



SCHOOL IMPROVEMENT PLAN 2016 - 2017

At Ysgol y Ddraig it is our purpose to provide a supportive learning environment. Through high expectations and challenge we provide our children with the very best opportunities and experiences; ensuring we work together to become happy and confident life long learners.

Context

Ysgol y Ddraig is an English medium primary school that serves the children of Llantwit Major and is a newly amalgamated school situated over two sites for the academic year 2015-16. During the Autumn term of 2016 we will be moving onto one site; into our brand new purpose built school situated on Ham Lane East and taking our place as part of the Llantwit Learning Community. Our school currently has sixteen classes; including two Nursery classes.

1. KEY INFORMATION

1.1 Numbers on Roll Current NOR -381(fte)	Nurs am/pm	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 15	39	49	58	51	44	54	45	53
Spring 16	48	51	57	50	45	54	47	53
Summer 16	53	50	56	49	45	53	48	53

1.2 Attendance %	Current Attendance		Authorised Absence		Unauthorised Absence	
Autumn 15/16	95.9		3.8		0.1	
Spring 15/16	94.7		5.2		0.1	

1.3 FSM	8.1% (31 pupils)
PDG Allocation 16-17	46,200
PDG Plan 16-17	46,850

1.4 ALN	School Action	Schools Action +	Statements
Spring 16	18.5%	7.3%	
Summer 16	18.5%	7.3%	
Autumn 16	23%	7.1%	

ESTYN RECOMMENDATIONS FROM RECENT INSPECTIONS OF PRE-AMALGAMATION SCHOOLS

LIF - 2010

R1 Develop pupils' awareness of target setting and how to improve their own learning.

R2 Develop a more consistent approach to the setting of homework.

R3 Work with parents and the educational welfare service to improve pupils' punctuality.

EW - 2014

R1 Improve standards of extended writing in English and across the curriculum

R2 Improve standards in Welsh in key stage 2

R3 Ensure that the key stage 2 curriculum meets statutory requirements

R4 Use the existing good practice in the school to improve the quality of teaching

R5 Ensure that senior leaders address underperformance robustly

R6 Distribute leadership roles and responsibilities effectively and hold leaders to account

EW - Revisit 2015

R2: Improve standards in Welsh in key stage 2

Satisfactory progress in addressing the recommendation

R4: Use the existing good practice in the school to improve the quality of teaching

Satisfactory progress in addressing the recommendation

PRIORITIES/ACTIONS ORIGIN KEY SE D Cu L2L P E

SE - Prior/Emerging school priorities, lesson obs, Perf Man, LA, Consortia & National priorities

D - Data

Cu - Curriculum (AOL) reviews

L2L - Children's feedback including questionnaires & L2L

P - Parent feedback including questionnaires, informal and formal suggestions/ideas

E - Estyn recommendations

Priority 1 ~ Responsibility of Lit Leader - KB

To improve outcomes for children in Language, Literacy & Communication across the curriculum

Success Criteria:

- **D** LNF Reading Assessments 2016
Reading targeting
Y3 - >84% 85+ 16%+ 115+
Y4 - >84% 85+
Y5 - >16% 115+
Y6 - >84% 85+
- **D** LLC/English EOKS Target Setting
L4+ /FPO5+TARGET SETTING
Y2 - LLC - FPO5 94% 50/53 (2016 - BM2)
Y2 - LLC - FPO6 35.8% 19/53 (2016 - BM3)
Y6 - ENG - L4+ 95.7% 45/47 (2016 - BM2)
Y6 - ENG - L5+ 46% 22/45 (2016 - BM2)
- **D SE** Effective use of assessment & tracking of LNF outcomes to plan and deliver learning.
- **SE Cu** Progression of opportunities to write across the curriculum (year on year).
- **SE Cu** Consistent opportunities for extended writing across the curriculum across year groups..
- **E** Consistent application of spellings in writing across the curriculum.
- **SE Cu** Effective differentiated learning opportunities across year groups incl SEN, MAT, EAL, FSM children.

