

# **Ysgol y Ddraig School Improvement Plan**

**2019 - 2021**



**Date/Dyddiad: April 2019 - March 2021**

**Headteacher/Pennaeth: Ty Golding**

**Chair of Governors/Cadeirydd y Llywodraethwyr: Rebecca Lloyd-James**

**This improvement plan is a working document which underpins the strategic direction and actions. As such it may be edited and amended to meet the needs of our children, staff and wider school community.**

## **Ysgol y Ddraig - Vision. Aims & Motto**

The world in which we live is constantly changing. We must provide education opportunities and experiences that, whilst based upon high expectations of behaviour and learning, they meet the needs of children in our care and fully prepare them for the future. Learning must be inclusive, relevant, thoughtful and engaging.

### **Our mission is simple...**

At Ysgol y Ddraig it is our purpose to work together and achieve our very best; becoming happy, mindful and confident lifelong learners.

### **We aim to provide excellent *opportunities* and *experiences* in order to:**

- Ensure wellbeing is at the forefront of developing responsible, empathetic and mindful children who feel valued, listened-to, respected and appreciated.
- Provide an excellent learning environment, which is happy, safe, secure and supportive.
- Support the highest expectations of all children's learning and behaviour.
- Enable our children to become literate, numerate and digitally competent lifelong learners.
- Appreciate the value of strong partnerships between children, staff, parents, the local and wider global community.
- Encourage a climate of success by celebrating the perseverance, efforts and achievements of all children both inside and outside school.
- Promote the positive social, emotional, moral and spiritual development of children, preparing them for time in our school and beyond.
- Instil a sense of pride in our heritage locally, nationally and globally whilst being aware of, and respectful towards others.
- Ensure that children develop knowledge and an understanding of the UNC Rights of the Child.

These aims are at the heart of our daily life and are represented by our school motto: -

### **Achieve, Challenge, Enjoy (ACE)**

At Ysgol y Ddraig we offer a dynamic and inclusive curriculum fit for the 21<sup>st</sup> century and beyond that inspires everyone to become:

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical and informed citizens of Wales and the world, ready to be citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

## **Context and Key Information**

Ysgol y Ddraig is an English medium primary school that serves the children of Llantwit Major and began as an amalgamation of two existing schools, in September 2015 and operating across two sites for the first 3.5 terms. In November 2016, we successfully moved onto one site; into our brand new purpose built premises and took our place as part of the Llantwit Learning Community. Our school grounds were nearly completed in November 2017. However, there is still ongoing work related to the original build specifications in and around our school. Our school currently has twelve classes and a morning Nursery.

<b>1.1 Numbers on roll</b>	Nu	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Summer 17/18	50	29	39	54	60	49	48	53
Autumn 18/19	31	33	30	39	53	57	50	50
Spring 18/19	37	34	32	42	57	58	51	51
<b>Summer 18/19</b>	<b>42</b>	<b>35</b>	<b>33</b>	<b>42</b>	<b>56</b>	<b>60</b>	<b>52</b>	<b>52</b>
<b>Summer 18/19 374 (353 FTE)</b>								

<b>1.2 Attendance</b>	Overall Attendance %	Authorised Absence %	Unauthorised Absence %
Summer 17/18	94.6	4.9	0.5
Autumn 18/19	95.5	4.0	0.1
Spring 18/19	94.6%	5%	0.4%
<b>Summer 18/19</b>	<b>94.4%</b>	<b>5.1%</b>	<b>0.4%</b>

1.3 eFSM	% (no of children)
Summer 17/18	14.75% (49)
Autumn 18/19	17% (52)
Spring 18/19	17.7% (61)
Summer 18/19	19.3% (64)

1.4 ALN	SA	SA+	Statement
Summer 17/18	11.5%	4.5%	0.3%
Autumn 18/19	9.3%	4.2%	0
Spring 18/19	10.8%	3.4%	0
Summer 18/19	7.2 % (27)	3.5% (13)	0

### Strategic Improvement Plan 2015 - 2021: The Ysgol y Ddraig Journey

2015 - 2017	Amalgamation & Establishing Foundations - two sites & new build
2017 - 2019	Building Learning Power
2019 - 2021	National Reform & Good to Great

## Priorities Overview 2017- 2021

Building Learning Power		National Reform & Good to Great
Summer 2017 – Spring 2018	Summer 2018 – Spring 2019	Summer 2019 – Spring 2021
<p><b>1. Standards and Quality Assurance</b> To improve performance indicators, MER processes, quality/ consistency of Learning &amp; Teaching, curriculum provision and effectiveness of senior and middle leaders.</p> <p><b>2. Literacy and Numeracy</b> To improve standards, progression and provision of Literacy &amp; Numeracy</p> <p><b>3. Wellbeing and Perspectives</b> To improve children’s wellbeing and enjoyment of learning through wider links with home and the wider community.</p> <p><b>4. ALN and MAT</b> To improve standards, provision and progression for vulnerable children, incl. SEN, eFSM, LAC, EAL, MOD, Boys (reading &amp; MAT).</p>	<p><b>1. Curriculum Development/Reform &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li>• Achievement and Standards</li> <li>• New Leadership &amp; Teaching</li> <li>• Standards</li> <li>• Pilot Teaching Assistant</li> <li>• Standards</li> <li>• School as Learning Organisations model</li> <li>• Critical Thinking Skills</li> <li>• Cross Curricular skills</li> </ul> <p><b>2. Care and Support, Communication &amp; Community</b></p> <ul style="list-style-type: none"> <li>• Pupil Voice – Action groups &amp;</li> <li>• UNCRC status</li> <li>• School Grounds development</li> <li>• Outdoor Learning</li> <li>• Achievement for All programme</li> <li>• ALN Act</li> <li>• MAT provision in class</li> </ul>	<p><b>1. High Quality Professionals</b></p> <ul style="list-style-type: none"> <li>• 1.1 - Develop YYD Curriculum in line with the statutory requirements &amp; recommendations of A Curriculum for Wales</li> <li>• 1.2 Building a culture of Professional Learning that is rigorous, evidence based &amp; collaborative whilst focussing upon preparing for A Curriculum for Wales and wider education reform.</li> <li>• 1.3 Develop assessment (ARR) principles and practice to support curriculum development and learner progression.</li> </ul> <p><b>2. Equity &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• 2.1 Develop learning environment to ensure it is conducive to supporting the L&amp;T needs of all</li> <li>• 2.2 Develop YYD Wellbeing Strategy for staff &amp; children</li> <li>• 2.3 Develop a tailored approach to supporting learners with Additional Needs (in line with the ALN Act)</li> </ul> <p><b>3. Inspirational Leaders</b></p> <ul style="list-style-type: none"> <li>• 3.1 Develop leadership across the school to ensure the effectiveness and accountability of all leaders.</li> <li>• 3.2 Create opportunities for children to develop decision making skills commit to action and evaluate the impact - through leadership and learner voice</li> <li>• 3.3 Develop community engagement and raise the profile of YYD</li> <li>• 3.4 Develop MER processes to enable continuing effective improvement of Learning &amp; Teaching practices.</li> </ul>

