



# YSGOL Y DDRAIG

## ACHIEVE, CHALLENGE, ENJOY

**2019 - 2022**



**Dyddiad / Date: April 2019 - March 2022**

**Pennaeth / Headteacher: Ty Golding**

**Cadeirydd y Llywodraethu /**

**Chair of Governors: Rebecca Lloyd-James**

*This improvement plan is a working document which underpins the strategic direction and actions for our school over a three year period. As such it will be reviewed and updated to meet the needs of our children, staff and wider school community, on an ongoing basis. This plan defines the strategic priorities and actions from September 2019 until March 2022.*

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 Vision is simple...**

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

### **Our Aims in practice are 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)  
Cyflawni, Herio, Mwynhau**

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
- Enterprising, creative contributors
- Ethical and informed citizens
- Healthy, confident individuals

*Reviewed: September 2019*

Ysgol y Ddraig is a two form entry, English-medium primary school opened in September 2015, following the amalgamation of Eagleswell and Llanilltud Fawr Primary schools, encompassing the catchment areas of both former schools. The newly formed school operated across two sites for one year and a half term, one of which was also a live building site. Both sites successfully came together with the completion of our Ysgol Y Ddraig school building in November 2016. Some building works are ongoing. The headteacher was seconded to Welsh Government in April 2017 and returned to school in September 2019. During this period there was an acting head and deputy headteacher appointed from within the existing team.

We have experienced and overcome a number of challenges that no doubt accompany amalgamation ie the bringing together two very distinct visions, cultures, sets of practice and wider communities.

Due to falling numbers on roll we have moved to mixed age classes in Foundation Phase for the start of the 2019/2020 academic year. The school has worked across the community to ensure that we encourage families to choose to send their children to our school. Once such action has been a recent successful application to the Vale of Glamorgan LA to act as lead advisors to support the two local Non-Maintained Settings. As such it is not only our intention to help these settings transit to Curriculum for Wales provision but to also widen our links and relationships with the local communities and families.

As a school we aim to provide the highest possible standards of education and support for all our pupils. We offer a curriculum that is broad and balanced, spending a great deal of professional learning time in taking steps towards developing our *understanding of* and *use of* the Curriculum for Wales framework. We are currently developing our school level curriculum, both as an individual school and across the Llantwit Major Cluster. Our curriculum development is based upon ensuring that all our learning and teaching is to be driven by the four purposes and progression of learning. Ultimately, providing the necessary authentic learning experiences, a balance of knowledge and skills with children's wellbeing at the heart of all we do. We will be planning and delivering Curriculum for Wales across the whole school from September 2020. However, this is an ongoing process in which we are already engaged and will continue to be so through a cycle of professional learning, monitoring, evaluating and refining.

We believe it is an imperative to develop strong relationships between home, school and the wider community. This is something that we are continually looking to develop and improve at Ysgol Y Ddraig. We want to work together in an atmosphere of mutual respect and support, in order to provide the best experiences for our children and celebrate their successes. Our school motto: Achieve, Challenge & Enjoy encapsulates our learning vision for everyone in our school community. Children should be provided with the

- high quality learning experiences required to achieve their full potential
- necessary support and challenge to become increasingly confident and independent life-long learners
- experiences that enable them to develop an enjoyment of learning

1.1 Numbers on Roll	Nurs am/pm	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Spring 2020	25	33	36	36	45	54	58	53
Summer 2020	25	33	36	37	45	54	58	53
Autumn 2020	24	30	35	36	37	48	55	56
Autumn 2019 NOR –	343 (332 FTE)							
Autumn 2020 NOR –	321 (309 FTE)							

1.2 Attendance %	Current Attendance		Authorised Absence		Unauthorised Absence		Comments
Autumn 20/21 7th Sept - 23rd Oct	88		8.3		1.1		Attendance meetings held with AR & BC and identified families.  Callio letters sent half termly. EWS referrals (if required)  Summer 19/20 ~ the final figures are based on voluntary attendance.
Summer 19/20	99.7		0.3		0		
W/C:	Mon	Tues	Wed	Thur	Actual	Possible	
29.09.20	53	49	43	59	204	317	
06.07.20	56	56	42	54	208	316	
13.07.20	49	49	42	53	193	316	61
NB. Within this period, all children on roll except Nursery were invited to attend one morning or afternoon session per week.							