Evaluation Process:

- Lesson Observations
- Scrutiny of work
- Planning Monitoring
- Target Setting
- LNF Assessment Data
- Annual teacher assessment & class tracking
- Staff SWOT analysis
- L2L Questionnaires - Spring 1

Actions: **SE D Cu L2L P E**

Personnel

Timescales

Resource/Cost

Output of Evaluation Process

Implement consistent SoW & lesson structure to marry elements of Language and Literacy including grammar, spelling, handwriting, comprehension and oracy. (KQ3) **Cu**

KB

Su 16

No additional costs

All elements of LLC and language/literacy will be covered appropriately through consistent timetabling and planning

				opportunities.
Organise RWI Development Days: Monitor impact of RWI introduction , audit resources and analyse progress data. Introduce Get Writing element to sessions Cu	KB	Su 16	RWI Development Day - £2000 PDG	Observations will show improvement in consistency in delivery of RWInc RWInc assessment results will demonstrate ongoing improvement
Develop whole school approach to Catch Up reading and reading volunteers SE	KB & BC	Autumn 2016	Catch Up Trng - £2000 PDG Catch Up Staffing Salary - £3900 PDG	Increased number of volunteers listening to readers
Map Literacy skills/outcomes through topics to ensure consistency of coverage and progression Cu E	KB	Spr 17	Cover costs	NLF skills will be evident in all lessons, when appropriate Children will have an improved understanding of their next steps Teachers will be able to track and assess NLF skills confidently and consistently Evidence through lesson observations, book scrutiny and lesson planning

Implementing 'Language on Entry' & 'Early Intervention' strategies that feed into LNF eg DEST, Speech & Language links Cu	KB & KH	Su 2016	Staff INSET	Using the Speech and Language links programme & DEST - children will be identified on commencing Reception and early intervention programmes implemented
Introduce Literacy Skills opportunities through outdoor learning in FP & across topics in KS2. (KQ2) Cu L2L	KB	Su 2016	Whatever the Weather focus weeks	Increased opportunities for outdoor use and visits evident across LLC/English and across the curriculum, demonstrating impact upon engagement and enrichment
Develop Literacy cross curricular moderated portfolios within YYD and then joint moderation across cluster and within SIG Cu E	TG, BC & KB	Su 16	Online Tracking & Planning Tool - £1500 PDG	Moderated portfolios developed used to support teacher assessment processes in school
Develop a digital model for EOFP/KS2 levelled Literacy portfolios D Cu E	KB	Su 16	Cover costs	
Introduce consistent KS2 (to be introduced into Y2 each Summer2) spelling scheme of work {link to teaching of handwriting} Cu	KB	Su16	Purchase scheme - £2200 PDG	Spelling will be taught consistently and progressively across KS2, leading appropriately from RWI in FP. Book Monitoring and Lesson observations will demonstrate improvements in the impact upon spelling being applied to writing.

<p>Review and develop whole-school strategy for individual targets in books for reading and writing. Cu</p>	KB	Su 16	Cover costs 1x day and resources	Lesson observations, Listening to learners & book moderation will demonstrate effectiveness of target setting
<p>Organise staff training - Introduce Pie Corbett talk for writing & oral story telling strategies for fiction and non-fiction Cu E</p>	KB & BC	Au 16	SLT preparation time & Staff training twilight	<p>Annual storytelling festival & book week</p> <p>using oral storytelling & story walks regularly;</p> <p>to develop and innovate from a learned story;</p> <p>use storytelling to improve writing standards;</p>
<p>Implement Handwriting Motorway intervention for identified children N - Y6 / Training for all staff. Cu</p>	KH	Su 2016	<p>Attend Handwriting Motorway training & follow up</p> <p>Staff Training to disseminate</p>	<p>All LSAs trained in the intervention</p> <p>All children assessed and children within classes identified for ongoing support</p>
<p>Consistent and regular delivery of Write Dance and Dough Disco programmes in EYs to support the development of pre-writing/handwriting skills Cu</p>	KB & BC	Au 2016	Staff Training	Weekly delivery of Write Dance and Dough Disco in EYs