## Leadership Team: Roles and Responsibilities 2019 - 2020

Name	Leadership Role	Responsibilities	Performance Development Team
TG	HT	Strategic Direction Professional Learning Self Evaluation & SIP Performance Development Safeguarding - DSP	Becky Cadman Lisa Jones Y1/2 Nicole Cogbill, Kath Burmingham, Rhianna Rose
BC	D / HT	Curriculum & Standards (ARR) Operations - Consistency & Policy Safeguarding - DDSP Quadrant and PD Leader	Rec/Y1 - Lucy Whelan, Sue Grafton, Jayne Cairns, Gemma Buxton Y3 – Harriet Maidment, Katy Holloway, Rachel McCarthy, Julie Roberts
HM	Inclusion	Vulnerable Learners & Specific groups ALN Standards & Provision CLA Co-ordinator Safeguarding - DDSP Quadrant and PD Leader	Y6 – Jodie Davies, Dorian Oldfield, Jacquie Lightfoot-Paine, Ellis Blannin Nursery - Rachael Fowler, Davina Beynon
KBa	Special Projects & Family Engagement (temp)	Awards – self-evaluation, wellbeing, families, community RE Extra- curricular activities	
JD	Wellbeing and Perspectives (temp)	Home-School-Community Pupil Voice Behaviour & Mindset Collective Worship Quadrant and PD Leader	Y5 – Sarah Crowe, Lisa Crowther, Kelly Cox
SC	Literacy & Numeracy	Standards & Provision LLC/English MD/Mathematics Cross curricular skills – Literacy & Numeracy Quadrant and PD Leader	Y4 – Gareth Richards, Sarah Ewings, Julie Mees
KH	MER development (Aut 1)	Research potential resources / frameworks to support: - development of a common language of learning next steps in performance development development of MER processes	Karen Bale Helen Edwards Induction, performance reviews, PL & Training – Students & Volunteers

## Learner Leadership: Roles and Responsibilities 2019 - 2020

Name	Leadership Role	Responsibilities
Rachel Fearnhough	Head Girl	First Minister
Caitlyn Marsh	Deputy Head Girl	Chancellor
Lewis Gregson	Head Boy	First Minister
Sam Fellows	Deputy Head Boy	Secretary
	<b>Cabinet Members</b>	
Daniel Qaimuri Sophie Roberts Dylan Veal-Shaw	Eco & Environment Squad	Pupil Action Group Leaders Cabinet Members
Alesha Butcher* Harry Fisher* Arianwen Strabel	Health & Wellbeing	Pupil Action Group Leaders Cabinet Members *Bronze Ambassadors
Lilly Beale Evan John Evans Joel Brunskill	Learning Leaders	Pupil Action Group Leaders Cabinet Members
Ashley Deeming Sam Leonard Joseph Buckerfield	Digi Dragons	Pupil Action Group Leaders Cabinet Members
Dylan Thomas Katie Lloyd Emery Kaitlyn Clarke	Criw Cymraeg	Pupil Action Group Leaders Cabinet Members
Nicole Jeziorska Elliot Oyler Tyler Lee	Safety Officers	Pupil Action Group Leaders Cabinet Members
Olivia Morgan Maria Neagu	Super Ambassadors (RRS)	Promote UNCRC Cabinet Members

## School Improvement Plan 2019 - 2021: Significant Monitoring & Evidence

1. High Quality Professionals	2. Equity & Wellbeing	3. Inspirational Leaders
Vision, Aims, Role & Responsibilities		
National documentation & guidance <ul style="list-style-type: none"> <li>- National Mission: EiW</li> <li>- SLO (Incl surveys &amp; outcomes)</li> <li>- CfW</li> <li>- ALN Act</li> </ul>		
Performance Development Professional Standards MER Cycle SER Processes incl surveys/feedback Learner Voice incl L2L, Questionnaires, Senedd & Action Groups		
PLD & External Training <ul style="list-style-type: none"> <li>- INSET 2.9.19 Vision, Values &amp; CfW</li> <li>- PLD Programme 18/19 &amp; 19/20</li> <li>- Reading &amp; Research</li> </ul>	PLD & External Training <ul style="list-style-type: none"> <li>- ALNCo</li> <li>- WRAP</li> <li>- Trauma Informed</li> <li>- Safeguarding</li> <li>- Outdoor Learning</li> <li>- Reading &amp; Research</li> </ul>	PLD & External Training <ul style="list-style-type: none"> <li>- PD</li> </ul>
Policy & Whole School Approach Evals & Updates <ul style="list-style-type: none"> <li>-</li> </ul>	Policies & Whole School Approach Evals & Updates <ul style="list-style-type: none"> <li>- Safeguarding &amp; Child Protection</li> <li>- Behaviour</li> <li>- L&amp;T</li> </ul>	Policies & Whole School Approaches Evals & Updates <ul style="list-style-type: none"> <li>-</li> </ul>
Internal & External Collaboration & Training (Evals & Impact) <ul style="list-style-type: none"> <li>- PLCs</li> <li>- SIG</li> <li>- Cluster</li> </ul>	Internal & External Collaboration & Training (Evals & Impact) <ul style="list-style-type: none"> <li>-</li> </ul>	Internal & External Collaboration & Training (Evals & Impact) <ul style="list-style-type: none"> <li>-</li> </ul>
Professional & SLT Charters	ALN Cluster & LA Strategy Mtgs	
SLT Meeting Foci	Learner & Staff Consultations Learner Actions Groups	