1.3 eFSM	Aut 20	Aut 19		Aut 20	Aut 19		Aut 20	Aut 19
	59 pupils 19.9%	62 pupils 19.4%	LAC	12 pupils 3.7%  Inclusive. 4x formerly CLA	5 pupils 1.7%	MOD	42 pupils 13.1%	44 pupils 13.7%

1.4 ALN	School Action	Schools Action +	Statements	Comments
Autumn 20/21	5.9% (19)	4.4% (14)	0	The school undertook a thorough audit of SA and SA+ identified pupils using the LA SEN indicators and criteria in December 2018. This forms part of the schools evaluation processes and informs work towards the ALNet Act.
Summer 19/20	6.7% (23)	5.6 % (19)	0	
Spring 19/20	6.5% (22)	5.6% (19)	0	
Autumn 19/20	7%	6.2%	0	

## Outcomes 2016 - 2019 including Target Setting for 2020 & 2021

### Foundation Phase Performance

#### % FO5+ Performance

	2016	2017	2018	2019	Wales 2019	2020 Targets	2021 Targets
LLC	88	95	94	100	82	92	83
MD	88	96	94	100	85	92	83
PSD	94	96	100	100	92	95	91
FPI	88	95	94	100	80	92	83

#### %FO6+ Performance

	2016	2017	2018	2019	Wales 2019	2020 targets	2021 targets
LLC	25	45	43	38	33	30	26
MD	23	46	42	43	32	38	34
PSD	44	77	72	74	57	81	46

#### Key Stage 2 Performance (L4+)

	2016	2017	2018	2019	Wales 2019	2020 targets	2020/21 targets TBC
English	91	94	96	96	90	87	89
Maths	93	94	98	96	91	87	89
Science	93	96	98	98	91	89	89
CSI	91	94	96	94	88	85	87

#### Level 5+ Performance

	2016	2017	2018	2019	Wales 2019	2020 Targets	2021 Targets TBC
English	34	50	49	48	45	39	37
Maths	34	50	51	52	46	41	43
Science	38	54	53	52	44	41	52

## LLC outcomes - English

	%L4+					%L5+				
English	School 2018	School 2019	Wales 2019	2020 Targets	2021 Targets	School 2018	School 2019	Wales 2019	2020 Targets	2021 Targets
Oracy	98	98	90	90	89	38	48	45	39	39
Reading	94	92	90	85	89	59	50	47	39	34
Writing	89	87	85	83	80	34	37	37	35	28

## Local Targets 2019 -20

Key Stage 2	Description	% or number
<b>Local Target 1</b>	To improve L5 writing outcomes at end of KS2. (current Y5 & 6)	40.7% 22/54 Y6 50.8% 29/57 Y5
<b>Local Target 2</b>	Through AfA programme, children in the identified target group (Y4 & Y5 – identified vulnerable group) will make at least the expected progress in writing and reading.	19/20 children
<b>Local Target 3</b>	To improve children's own perception of their resilience in Year 4. (Use new resilience questionnaires as part of SELFIE)	TBC following baseline SELFIE data



### **Learning & Teaching Targets (XLence framework - formerly ETLF)**

Summer 2020

1. 100% (14) learning standards to be Secure or higher
2. 100% (14) teaching impact to be Secure or higher
3. 43% (6) learning standards to be Enhanced
4. 43% (6) teaching impact to be Enhanced

