG/PDG/EYPDG: (funding):	EIG and PDG (as highlighted)

Specific Area for Development (Self-Evaluation – MER Lessons)	*Key Stage 2*: Teaching and Learning - Aiming for Excellence – As a result of lesson observation feedback, staff meeting / phase meeting time to discuss and understand the ETF further together with phase meetings to address common areas for development. Key Stage 2 teachers now need to work on improving further several aspects of the ETF in order to achieve excellence consistently.				
Actions	**Responsibility – Staff / GB**	**Success Criteria**	**Timescale**	**Resources, Training and Funding**	**Monitoring / MER**
• Continue to improve marking and feedback (Teacher, self, peer and verbal feedback) by using a specific sticker to indicate when pupils achieve a target. - Ensure teacher marking comments on objectives and skill development.	Leader: Rachel Tavas and Thomas Senior (TS to explore good practice from cluster books) All KS2 staff to support and implement Pupil Leadership Team to observe pupils response to marking and self / peer assessment	1: TS explores possible ways forward from good practice observed in cluster moderation. 2: TS and RT agree way forward and agree with phase. 3: Marking includes a specific sticker for when a pupil achieves a target. 4: Marking comments on objectives and skill development	TS to explore good practice before September 207. Phase meeting during Autumn Term Start Autumn 2017 and monitor termly – focus in Phase meetings	No Funding required Phase Meeting time as part of staff meeting schedule Implement as part of day to day routine.	• Termly SLT monitoring of planning. • Feedback to staff following monitoring. • Phase meetings undertaken termly by SLT. • Pupil Leadership Team undertake monitoring termly and feedback to each class and school council – address areas for development. • Update SER.

How will we know that we were successful?	