Full GB development (Incl Curriculum sub)	AfA approaches & impact	
Learner Review Processes	Peer Obs	

## Accountability: Outcomes & Targets

### 1.SIP PRIORITIES 19-21 - High Quality Professionals

1 - High Quality Professionals		1.1.a TG BC & SLT		
SPECIFIC ACTIONS	SUCCESS CRITERIA	PROGRESS MILESTONES		RESOURCING
1.1 Develop YYD Curriculum in line with the statutory requirements & recommendations of Curriculum for Wales	March 2021	March 2020	December 2020	
<p>1.1.a - Continue to develop the readiness for A Curriculum for Wales (C4W) and it's component parts, in particular looking to develop a methodology for school level curriculum design through staff understanding and engagement with:</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Process</li> <li>• Progression</li> <li>• Pedagogy</li> <li>• Professional Learning</li> <li>• The feedback process for education reform including: Curriculum RE/RSE INSET days</li> </ul>	<p>To further staff and governor understanding of education reform, the implications for themselves (incl YYD) and have their say.</p> <p>To enable the school to begin planning and preparing its priorities towards enacting the new curriculum</p> <p>Curriculum design clearly reflects the 10 principles from SF</p> <p>Nearly all learners experiencing and being able to reflect successfully upon their innovative, authentic and creative learning opportunities.</p> <p>Staff will have an increased knowledge and understanding of the 'What Matters' statements and their function as learning organisers at each of the Progression Steps. There will be a whole school methodology to curriculum planning at YYD.</p>	<p>All practitioners and governors contribute to feedback and consultation.</p> <p>Nearly all practitioners to have an understanding of the philosophy, new curriculum components and the implications on their own PLD YYD.</p> <p>All staff using the 12 Ped Principles consistently in their planning and teaching.</p> <p>All children and all staff will demonstrate an improved understanding of the Four Purposes and their role as a driver for learning, at YYD</p>	<p>All practitioners to have a comprehensive understanding of the philosophy and implications of beginning to plan and use Curriculum for Wales</p> <p>All planning for learning is built upon the Four Purposes, Descriptions of Learning and WMs through a:</p> <ul style="list-style-type: none"> <li>• whole school process to school level curriculum design (incl assessment)</li> <li>• Sound understanding of the expectations at each PS</li> <li>• Whole school (&amp; cluster) approach to curriculum design</li> <li>• Consideration of the 10 principles of curriculum design</li> </ul>	<p><b>TIME:</b> Weekly PLD sessions INSET day foci Cluster work foci</p> <p><b>COVER:</b> DHT release x6days SLT release x12days Teacher release x8days</p> <p><b>CONSIDERATIONS::</b> Leadership &amp; Practitioner development days School visits LA Rural Cluster <b>CSC engagement?</b> <b>COST:</b> £5000 <b>SOURCE:</b> PL Grant</p>

	<p>All children and all staff will demonstrate an improved understanding of the Four Purposes and their role as a driver for learning and their ability to reflect upon themselves as learners.</p> <p>Mapping to evidence the progression of knowledge, skills and experiences</p> <p>Professional Learning processes have become an effective enabler of change</p>			
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<b>1 - High Quality Professionals</b>		<b>1.1.b BC KH (with AoLE Leads)</b>		
<b>SPECIFIC ACTIONS</b>	<b>SUCCESS CRITERIA</b>	<b>PROGRESS MILESTONES</b>		<b>RESOURCING</b>
<b>1.1 Develop YYD Curriculum in line with the statutory requirements &amp; recommendations of Curriculum for Wales</b>	Evidence March 2021	March 2020	December 2020	
<p>1.1.b - To develop a whole school and cluster collaborative approach to CfW school level curriculum design, planning to support learning &amp; teaching (pedagogy)</p> <p><b><u>(SEE AOLE ACTION PLANS)</u></b></p>	<p>Leaders and practitioners (in YYD &amp; across the cluster) to have a depth of understanding of authentic learning experiences, subject knowledge and application of skills in the context of CfW (incl new assessment approaches)</p> <p>Reading &amp; Research time contributing to improving L&amp;T through:</p> <ul style="list-style-type: none"> <li>• Improved professional dialogue</li> <li>• Performance Development</li> <li>• Teacher led PLD</li> </ul> <p>A deep understanding and consistent use of metacognition for all staff and the impact upon learner outcomes</p> <p>Nearly all learners, appropriate to age or stage, will improve their metacognitive skills and confidently apply them</p>	<p>Planning for / teaching beginning to include a blend of authentic experiences, subject knowledge and the development of children's skills</p> <p>Most practitioners will have a deeper understanding of how Metacognition and the impact upon learning and teaching.</p> <p>FP learners (Y1/2 initially)) have begun to develop their understanding of metacognition in daily learning experiences and use it effectively to support their learning.</p>	<p>All practitioners contributed to development of whole school approach to curriculum design (in school and across cluster) and mapping the appropriate blend of experiences, knowledge and skills.</p> <p>Nearly all staff begun to include whole school approach to metacognition in planning, learning and teaching.</p> <p>All practitioners have a sound understanding of metacognition and how it can be used to develop L&amp;T</p> <p>All learners use whole school approaches to metacognition for</p>	<p><b>TIME:</b> Weekly PLD sessions (75mins / wk) INSET day foci Cluster work foci</p> <p><b>COVER:</b> HT release x 5days SLT release x 4days Teacher Reading &amp; Research x 3days</p> <p><b>CONSIDERATIONS::</b> Planning time School visits Cluster Hosting</p> <p><b>COST:</b> £3500</p> <p><b>SOURCE:</b> SIG Cluster Grant</p>