Roll out Into Film Cymru: Media Literacy project

Cu E

KB

Su 16

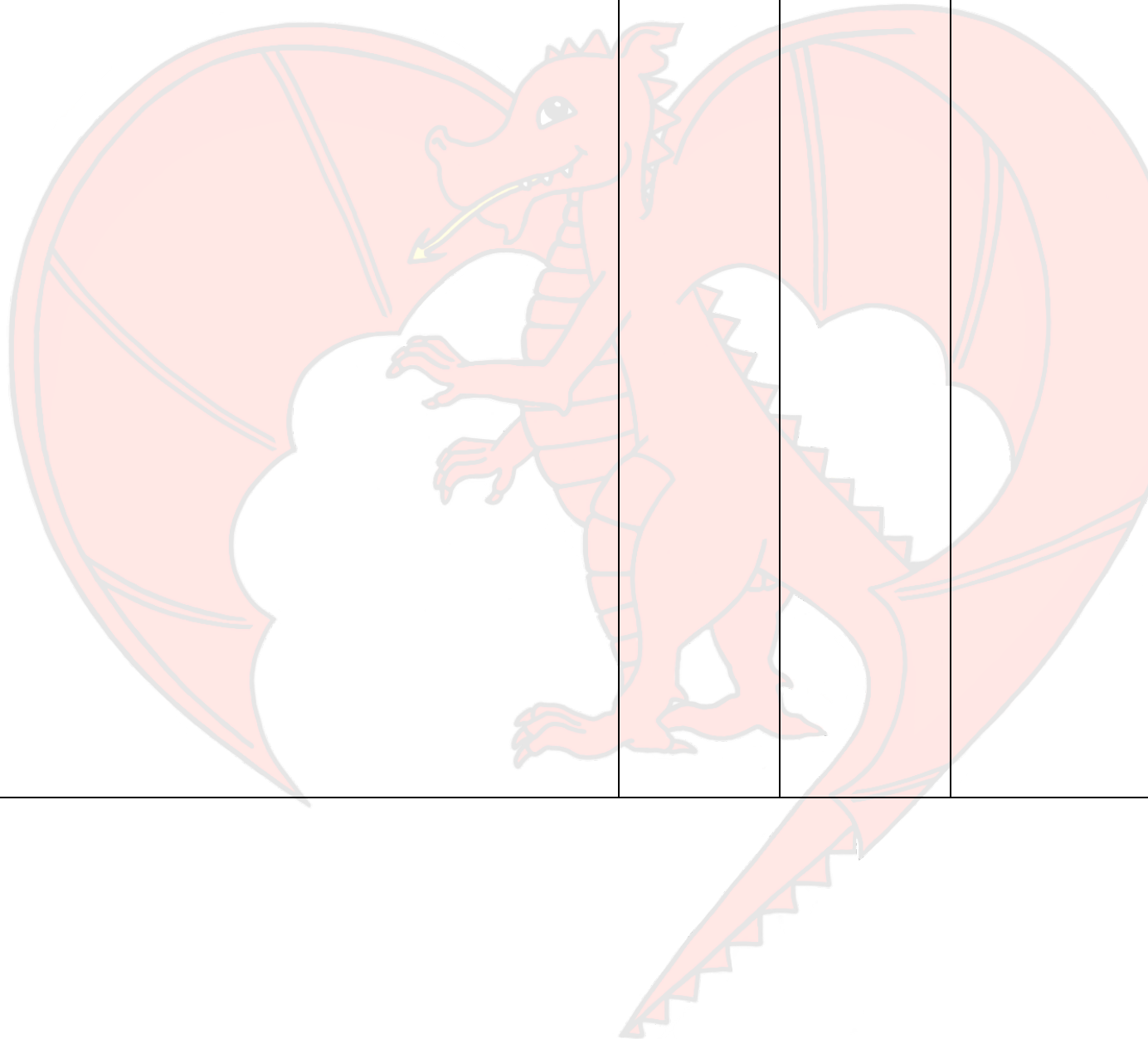
Staff Training

Implement and deliver the activities within the developed resources

Complete an end of project report: will require information about the activities carried out, data for a cohort of pupils involved in the project and feedback from pupils, teachers and SLT

Become the CPD hub for their area /Teachers leading on the project in each school become Into Film Ambassadors /Become an 'active' Into Film school

YYD pupils to apply to be Into Film Young Ambassadors or members of the Youth Advisory Council.



<p>Introduce a Film Club with Into Film Cymru in KS2. L2L</p>	<p>CJ</p>	<p>Su 1 16</p>	<p>Into Film Contact & subscription</p>	<p>The club will foster social development, as well as improving inter-personal relationships between club leaders and children.</p>
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Key Drivers for Change	SEF Priorities	National Priorities	Estyn CIF Ref
<p>LNF / NFER / Core Data Analysis RWI LNF</p>	<p>Improvement & Acc Curr & Teaching Networks</p>	<p>LNF</p>	<p>KQ1 -1.1.1, 1.1.2, 1.1.3, 1.1.4 KQ3 - 3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2</p>

Priority 2 ~ Responsibility of Num Leader - HM

To improve outcomes for children in Numeracy across the curriculum

Success Criteria:

- **D** LNF Numeracy Assessments 2016
Y3 - PROCEDURAL >84% 85+
Y3 - REASONING >84% 85+
Y5 - PROCEDURAL >16% 115+
Y5 - REASONING >16% 115+
Y6 - PROCEDURAL >16% 115+
Y6 - PROCEDURAL >16% 115+

MD/Maths EOKS Target Setting

L4+ / FPO5+TARGET SETTING

Y2 - MD - FPO5 92% 49/53 (2015 - BM3)

Y2 - MD - FPO6 35.8% 19/53 (2015 - BM3)

Y6 - MA - L4 - 95.7% 45/47 (2015 - BM2)

Y6 - MA- L5 - 51% 24/47 (2015 - BM2)

D SE Effective use of assessment & tracking of LNF outcomes to improve planning and delivery of Maths lessons & preparation towards National Tests.