**Attendance Target 2020 - 95.5%**

**Attendance Target 2021 - N/A**

### **Estyn Recommendations prior to amalgamation >2015**

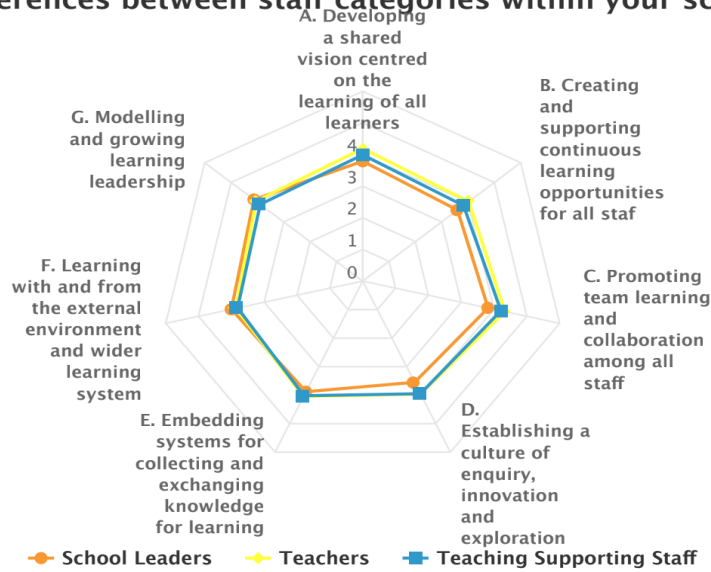
Eagleswell 2014	R1 Improve standards of extended writing in English and across the curriculum <b>R2 Improve standards in Welsh in key stage 2</b> R3 Ensure that the keystage2 curriculum meets statutory requirements <b>R4 Use the existing good practice in the school to improve the quality of teaching</b> R5 Ensure that senior leaders address underperformance robustly R6 Distribute leadership roles and responsibilities effectively and hold leaders to account
Llanilltud Fawr 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.

2015 - 2017	Amalgamation & Establishing Foundations (incl two sites & new build)
2017 - 2019	Building Learning Power
2019 - 2022	National Reform & Good to Excellent

Our strategic approach to developing the SIP priorities for improvement in this document have been an outcome of addressing a number of national drivers. Evaluative consideration has been given to the four enabling objectives of our national mission (see **Priorities Overview 2019-22**), the OECD ‘School as a Learning Organisation’ (SLO) model (see **whole school survey outcomes, termly PLD diary and cluster PLD priorities**), preparing for the realisation of the ALN Act and Curriculum for Wales.

SLO SURVEY OUTCOMES 2019 - 2020

**Differences between staff categories within your school**



[20-21](#)

5. ImP Copy PLD / SLT timetable Autumn 2021

PLD / SLT timetable Spring 2022

<b>INSET Date</b>	<b>Foci</b>
Friday 23rd October	Curriculum & Assessment
Monday 2nd November	Joint Curriculum Working - JPPS
Friday 12th February	Cluster Curriculum Design & Planning
Friday 16th April	Self Evaluation Day
Monday 19th July Tuesday 20th July	See Twilight schedule

<b>Reporting Twilights</b>	<b>PLD Twilights</b>
Monday 16th November	Monday 8th February 21 - moderation LLC/M&N
Monday 1st March	Monday 19th April 21 - SER/SIP cont.
Monday 7th June	Monday 28th June 21 - Professional Inquiry

<b>Reporting Twilight</b>	<b>SLT Report QA</b>	<b>Reports Issued</b>	<b>Parent Learner Reviews</b>
Monday 16th Nov	Tuesday 24th Nov	Friday 11th Dec	w/c Mon 5th Oct w/c Mon 27th Jan
Monday 1st March	Tuesday 9th March	Friday 19th March	w/c Mon 26th April
Monday 7th June	Tuesday 15th June	Friday 25th June	Optional opp to discuss final reports - w/c Mon 12th July

Building Learning Power		National Reform & Good to Great
Summer 2017 – Spring 2018	Summer 2018 – Spring 2019	Summer 2019 – Spring 2022
<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> Achievement and Standards New Leadership &amp; Teaching Standards Pilot Teaching Assistant Standards School as Learning Organisations model Critical Thinking Skills Cross Curricular skills</p> <p><b>2. Care and Support, Communication &amp; Community</b> Pupil Voice – Action groups &amp; UNCRC status School Grounds development Outdoor Learning Achievement for All programme ALN Act MAT provision in class</p>	<p><b>1. High Quality Professionals</b></p> <ul style="list-style-type: none"> <li>1.1 - Develop YYD Curriculum &amp; pedagogy 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 focusing upon preparing for A Curriculum for Wales, wider reform and improving learning &amp; teaching.</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>