	<p>to a range of learning contexts. They demonstrate progress towards the 4P, increasing independence &amp; ownership in their own learning journey.</p> <p>Inquiry based learning will cultivate curiosity and grow confident, capable and creative inquirers</p>		individual & parent learner reviews	
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<b>1 - High Quality Professionals</b>		<b>1.2.a /c TG 1.2.b /c BC &amp; SLT</b>		
<b>SPECIFIC ACTIONS</b>	<b>SUCCESS CRITERIA</b>	<b>PROGRESS MILESTONES</b>		<b>RESOURCING</b>
<b>1.2</b> Building a culture of Professional Learning that is rigorous, evidence based & collaborative whilst focussing upon preparing for a Curriculum for Wales and wider education reform.	March 2021	Milestones March 2020	Milestones December 2020	
<p>1.2.a - Review staff understanding of elements of reform in order to effectively prioritise and plan the professional learning schedule and processes.</p> <p>1.2.b - Provide opportunities for staff to develop and reflect on their practice through collaboration:</p> <ul style="list-style-type: none"> <li>• PLD</li> <li>• PD</li> <li>• Year grps, phases and quadrants</li> <li>• Cluster</li> <li>• SIG</li> <li>• LSAs inclusion weekly PLD</li> </ul> <p>1.2.c - Develop and embed Performance Development in line with the Professional Standards and establish a common language of learning.</p> <p>1.2.d - Establish a culture of research and inquiry to improve learning and teaching practices</p>	<p>All staff to develop greater responsibility for and engagement in their own professional learning</p> <p>All staff understanding and contribute to using the SLO model to support school improvement through:</p> <ul style="list-style-type: none"> <li>• Focussing on improving and evaluating learner outcomes</li> <li>• Underpinning practice by evidence and expertise</li> <li>• Focussing upon collaboration and challenge</li> <li>• Ensuring improvement is sustainable over time</li> </ul> <p>The Performance Development process must:</p> <ul style="list-style-type: none"> <li>• Establish a shared language of learning</li> </ul>	<p>Nearly all staff are confident with the implications of education reform on YYD for their own PD, their learners and the school as a whole.</p> <p>Revised MER processes are known, understood and effectively contribute to school improvement.</p> <p>A framework for developing L&amp;T practices has been identified and is used by all as a basis for a common language of learning, PLD and PD.</p> <p>All teachers use an element of PPA time for professional reading &amp; research (initially directed).</p> <p>LSAs attend weekly PLD sessions and implement their growing skills,</p>	<p>All staff are confident with the implications of education reform on YYD, themselves and learners.</p> <p>Professional Learning Communities will have shared their findings, identified good practice, evidence and findings from action research to inform and support improving practice across the school.</p> <p>Completed first cycle of revised PLD &amp; PD approaches to be evaluated and improvements identified and implemented.</p>	<p><b>TIME:</b> SLT mtgs SLT visits / collaborative working</p> <p><b>COVER:</b> SLT Teacher release for mtgs, visits, feedback x12days</p> <p><b>CONSIDERATIONS::</b> Additional LSA hours 8x 1hr (8wks)</p> <p><b>COST:</b> £3500</p> <p><b>SOURCE:</b> PL Grant</p>

	<ul style="list-style-type: none"> <li>Encourage professional and learning focussed dialogue between staff</li> <li>Begin to be developmentally focussed and move away from judgement led dialogue and processes</li> </ul> <p>Teachers use reading and research to reflect upon their own practice and that of colleagues.</p> <p>Nearly all learners make year on year expected or above progress.</p> <p>Nearly all learners demonstrate improved wellbeing outcomes.</p>	knowledge and understanding.		
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<b>1 - High Quality Professionals</b>		<b>1.3.a BC KH (with AOLE LEADS)</b>		
<b>SPECIFIC ACTIONS</b>	<b>SUCCESS CRITERIA</b>	<b>PROGRESS MILESTONES</b>		<b>RESOURCING</b>
<b>1.3 Develop assessment principles and practice to support curriculum development and learner progression.</b>	March 2021	Milestones March 2020	Milestones December 2020	
<p>1.3.a - To review current ARR practices include recording and reflections of learning and progression in order to:</p> <ul style="list-style-type: none"> <li>Ensure effectiveness of presenting and recording learning.</li> <li>Improve learners' opportunities to reflect upon their own learning and have a better understanding of what they do well and what they need to do to improve (AfL?).</li> <li>Improve the understanding of progression of learning for teachers.</li> <li>Embed the use of Achievement Outcomes in planning, delivery and</li> </ul>	<p>Improved quality and consistency of recording / presentation of learning that clearly demonstrates progression in line with CFW and the PS.</p> <p>All children to increasingly use feedback, self &amp; peer assessment to effectively improve their work.</p> <p>Review and develop whole school approach to effective / meaningful marking and feedback.</p> <p>Developed long and short term planning systems that reflect the principles of progression</p>	<p>Increasing quality of presentation within year groups and progression year on year.</p> <p>Most children to increasingly use feedback, self &amp; peer assessment to improve work.</p> <p>All teachers are developing their understanding and approach to planning in line with C4W, feeding into the development of the whole school YYD approach to C4W (school level) curriculum/</p>	<p>Nearly all children use feedback, self &amp; peer assessment to effectively improve their work.</p> <p>All teachers are trialling /innovating with approaches to planning (in line with C4W) in order to feed into / contribute to whole school processes (&amp; cluster).</p> <p>All teachers using new approach to effective marking and feedback to support learner progress.</p> <p>All KS2 roll out 3 step approach to Learning</p>	<p><b>TIME:</b> Additional SLT release</p> <p><b>COVER:</b> SLT release time as / when required</p> <p><b>CONSIDERATIONS::</b> Fortnightly SLT mtgs See SLT mtg actions / implications</p> <p><b>COST:</b> £1000 allocation</p> <p><b>SOURCE:</b> Budget</p>