- **SE D Cu** Whole school approach to delivery, assessment & tracking of reasoning/problem solving skills.
- **SE D Cu** Consistency of progression (year on year) with planning, delivery & learner experiences in Maths.
- **SE D Cu** Consistency of taught Maths strategies & learner experiences within year groups.
- **SE Cu** Effective differentiated learning opportunities across year groups incl SEN, MAT, EAL, FSM children.

Evaluation Process:

- Lesson Observations
- Scrutiny of work
- Planning Monitoring
- Target Setting
- Analysis of Assessment Data (FFT, Core Data Sets)
- LNF Assessment Outcomes (reasoning & procedural)
- NFER PIM Data
- Annual teacher assessment & class tracking
- Staff SWOT analysis
- L2L Questionnaires - Spring

Actions: SE D Cu L2L P E	Personnel	Timescales	Resource/Cost	Output of Evaluation Process
Map opportunities to develop Numeracy skills/outcomes through topics to ensure consistency of coverage and progression Cu	HM	Spring 17	Cover cost & resource materials - £900 PDG	NNF skills are consistently delivered across topic work, these skills have been taught in Maths and opportunities to practice and reinforce the skills are evident in planning and lessons
Develop opportunities for children to develop understanding of financial literacy SE Cu	HM	Sum 16 For enterprise week in Aut 16	£100 - Grow £5 project	Annual whole school engagement in 'My Money' week Classes to have real life experiences of money related activities linked to topics and whole school events
Introduce Credit Union Saving scheme for whole school P	HM AR & LJ	Au 16	No additional costs	Awareness and membership of the school saving scheme
Investigate and purchase new programme/scheme and resources/materials to improve opportunities to deliver Mathematical Development and Mathematics Cu	HM	Au 1 2016	SoW, Resources & Training - £3500 PDG	Purchase relevant resources Use of resources evident in planning, lesson observations and listening to learner discussions
Attend & provide training in the delivery of new programmes/resources to develop learning and teaching of MD and Mathematics Cu	HM	Au 1 2016	Internal training	Use of resources evident in planning, lesson observations and

				listening to learner discussions Staff confident in the delivery of Mathematics using new resources
Hold information sessions for families on procedural and reasoning strategies P	HM	Au 2016	Timetabling cover	Families will feel greater informed on how to help their child/ren at home
Develop a bank of Reasoning resource materials and deliver reasoning activities fortnightly based on skills taught Cu	HM	Au 2016	Cover cost & resource materials - £1350 PDG	Increased opportunities for numerical reasoning activities in MD/Math and across the curriculum
Review and revise child friendly Numeracy ladders for books and use in current Maths ladders. Cu	SLT	Su 2 16	Cover cost 2 days & resource materials = £300	Ladders developed and used by children and teachers to set targets and assess learning
Improve mental maths delivery as an integral part of lesson structure Cu	HM	Au 2016	Included in Maths SoW costing (see Priority 2)	Mental Maths activities evident as an integral part of lessons & delivered everyday
Develop Numeracy cross curricular moderated portfolios within YYD and across cluster & SIG group D Cu E	TG, BC & HM	Spring Summer 16	Online Tracking & Planning Tool - £1500 PDG	Moderated portfolios developed and used to support teacher assessment processes
Develop a digital model for EOFP/KS2 levelled Numeracy portfolios D Cu E	SLT	Au 2016	As above plus Supply Cover - £900 PDG	

Key Drivers for Change	SEF Priorities	National Priorities	Estyn CIF Ref
LNF / NFER / Core Data Analysis	Improvement & Acc	LNF	KQ1 - 1.1.1, 1.1.2, 1.1.3, 1.1.4

RWI LNF	Curr & Teaching Networks	KQ3 - 3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2
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Priority 3 ~ Responsibility of ALNCO - KH / BC

To improve attainment and wellbeing for those children identified as vulnerable and/or requiring additional support incl SEN, MAT, EAL & FSM.