Name	Leadership Role	Responsibilities
Rachel Fearnhough	Head Girl	First Minister
Maria-Adelina Nyagu	Deputy Head Girl	Chancellor
Joseph Buckerfield	Head Boy	First Minister
Sam Fellows	Deputy Head Boy	Secretary
	<b>Cabinet Members</b>	
Sophie Roberst Dylan Veal Shaw Daniel Quimuri	Eco & Environment Squad	Pupil Action Group Leaders Cabinet Members
Harry Fischer Alisha Butcher Ariannewen Strable	Health & Wellbeing & Super Ambassadors (RRS)	Pupil Action Group Leaders Cabinet Members *Bronze Ambassadors
Evan John Evans Lilly Beale Joel Brunskill	Learning Leaders	Pupil Action Group Leaders Cabinet Members
Sam Leonard Ashley Deeming Joseph Buckerfield	Digi Dragons	Pupil Action Group Leaders Cabinet Members
Katie Lloyd Emery Dylan Thomas Caitllyn Clarke	Criw Cymraeg	Pupil Action Group Leaders Cabinet Members
Nicole Jeziorska Elliot Oyler Tyler Lee	Safety Officers	Pupil Action Group Leaders Cabinet Members

1 - High Quality Professionals		1.1.a BC RMc & SLT		
SPECIFIC ACTIONS	SUCCESS CRITERIA	PROGRESS MILESTONES		RESOURCING
<b>1.1 Develop YYD Curriculum &amp; pedagogy in line with the statutory requirements &amp; recommendations of A Curriculum for Wales</b>	March 2022	March 2020	March 2021	
<p>1.1.a - NP SE Continue to develop the readiness for A Curriculum for Wales (C4W) and its 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:</li> </ul> <p>Curriculum RE/RSE INSET days</p>	<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 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>	<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>Most staff using the 12 pedagogical principles to inform their thinking and planning.</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>All staff using the 12 Ped Principles consistently in their planning and teaching.</p>	<p><b>TIME:</b> Weekly PLD sessions INSET day foci Cluster work foci</p> <p><b>COVER:</b> DHT release x6 days SLT release x12days Teacher release x8days</p> <p><b>CONSIDERATIONS:</b> : Leadership &amp; Practitioner development days School visits LA Rural Cluster CSC briefing / engagement</p> <p><b>COST:</b> £5000</p> <p><b>SOURCE:</b> PL Grant</p>

1 - High Quality Professionals		1.1.b BC RMc KH (with AoLE Leads)		
SPECIFIC ACTIONS	SUCCESS CRITERIA	PROGRESS MILESTONES		RESOURCING
1.1 Develop YYD Curriculum & pedagogy in line with the statutory requirements & recommendations of A Curriculum for Wales	March 2022	March 2020	March 2021	
<p>1.1.a - NP SE CU L2L 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>(SEE INDIVIDUAL AOLE ACTION PLANS)</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: Improved professional dialogue Performance Development Teacher led PLD</p> <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 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>	<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 the 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 begin 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 individual &amp; parent learner reviews</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>

<b><u>1 - High Quality Professionals</u></b>		<b>1.2.a /c TG</b> <b>1.2.b /c BC RMc &amp; SLT</b> <b>1.2 d RMc</b> <b>1.2 e ADDITION</b>		
<b><u>SPECIFIC ACTIONS</u></b>	<b><u>SUCCESS CRITERIA</u></b>	<b><u>PROGRESS MILESTONES</u></b>		<b><u>RESOURCING</u></b>
<b>1.2 Building a culture of Professional Learning that is rigorous, evidence based &amp; collaborative whilst focussing upon preparing for A Curriculum for Wales, wider reform, improving learning &amp; teaching and preparing for blended learning</b>	March 2022	March 2020	March 2021	
<p>1.2.a - <b>SF NP</b> 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 - <b>SE SF</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 - <b>SE</b> Develop and embed Performance Development in line with the Professional Standards and establish a common language of learning.</p> <p>1.2.d - <b>NR</b> Establish a culture of research and inquiry to improve learning and teaching practices</p> <p>1.2 e - Establish approaches to blended &amp; distance learning, establish policy and agreed practices through everyday L&amp;T &amp; in readiness. See link below for resources, protocols and expectations regarding <a href="#">Blended Learning - The YYD Way</a></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> <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</p>	<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>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><a href="#">Review Parent &amp; Pupil Questionnaire feedback from Summer 2020 and refine 'distance learning' based on any Autumn Term experiences.</a></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>