<p>evaluations of L&amp;T.</p> <ul style="list-style-type: none"> <li>Review current strategies for consulting and reporting with parents / carers.</li> </ul> <p><b>(SEE AOLE ACTION PLANS)</b></p>	<p>and progression steps</p> <p>The Assessment Policy is a concise guide to assessment procedures and provides guidance to all staff, and is consistently followed.</p> <p>Effective and meaningful reporting to parents that is built around the triangulation of learner, teacher &amp; parent understanding of learning and progression.</p>	<p>assessment design</p> <p>All teachers involved in developing / improving: -</p> <ul style="list-style-type: none"> <li>Whole school approach marking and feedback</li> <li>Approaches to reporting to parents (incl parent consultations)</li> </ul> <p>Y6 trialling 3 step approach to Learning Reviews (see MER doc).</p>	<p>Reviews (see MER doc).</p>	
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## 2.SIP PRIORITIES 19-21 - Equity & Wellbeing

2 - Equity & Wellbeing		2.1.a All SLT (Quadrant responsibilities)		
SPECIFIC ACTIONS	SUCCESS CRITERIA	PROGRESS MILESTONES		RESOURCING
2.1 Develop learning environment to ensure it is conducive to supporting the L&T needs of all	March 2021	Milestones March 2020	Milestones December 2020	
<p>2.1.a Review and develop the effective use of space and resources including:</p> <ul style="list-style-type: none"> <li>Classrooms</li> <li>Nurture, shared and community spaces</li> <li>Staff areas (staffroom / PPA room / entrance and offices)</li> <li>Wall Displays</li> <li>Health &amp; Safety, storage, access &amp; egress provision</li> <li>Outdoor environment (school wide and FP learning spaces).</li> </ul>	<p>School environment is orderly, organised and effectively supports learning in line with the principles of Curriculum for Wales and learner needs at YYD.</p> <p>Nearly all learners are able to use their learning environment to promote both independent and collaborative learning.</p> <p>Learners use the indoor and outdoor learning environment to improve their writing across the curriculum Target FPO 6 L5 Boys target.</p>	<p>Reviewed (with learners) and agreed next steps for classroom environments, display and effective use of resources to ensure support for L&amp;T</p> <p>Improved staff and learner wellbeing.</p> <p>Improved movement / flow of learners around the school building.</p> <p>The outdoor environment is fully utilised to enrich learning.</p>	<p>All classrooms and shared spaces have a clear purpose and are used effectively to support learning.</p> <p>Reviewed and redefined the purpose and use of additional spaces including:</p> <ul style="list-style-type: none"> <li>Lab</li> <li>Studio</li> <li>Lofa</li> <li>Cwtch</li> <li>FP Classrooms</li> </ul>	<p><b>TIME:</b> Weekly PLD sessions Twilight work foci</p> <p><b>COVER:</b> NA</p> <p><b>CONSIDERATIONS::</b> Teacher lead release for mtgs / actions</p> <p><b>COST:</b> Cloak storage £3500 Outdoor £3000 Release £800</p> <p><b>SOURCE:</b> Resources Budget CGI &amp; KWT Grants</p>

2 - Equity & Wellbeing		2.2.a / b JD & LW 2.2.b NC & DO 2.2.b / c JD KBa SG		
SPECIFIC ACTIONS	SUCCESS CRITERIA	PROGRESS MILESTONES		RESOURCING
<b>2.2 Develop YYD Wellbeing Strategy</b>	March 2021	Milestones March 2020	Milestones December 2020	
<p>2.2.a - Refine Wellbeing approaches, policies and procedures in order to establish a whole school strategy</p> <p>2.2.b - Ensure consistency of language and approaches to improving YYD staff /learner <i>understanding of Health &amp; Wellbeing &amp; provide opportunities to improve wellbeing</i> via:</p> <ul style="list-style-type: none"> <li>• Gold status of the <b>Rights Respecting School</b> award (RRSA), demonstrating commitment to promoting the UNCRC.</li> <li>• <b>SWGL 360 degree safe</b> award following a thorough self-review of policy and processes.</li> <li>• Small Workplace Health Award scheme at bronze level?</li> <li>• Renewing <b>Healthy Schools</b> Quality Mark</li> </ul> <p>2.2.c - To introduce and embed elements of Restorative Practice approaches across the school community, including:</p> <ul style="list-style-type: none"> <li>• Learners</li> <li>• Staff</li> <li>• Parents</li> </ul>	<p>Effectively use the processes in achieving RRS Gold, 360safe and Healthy Schools award to contribute to ongoing self-evaluation and improvement approaches.</p> <p>Established and fully embedded Relationship Policy in school and wider community.</p> <p><b>Learners.</b></p> <p>All staff, learners and parents confident in Restorative Practice approaches.</p>	<p>Developing sense of community and increasing positive relationships with learners, staff, parents and agencies</p> <p>Reduced number of conflicts/behaviour using a consistent approach by all.</p> <p>All learners (as appropriate), staff and parents are familiar with the UNCRC rights, their relevance and importance to themselves and others. UNCRC are embedded in daily life including learner and staff dialogue, planning and learning.</p> <p>All learners can talk about Restorative Practice approaches</p> <p>Improved staff and learner wellbeing.</p>	<p>Reduced exclusions</p> <p>Improved attendance of identified children</p> <p>Clarity and consistency of staff and community behaviours through improving policies and approaches.</p> <p>Relationships policy (replacing behaviour policy) developed, written in collaboration with all staff and pupils.</p> <p>All staff &amp; learners are confident with the appropriate approaches and responses regarding eSafety.</p> <p>All staff confident in Restorative Practice approaches.</p>	<p><b>TIME:</b> Weekly PLD sessions INSET day foci Cluster work foci</p> <p><b>COVER:</b> Teacher release x 6days</p> <p><b>CONSIDERATIONS:</b> Adhoc release for leaders to meet/plan with business links Award Costs</p> <p><b>COST:</b> £2500</p> <p><b>SOURCE:</b> PL Grant with Budget top up</p>