Success Criteria:

- **D** **Y2SEN** -Targeting FPO3+ outcomes for LLC/MD Y2 MW, DW
- **Y2SEN** -Targeting FPO4+ outcomes for LLC Y2 EW
- **Y2SEN** -Targeting FPO4+ outcomes for MD Y2 EW, AA
- **Y2+1** - Targeting LLC/MD FPO6 35.8% BM3
PSD FPO6 73.5% BM2
- **D** **Y6SEN** - Targeting L3 outcomes ENG,MA,SC - EM & BK
- **D** **Y6+1** - Targeting LLC & MD
- **VULNERABLE GPS** -
eFSM - Y2 Y6
MOD - Y2 Y6
LAC - Y2 Y6
- **SE D E** Improve whole school attendance >= **95.5% ACTUAL**
15/16 95% ???Target 16/17 95.6%
- Whole school strategy for 'in class' & 'withdrawn' intervention support. (SEN & MAT)
- **E** Develop roles/ responsibilities for support staff
- Appropriately trained staff to deliver interventions for literacy & numeracy interventions organised across year groups. (SENCo)
- **L2L P** Consistent and effective whole school behaviour & interventions strategies.
- **SE L2L P** Effective 'in school' nurture & wellbeing strategy that links directly appropriate external provision and families.

Evaluation Process:

- Lesson Observations
- Target Setting Data
- Analysis of Assessment Data (FFT, Core Data Sets)
- ALNCo meetings with class teachers
- Attendance Data
- NBAR Feedback
- L2L Feedback
- LNF Diagnostic Tool

- **SE D E** Increased class teacher involvement in developing provision mapping and MAT, IEPs. IBPs. (SENCo)

Actions: SE D Cu L2L P E	Personnel	Timescales	Resource/Cost	Output of Evaluation Process
Map NACE Challenge Award standards against current strategies and identify MAT action plan SE D Develop MAT opportunity & experiences (mapping current strategies and researching ways of extending good practice) SE D	KH, LC & HE	Summer 16	Included in ALNCo & MAT leader management time cover £	NACE Award achieved / SER completed and used effectively Teachers and children to plan & identify MaT children's next steps
Audit, research & purchase necessary SEN literacy / Numeracy resources incl digital resources (eg NESSY) SE D	BC KH	Summer 16	Included in ALNCo management time plus resources - £2500 PDG	Intervention identified on Provision Mapping & timetabled support using resources Children's progress to be tracked and impact evaluated

<p>Whole staff to analyse FSM & contextual data, alongside the online LNF diagnostic support tool for identifying needs and targeting interventions & support SE D E</p>	<p>TG BC KH & All Staff</p>	<p>Autumn 16</p>	<p>INSET x 2 & JLoxton support - £1500 PDG</p>	<p>Utilising diagnostic tool to identify ways forward for support & challenge Clearer understanding of data analysis and target setting for specific children Increased cohesion between children's & family needs</p>
<p>Explore extra-curricular opportunities to support Literacy & Numeracy skills for identified ALN / FSM children L2L</p>	<p>BC KH</p>	<p>Autumn 16</p>	<p>Included in ALNCo management time.</p>	<p>Extra curricular clubs to be timetabled and identified vulnerable children attending Club work impacting upon standards in class</p>
<p>Staff Training: - Attendance - internal - to include YMA, clip of the day, 5 a day, Parent contact, role of wellbeing leader, develop rewards structure ELSA/SELFIE - internal Nurture training - CSCJES Circle Time / SEAL - internal Catch Up Num/Lit Build 2 Express Cu</p>	<p>BC & KH</p>	<p>Ongoing</p>	<p>External providers = £750</p>	<p>Building capacity to deliver and support interventions for increasing numbers of vulnerable children New staff understand the importance and relevance of support upon children's wellbeing</p>
<p>Introduce Build 2 Express from in KS2 to develop oracy and PSE/ skills and map into topics. L2L</p>	<p>BC & KH</p>	<p>Summer 16</p>	<p>Timetabling LSA to deliver & resources = £500</p>	<p>Improved FP outcomes for boys in L06+ Teachers planning to include opportunities to use B2E to improve children's Oracy & PSE/PSDWBCD skills Teachers planning to link LNF outcomes to using Lego resources</p>

				Children's confidence and contributions during discussions are improved
Complete ALN SER with staff and use to support whole school self evaluation process. SE D E	KH	Summer 16	Included in ALNCo mngt time.	Clear understanding of strengths and ways forward.
Develop dedicated nurture space & map nurture/wellbeing provision across the school. L2L	TG BC KH	Autumn / Spring 16/17	Staff time & resources = £300	Nurture groups have dedicated space Improved wellbeing and engagement of identified children
Introduce behaviour support team & whole staff behaviour management training. L2L P	KH BC	Summer 16	Training & planning cover = £500	Fewer incidents during class & break times. Increased staff confidence and improved consistency in approaches to management of challenging behaviour.