2 - Equity & Wellbeing		2.3.a / b / c HM		
SPECIFIC ACTIONS	SUCCESS CRITERIA	PROGRESS MILESTONES		RESOURCING
2.3 Develop consistent approach to supporting learners with Additional Needs	March 2021	Milestones March 2020	Milestones December 2020	
<p>2.3.a - To ensure that in meeting the statutory requirements of <b>FP staffing, class sizes</b>, ALN Act and wider reform that all vulnerable learners are supported in making progress, including:</p> <ul style="list-style-type: none"> <li>• Development of IDPs</li> <li>• Embed Person Centred Practice in developing OPP</li> <li>• To raise awareness of effective trauma informed practice and develop whole school strategy to support specific needs across the school .</li> </ul>	<p>School systems are built around the requirements of the ALN Act and support <b>nearly all</b> ALN pupils to make at least expected progress appropriate to their stage.</p> <p>All staff are able to apply trauma informed practices to support identified pupils.</p>	<p><b>Nearly all</b> ALN pupils to make at least expected progress appropriate to their stage, (evidence from PP meetings and intervention measures.</p>	<p>Provision for ALN pupils identified and builds on previous provision. <b>Most</b> ALN pupils to make at least expected progress appropriate to their stage. ( evidence from PP meetings and intervention measures).</p> <p>Growing understanding of trauma informed practice amongst the staff.</p>	<p><b>TIME:</b> Weekly PLD sessions ALNCo training Trauma Informed Training &amp; Accreditation SEMPH Panel</p> <p><b>COVER:</b> HT, DHT, ALNCo &amp; teacher release x20days</p> <p><b>CONSIDERATIONS:</b> LA training Release for cluster network mtgs &amp; visits Teacher Salary x1 FH resources</p>
<p>2.3.b - Consider the use of Community Resources (groups, clubs, organisations, spaces) egPETS as Therapy (PAT), Barnados.</p> <ul style="list-style-type: none"> <li>• To embed Challenge for All strategies through NACE engagement and cluster links</li> </ul>	<p><b>Nearly all</b> MAT pupils make at least expected progress and report that they feel challenged in school.</p>	<p>Many staff are able to apply trauma informed strategies to support identified pupils.</p>	<p><b>Nearly all</b> MAT pupils make at least expected progress and report that they feel challenged in school.</p>	<p><b>COST:</b> £38k</p> <p><b>SOURCE:</b> PDG Grant (WG settlement not received) PDG LAC - managed through cluster FHG</p>
<p>2.3.c - To build on and embed the Achievement for All programme. Develop AfA modules including:</p> <ul style="list-style-type: none"> <li>• Pupil Progress meetings / Monitoring &amp; evaluating impact of Interventions</li> </ul>	<p>AfA programme influenced ongoing processes and procedures that result in <b>nearly all</b> vulnerable learners making at least expected progress at their level.</p>	<p><b>Nearly all</b> MAT pupils make at least expected progress and report that they feel challenged in school.</p> <p><b>Nearly all</b> identified AfA pupils to make at least expected progress appropriate to their stage.</p>	<p><b>Nearly all</b> identified pupils make at least expected progress at their level.</p>	



<b>2 - Equity &amp; Wellbeing</b>		<b>3.1.a / b TG</b>		
		<b>3.1.b / c BC</b>		
		<b>3.1.c TG KH (with AOLE LEADS)</b>		
<b>SPECIFIC ACTIONS</b>	<b>SUCCESS CRITERIA</b>	<b>PROGRESS MILESTONES</b>		<b>RESOURCING</b>
<b>3.1 Develop leadership across the school to ensure the effectiveness and accountability of all leaders.</b>	March 2021	Milestones March 2020	Milestones December 2020	
<p>3.1.a - Develop Schools as Learning Organisation understanding and approach with SLT (and staff) to ensure clarity of strategic direction, roles and school improvement needs.</p> <p>3.1.b - To formalise coaching and mentoring opportunities for class teachers and LSAs to support professional development/learning.</p> <p>3.1.c - Develop the leadership roles related to AoLEs and how they support school-level curriculum design, pedagogy, standards and contribute to</p> <p><b>(SEE AOLE ACTION PLANS)</b></p>	<p>Nearly all staff state that they have improved:</p> <ul style="list-style-type: none"> <li>• knowledge and/or skills (within identified area)</li> <li>• problem solving skills</li> <li>• reflectivity and clarity of thinking</li> <li>• well-being and confidence</li> <li>• self-management and self-learning</li> </ul> <p>Nearly all learners needs are being met by practitioners and as an outcome make expected or above progress as well as being happy, enthusiastic and confident learners.</p> <p><b>FOUR PURPOSE LANGUAGE</b></p> <p>Teachers develop their understanding of the Cross Curricular Responsibilities, Wider Skills, Welsh Dimensions &amp; International Perspectives and are embedded in planning, learning, professional learning and performance development.</p>	<p>Complete survey outcomes, SLT Surveys, SER and reform documentation /training to plan Professional Learning schedule.</p> <p>All staff are confident to identify own development activities.</p> <p>Staff have set and are working towards their identified personal goals for career development and professional improvement.</p> <p>Development of Professional Learning portfolios.</p> <p>All staff understand and support the place of the AoLEs in a broad and balanced curriculum.</p>	<p>Use staff expertise to support other members of staff in their own professional development.</p> <p>All children will engage in enrichment experiences across the AoLEs</p> <p>Each AoLE Action Plan will demonstrate progress made and impact upon professional learning and curriculum/assessment</p>	<p><b>TIME:</b> Weekly PLD sessions INSET day foci PLC work Reading &amp; Research during PPA</p> <p><b>COVER:</b> AoLE lead release x3days Additional Cover x6days</p> <p><b>CONSIDERATIONS:</b> Non-contact time for AoLE needs training, visits &amp; collaborative working.</p> <p><b>COST:</b> £3500</p> <p><b>SOURCE:</b> RCSIG</p>



### 3.SIP PRIORITIES 19-21 - Inspirational Leadership

3 - Inspirational Leadership		3.2.a JD		
SPECIFIC ACTIONS	SUCCESS CRITERIA	PROGRESS MILESTONES		RESOURCING
<b>3.2 Create opportunities for learners to develop their leadership and research skills.</b>	March 2021	Milestones March 2020	Milestones December 2020	
<p>3.2..a - To further develop the involvement of learner voice in school improvement and decision making</p> <p>This will be achieved through Senedd and pupil action groups:</p> <ul style="list-style-type: none"> <li>Engaging in decision making as part of inquiry based research.</li> <li>Having an active role in updating and developing school policies.</li> <li>Having regular opportunities to present pupil views to the governing body and senior leadership.</li> <li>Contributing to the school self-evaluation.</li> <li>Contributing to the strategic direction of the school.</li> </ul>	<p>Nearly all children are confident that the school listens to their views.</p> <p>Nearly all children can evaluate the impact of their decisions.</p> <p>Nearly all pupils can reflect on how they are developing as ethical, informed citizens.</p> <p>Strong relationships between learners and staff are evident.</p> <p>Senedd have a recognised role in contributing to school self-evaluation processes and strategic decision making.</p> <p>Senedd roles are embedded and children who make up the Senedd can talk about the impact all pupil action groups have made across the school.</p>	<p>A planned approach to developing children's leadership skills are refined.</p> <p>Inquiry based research (initially using Lleisiau Bach model) is established in all pupil action groups.</p> <p>Nearly all children can identify the decisions they have made in their pupil action group.</p>	<p>Pupil action groups have an active role in updating and developing policies</p> <p>Senedd pupils have regular opportunities to present to the governing body and senior leadership where they:</p> <ul style="list-style-type: none"> <li>Evaluate the impact that pupil action groups make across the school.</li> <li>Have opportunities to contribute to the strategic direction of the school.</li> </ul>	<p><b>TIME:</b> Planning, organising and evaluating.</p> <p><b>COVER:</b> Teacher release x4 days.</p> <p><b>CONSIDERATIONS:</b> Non-contact time for AoLE needs training, visits &amp; collaborative working.</p> <p><b>COST:</b> £800</p> <p><b>SOURCE:</b> Budget</p>

<b>3 - Inspirational Leadership</b>		<b>3.3.a / b / c KBa</b>		
<b>SPECIFIC ACTIONS</b>	<b>SUCCESS CRITERIA</b>	<b>PROGRESS MILESTONES</b>		<b>RESOURCING</b>
<b>3.3 Develop community engagement to support effectiveness self-evaluation, school improvement processes and ensure the school continues to improve and succeed</b>	March 2021	Milestones March 2020	Milestones December 2020	
<p>3.3.a - To increase opportunities to promote the School within the local and wider community, including:</p> <ul style="list-style-type: none"> <li>• Increase function/reach of Together Tuesdays</li> <li>• Develop Press Releases from Roarsome Reporters in The Gem etc.</li> <li>• Open days for prospective families.</li> <li>• Community Wide Project eg Llantwit Rocks.</li> <li>• Intergenerational Projects – garden/grounds projects including PTA fundraising.</li> <li>• To develop links with local playgroups.</li> <li>• Produce a promotional leaflet and film to celebrate ‘This is Us at YYD.’</li> </ul> <p>3.3.b To investigate and consider the school to be used as a base for community groups and local enterprises</p> <p>3.3.c To form a community focus group to explore key school improvement activities and promotion of key communication including:</p> <ul style="list-style-type: none"> <li>• New Curriculum approach</li> <li>• Review Home-School agreement</li> <li>• Home-Learning &amp; support</li> <li>• Reporting to</li> </ul>	<p>3.3 Parental and community engagement with the school will be embedded, the school will have a high profile within the community. This will be achieved by:</p> <ul style="list-style-type: none"> <li>• Together Tuesday sessions being attended by many pupils and their parents.</li> <li>• Press releases written by pupils to be published every half term.</li> <li>• Yearly open day is attended by most parents.</li> <li>• Community wide project has been evaluated and nearly all parents are aware of the project and how it has benefited the school.</li> <li>• School Grounds project is a joint venture between school/PTA and the community and has had a positive impact on the learning environment of the school with ALL Children being able to demonstrate how they were involved in the project.</li> <li>• Promotional film and leaflet is widely available in local</li> </ul>	<p>3.3.a. 2 new community groups to be involved in together Tuesdays.</p> <ul style="list-style-type: none"> <li>• At least 1 article published in the local press every term.</li> <li>• Open day is planned and shared with staff and pupils.</li> <li>• Community wide project is decided upon and a common approach and plan created.</li> <li>• Work with PTA and community group to decide upon and plan a project that brings together the local community whilst developing an area of the school grounds eg. mindfulness garden.</li> <li>• Create a focus group of staff and pupils to design promotional and video content.</li> </ul> <p>3.3.b. Interested parties are able to apply to run sessions within the spare classrooms.</p> <p>3.3.c. Community</p>	<p>Increase in numbers of children attending Together Tuesday sessions.</p> <ul style="list-style-type: none"> <li>• At least 1 article to be published in the local press every half term, with 1 a term written by pupils.</li> <li>• First open day has been evaluations have been analysed and suggestions shared to improve future open days.</li> <li>• Community project has been started and is shared with all stakeholders.</li> <li>• Group is well established and meets regularly. Most children are able to describe how they are involved in the project and what changes they are making to the school grounds.</li> <li>• Focus group has met regularly and the leaflet is complete. Film is created and being edited.</li> </ul> <p>3.3.b. School spaces are</p>	<p><b>TIME:</b> Planning, organising and follow up</p> <p><b>COVER:</b> Teacher release x4 days</p> <p><b>CONSIDERATIONS:</b> Garden Planting implications Garden Grant App Community Books cost tbc.</p> <p><b>COST:</b> £1800</p> <p><b>SOURCE:</b> RCSIG</p>