Key Drivers for Change	SEF Priorities	National Priorities	Estyn CIF Ref
Core Data Analysis / Target Setting Wellbeing & Pupil Voice Self Evaluation	Intervention & Support WWO Networks	Poverty & Achievement	KQ1 - 1.1.1, 1.1.2, 1.1.3, 1.1.4 KQ2 - 2.3.3, 2.3.4

Priority 4 ~ Responsibility of Head & Dep Head - TG BC

- To improve the quality of children's Learning & Teaching experiences across the curriculum

Success Criteria:

- **D** EOKS FP - data target FPO5+ 6+ FROM 15/16 & 16/17
- **D** EOKS KS2 - data target L4+ L5+
- **L2L P** L2L demonstrates positive feedback about learner experiences and engagement
- **SE Cu** Balance and coverage of sciences, humanities & expressive arts experiences across topics.
- **SE Cu** DCF, ESDGC, Humanities & Expressive Arts skills mapped across Cornerstones topics and subjects skills (eg Geographical, Historical, Artistic, Design & Musical outcomes).
- **SE E** Establish meaningful networks including internal PLCs and action groups across School Improvement Group.
- **SE E** Improved standards in Learning & Teaching.
- **SE E** Increased staff confidence and competency with STEM learning & skills.

Evaluation Process:

- Planning Monitoring
- Lesson Observations
- Scrutiny of work
- Analysis of Assessment Data (FFT, Core Data Sets)
- Target Setting
- L2L Questionnaires
- Self Evaluation & Curriculum Reviews

Actions: SE D Cu L2L P E	Personnel	Timescales	Resource/Cost	Output of Evaluation Process
ESDGC: - <ul style="list-style-type: none"> • Develop ESDGC portfolios to map learner experiences from Nu -Y6 • Establish relationships with companies & organisations to develop children's ESDGC awareness & experiences, mapping into topics • Actively participate & contribute to Platinum Eco Schools events & meeting • Develop Eco - project continuum with Cornerstones eg mapping projects at school, community, national & global levels into topics • Develop Eco/ESDGC Blog Cu	BB	Summer 16	Cover, training, & resources = £750	Portfolios to demonstrate ESDGC evidence and progression of experiences Greater engagement between external organisations & learner experiences

				Eco committee continues to impact upon our school and local environment & contributes to other schools and committees Eco committee to support others, sharing good practice and celebrate success'
Develop whole school approach to improving quality assurance of Assessment for Learning strategies, including:- - progression mapping - planning & tracking - Effective use in learning & teaching Cu	TG BC SLT	Summer 16		Introduction of coaching and mentoring strategies in teams across the school
Timetable leadership & curriculum development days SE E	TG BC	Summer 16	£500	Evident in learning and teaching and planning
Develop networks of professional practice including: - • Teaching observation Triads (in school) & sharing good practice during staff INSET/Twilight including elements of the ITP/OTP programme incl identifying staff to attend learning & teaching • Develop a formal model for peer-peer support in school and share via peer-peer observations/coaching across other schools incl SIG & cluster. • Establish links with 4schools Hub & CENSO Apple RTC • Introduce SIG working projects - moderation - developing the new curriculum - digital competency - Creativity in the curriculum • Llantwit Cluster working - Sharing good practice in topic/immersion learning - Establish Lit/Num leader cluster • Llantwit Comp transition development SE E	nnn	Autumn 16	Class cover cost = £100 per day. Course attendance free and revenue generating when providing trainer (BC)	Observations of good practice within and own school and across SIG Opportunities for teachers to evaluate and reflect upon each others practice Observations and evaluations evident in self evaluation
Introduce agreed whole school improving learning & teaching & coaching framework SE E	TG & BC	Ongoing	Potential cost of adopting commercial model	Staff use a common language around L&T