<p>Parents/Carers</p>	<p>library, school foyer and advertised on the school website.</p> <p>3.3.b Community use of the school facilities will be at 80% available capacity.</p> <p>3.3.c. Nearly ALL parental surveys show parents have an increased understanding of education reforms.</p> <p>Feedback from the community focus group has been fed back to staff and has influenced the schools policies including reporting to parents/carers.</p> <p>All stakeholders will be able to discuss our home-school agreement and it will be used as part of structured conversations with pupils and parents</p>	<p>Focus group is advertised and created.</p> <ul style="list-style-type: none"> <li>• Group has met at least twice to discuss ideas.</li> </ul>	<p>used more regularly to hold community groups/an external childcare provider.</p> <p>3.3.c. Community focus group has met at least 4 times and has clear recommendations for each area:</p> <ul style="list-style-type: none"> <li>• New Curriculum approach,</li> <li>• home-school agreement,</li> <li>• home-learning,</li> <li>• support and reporting to parents.</li> </ul>	
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<b>3 - Inspirational Leadership</b>		<b>3.4.a / b / c BC JD 3.4.d TG BC</b>		
<b>SPECIFIC ACTIONS</b>	<b>SUCCESS CRITERIA</b>	<b>PROGRESS MILESTONES</b>		<b>RESOURCING</b>
<b>3.4 Develop MER processes to enable effective improvement of Learning &amp; Teaching practices.</b>	March 2021	Milestones March 2020	Milestones December 2020	
<p>3.4.a - Identify and implement a framework to:</p> <ul style="list-style-type: none"> <li>• Provide a common language of learning.</li> <li>• Provide the basis for MER cycles.</li> <li>• Dialogue for improving practice and performance development processes.</li> </ul> <p>3.4.b - Develop self-evaluation and MER processes to enable the school to learn and react effectively.</p> <p>3.4.c - Develop the use of a Learning and Leadership Framework to support professional learning, performance development, self-evaluation and MER practices.</p> <p>3.4.d - Develop the role of the <b>Governing Body</b> so that all members understand its roles, responsibilities and is able to support and challenge the Headteacher and SLT effectively. In particular to focus upon:</p> <ul style="list-style-type: none"> <li>• Leadership structures &amp; roles.</li> <li>• School performance.</li> <li>• Self-evaluation &amp; improvement.</li> <li>• Attendance.</li> <li>• Falling numbers on role.</li> </ul>	<p>Developed framework that all staff use consistently to take increasing ownership of their professional learning, support colleagues, improve practice and raise standards.</p> <p>Re-evaluated and improved approaches to Self-Evaluation.</p> <p>Improved ability of the governing body to evaluate its impact and reflect upon how it will improve.</p> <p>Increased governor understanding of reform, what it means for YYD and how they will be able to effectively challenge and support going forward.</p> <p><b>SEE ESTYN IMPROVING TEACHING</b></p>	<p>A common approach / framework to develop dialogue about pedagogy and professional learning used in PLD sessions, performance development and PLC work.</p> <p>All staff clear on the purpose of MER processes and can identify the impact that these have on raising standards in children's learning and Professional Learning.</p> <p>Initial review of MER processes with SLT, all members of Team Dragon and the GB.</p> <p>GB focus groups set up and have clear actions / outcomes for improving:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Admissions</li> </ul>	<p>Clarity of impact from MER processes.</p> <p>To consider the implications of the new Estyn self-evaluation toolkit upon our self-evaluation systems (Estyn, OECD, WG)</p>	<p><b>TIME:</b> Weekly PLD sessions INSET day foci PLC work Reading &amp; Research during PPA</p> <p><b>COVER:</b> SLT release x3days Additional Cover x6 days</p> <p><b>CONSIDERATIONS:</b> Non contact time for AoLE development, visits &amp; collaborative working costs tbc.</p> <p><b>COST:</b> £3500</p> <p><b>SOURCE:</b> PL Grant RCSIG</p>

## Glossary of terms

AfA	Achievement for All
AfL	Assessment for Learning
ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Coordinator
CLA	Children Looked After (formerly known as LAC)
CPD	Continuing Professional Learning
DSP/DDSP	Designated Safeguarding Person/Deputy Designated Person
eFSM	entitled to Free School Meals
ESDGC	Education for Sustainable Development and Global Citizenship
EWC	Education Workforce Council
FHG	Feminine Hygiene Grant
FP	Foundation Phase
IEP & IDP	Individual Education Plan Individual Development Plan
HLTA	Higher Level Teaching Assistant
KS2	Key Stage 2
LA	Local Authority
MAT	More Able and Talented
MDS	Midday Supervisors
PCP	Person Centered Practice
PLD	Professional Learning & Development
PM	Performance Management
RTC	Regional Training Centre
SEN	Special Educational Needs
SIP	School Improvement Plan
SoW	Scheme of Work
UNCRC	United Nations Convention for the Rights of the Child

## Priorities & Actions key

SE	Prior/Emerging school priorities, lesson obs, book monitoring, Perf Man, LA, Consortia & National priorities
D	Data
Cu	Curriculum (AoLE) reviews
L2L	Children's feedback including questionnaires & Listening to Learners (L2L), informal and formal suggestions/ideas
P	Parent feedback including questionnaires, informal and formal suggestions/ideas
S	Staff feedback inc. SWOT, questionnaires, informal and formal suggestions/ideas
E	Estyn recommendations