			with training = £2000 PDG	
<p>Timetable opportunities for children to regularly use Llantwit Major library for group reading activities, writing and topic research L2L</p>	KB	Summer 16	No additional costs	Consistent use of library Improved enjoyment, confidence and enthusiasm for reading
<p>Areas of Learning: - Cu</p> <p><u>Audit each AoL and develop individual action/spending plans</u></p> <p><u>RE & Collective Worship</u></p> <ul style="list-style-type: none"> Audit, order & allocate resources Map LNF & dcf into topic map Organise topics to compliment Cornerstones topics Develop whole school CW plan integrating themes, SEAL, visitors, stars Include regular trips to different places of worship L2L <p><u>Science, Technology & DCF: -</u></p> <ul style="list-style-type: none"> Develop and embed whole school 'digital learning vision' Audit Science & DCF skills & resources Purchase digital hardware for new build L2L Timetable staff & digital leader training opportunities Implement ICT/Computing SoW Achieve 360 safe award <p><u>Language, Literacy & Communication</u></p> <p>Cymraeg (incl Cwricwlwm Cymraeg & Welsh-ness)</p> <ul style="list-style-type: none"> Introduce Welsh Language Zones around school to encourage children initiating their own use of the language and link to Dojo points L2L Develop links with local Welsh medium school On going staff training workshops with new CSCJES resources and sharing good practice Weekly KS2 meeting agenda point to cover daily Welsh provision and sharing planning & good practice 	<p>TG BC & AoL leaders CJ & JD</p> <p>SC & team</p> <p>KB & team</p>		<p>AoL Individual Budgets = tbc</p> <p>Approx £50k over 3 years</p>	<p>Increased conversations and interactions initiated by children</p> <p>Increased staff use of Welsh language</p> <p>Increased numbers of ON and ABOVE in end of year summative reports and EOKS2 results</p> <p>Daily Welsh sessions impacting upon children's independent use of Welsh language and vocab choices</p>

<ul style="list-style-type: none"> Welsh language coordinator to timetable monitoring & support of daily 15 min 'Snappy' Welsh language sessions <p><u>Expressive Arts:</u> -</p> <ul style="list-style-type: none"> Audit & purchase resources. Long term plan/timetable subject/skills rotation to ensure consistent delivery Collaborative staff planning opportunities to map skills, organise assessment/tracking and ensure progression Explore ways of improving 'cookery' & 'cooking' experiences L2L <p><u>Health & Wellbeing:</u> -</p> <ul style="list-style-type: none"> Ensure learner voice in development and design of outdoor learning spaces in new build Healthy eating/Healthy lunchbox campaign (see priority 5) L2L Map Healthy lifestyle choices across the curriculum Complete Healthy school amalgamation phase and begin work towards WNHSS <p><u>Humanities</u></p> <ul style="list-style-type: none"> Map skills ladders across topics and curriculum (coverage and progression) Audit staff skills/confidence and organise appropriate training Map festivals, celebrations, visits & visitors across whole school (QA & progression) L2L Audit cornerstones topics and identify gaps in resources, purchase and organise resources 	<p>LED BY ??? EA team - NF/JD/LV?</p> <p>BC/KH/BB PE = SG</p> <p>LED BY ??? CJ & DO</p>			
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Key Drivers for Change	SEF Priorities	National Priorities	Estyn CIF Ref
LNF Documentation/Guidance Self Eval & L2L HWB	Curriculum & Teaching Improvement & Acc	Literacy & Numeracy Standards	KQ1 - 1.1.5 KQ2 - 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.1, 2.2., 2.4.1, 2.4.2

Priority 5 ~ Responsibility of Head teacher - TG

- To improve children's and family's wellbeing through developing the school as a genuine Community Resource

<p>Success Criteria:</p> <ul style="list-style-type: none"> • Improve vulnerable family access to support, opportunities to achieve and aspirations (incl CHIP & ELERI engagement) • Maintain community access to information about the building developments • Improve whole school attendance >= 95.5% • Increase the wider community use of the school during out of hours times and school holidays • Increase in positive responses to L2L & parent self evaluation questionnaire • Increase in positive responses from SELFIE wellbeing questionnaires • Improved learner voice opportunities • Improve transition experiences 	<p>Evaluation Process:</p> <ul style="list-style-type: none"> • NT Community engagement programme • Criw Construction Impact • Lesson Observations • Target Setting Data • Analysis of Assessment Data (FFT, Core Data Sets) • ALNCo meetings with class teachers • Attendance Data • NBAR Feedback • L2L Questionnaires & Feedback 			
<p>Actions: : SE D Cu L2L P E</p>	<p>Personnel</p>	<p>Timescales</p>	<p>Resource/Cost</p>	<p>Output of Evaluation Process</p>
<p>Appoint and train Wellbeing & Community Leader responsible for monitoring & organising: - A4A style structured conversations with vulnerable learner's families FSM pastoral support & Family Links Parent provision mapping (action - outcome) Parent coaching & training Attendance & Punctuality tracking Community Events / Engagement Peer Mediators Out of hours school use Staff involvement in Putting Families First (FF) Signposting families to agencies & support SE E</p>	<p>TG</p>	<p>Summer 16 for Autumn 16</p>	<p>Wellbeing & Community Leader Salary with on costs (0.5 -£9k) PDG</p>	<p>Robust 'joined up' model for supporting children & families with FSM Access to support, signposting and training for parents Increased use of school environment out of hours</p>

Increase family engagement with Eleri project and evaluate outcomes against attendance and end of year outcomes SE E	TG	Ongoing	Eleri funding support, between Barnados, BIG Lottery & cluster schools. (cost = tbc)	Timetabled opps for staff to engage with and lead Family Friday workshops Attendance forensically monitored and families/children targeted for support where improvement is needed
Implement FAST programme - cycle 1 SE E	TG BC	Autumn 16	£1500 per cycle	
Establish SELFIE intervention team (incl leader - CR) and timetable to be delivered alongside 'CHIP' nurture provision (social skills, wellbeing, behaviour) SE	BC	Summer 16	Timetabled CR, JR & EY's team training & on-going interventions Salaries with on costs - £10,000 PDG	
Launch School Website to use as first point of contact online for information, updates and documentation. P	TG	Summer 16	£2750	Improved school communication / access to information
Audit parents skills & interests; looking to provide workshops for other parents/community P	TG	Autumn 16	No additional costs	Increased opportunities for parents and community to share talents and skills with children and school
Work with Llantwit School, approach local organisations and community groups to promote school as a venue. SE	TG	Autumn 16	Opportunity to generate revenue for school.	Increased use of school environment out of hours
Timetable parent information workshops for LNF incl National Assessments, RWI, Lego, DCF, HWB+, Cymraeg P	BC	Summer 16	Timetabling staff preparation and delivery time.	Improved family involvement in school life and knowledge of school learning and activities
Establish a whole school structure to develop collaboration and dialogue between existing learner voice groups, community & staff. Timetable opportunities for the Senydd to meet, identify ways forward and focus upon actions. SE L2L	TG BC learner voice leaders	Autumn 16	No additional costs	

<p>School Council / Peer Mediators / Ambassadors: -</p> <ul style="list-style-type: none"> • Training for new Peer Mediators • Timetable assembly feedback & awards • Attend CCW Ambassador events & develop Ambassador council • Develop Learner Voice collaborative Blog via HWB+ • School Council's 'What's in your lunch box?' scheme L2L • Embed understanding of UN Rights of the Child 	<p>BC SLT & learner voice leaders</p>	<p>Summer 16</p>	<p>No additional costs</p>	<p>Peer Mediators continue to support play time behaviour alongside FaCC</p> <p>Ambassadors actively engaged in CCW projects and regularly sharing work across our school</p> <p>Blog celebrating work of councils and committees and used as a tool for feedback & discussion from children and school community</p> <p>Children, governors & parents using HWB/website/twitter etc to provide feedback, evaluate initiatives and contribute to self evaluation</p> <p>Almost all packed lunches will be nutritionally healthy & balanced</p> <p>UN Rights of child displayed, referred to and used to develop Pupil Voice and support PSE/PSD & safeguarding experiences</p>
<p>Transition Plan July/Sept 16</p> <ul style="list-style-type: none"> • Move Up Mondays • Teacher Transition Meetings inc. sharing of excel tracking data • One Page Profile for SEN/Medical and concern children 	<p>TG BC</p>	<p>Summer 16</p>	<p>Dedicated INSET sessions. Additional cover</p>	<p>Children will feel confident in the move to new classes and new school build</p>

<ul style="list-style-type: none"> • Year 2 join KS2 assemblies • Whatever the Wednesday Afternoons - Nursery moving to Reception • Nursery invited to stay for lunch with parents <p>Transition Plan for move into new build</p> <ul style="list-style-type: none"> • All children visit new site/classes before move • Parent Talks to include information into new build • Consultation on change in school times • Continue regular assemblies led by Criw Construction and Nick Toulson for whole school <p>SE L2L P</p>			<p>for staff - £600 PDG</p> <p>Coach costs for visits</p>	<p>Effective and purposeful sharing of pupil information for staff</p>
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Key Drivers for Change	SEF Priorities	National Priorities	Estyn CIF Ref
ESTYN -effective practice in tackling poverty guidance Self Evaluation NBAR	Intervention & Support Wellbeing WWO	Poverty & Achievement	KQ1 - 1.2.3, 1.2.4 KQ2 - 2.1.3, 2.1.4