	of colleagues. Nearly all learners make year on year expected or above progress Nearly all learners demonstrate improved wellbeing outcomes	LSAs attend weekly PLD sessions and implement their growing skills, knowledge and understanding		
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<b>1 - High Quality Professionals</b>		<b>1.3.a BC KH (with AoLE LEADS)</b>		
<b><u>SPECIFIC ACTIONS</u></b>	<b><u>SUCCESS CRITERIA</u></b>	<b><u>PROGRESS MILESTONES</u></b>		<b><u>RESOURCING</u></b>
<b>1.3 Develop assessment principles and practice to support curriculum development and learner progression.</b>	March 2022	March 2020	March 2021	
<p>1.3.a - <b>SE SF L2L</b> 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 Four Purposes &amp; Descriptions of Learning in planning, delivery and evaluations of L&amp;T</li> <li>Review current strategies for consulting and reporting with parents / carers</li> </ul> <p><b><u>(SEE AOLE ACTION PLANS)</u></b></p>	<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 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>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 inline with C4W, feeding into the development of the whole school YYD approach to C4W (school level) curriculum/ 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>Approach es to reporting to parents (incl parent consultations)</li> </ul> <p>Y6 trialling 3 step</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 (inline 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 Reviews (see MER doc)</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>

		approach to Learning Reviews (see MER doc)		
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<b>2 - Equity &amp; Wellbeing</b>		<b>2.1.a KBa &amp; All SLT (Quads responsibilities)</b>		
<b><u>SPECIFIC ACTIONS</u></b>	<b><u>SUCCESS CRITERIA</u></b>	<b><u>PROGRESS MILESTONES</u></b>		<b><u>RESOURCING</u></b>
<b>2.1 Develop learning environment to ensure it is conducive to supporting the L&amp;T needs of all</b>	March 2022	March 2020	March 2021	
<p>2.1.a <b>SE SF L2L</b> Review and develop the effective use of space and resources including:</p> <ul style="list-style-type: none"> <li>Spare Classrooms / Family &amp; Visitor Space</li> <li>Lounge, shared and community spaces</li> <li>Staff areas (staffroom / PPA room / entrance and offices)</li> <li>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 safety of movement / flow of learners around the school building (particularly KS2)</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> <p>Lab Studio Lolfa Cwtch FP Classrooms</p>	<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>

<b>2 - Equity &amp; Wellbeing</b>		<b>2.2.a / b JD &amp; LW</b> <b>2.2.b NC &amp; DO COMPLETE</b> <b>2.2.b / c KBa JD SG</b>		
<b><u>SPECIFIC ACTIONS</u></b>	<b><u>SUCCESS CRITERIA</u></b>	<b><u>PROGRESS MILESTONES</u></b>		<b><u>RESOURCING</u></b>
<b>2.2 Develop YYD Wellbeing Strategy</b>	March 2022	March 2020	March 2021	
<p>2.2.a - <b>SE SF PF</b> Refine Wellbeing approaches, policies and procedures in order to establish a whole school strategy</p> <p>2.2.b - <b>SE SF PF L2L</b> Ensure consistency of language and</p>	<p>Effectively use the processes in achieving RRS Gold, 360 safe and Healthy Schools award to contribute to ongoing self evaluation and improvement approaches</p>	<p>Developing sense of community and increasing positive relationships with learners, staff, parents and agencies</p>	<p>Reduced exclusions</p> <p>Improved attendance of identified children</p> <p>Clarity and consistency of staff and community behaviours through</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> Release for leaders to</p>

<p>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 Rights Respecting School award (RRSA), demonstrating commitment to promoting the UNCRC.</li> <li>SWGL 360 degree safe award following a thorough self-review of policy and processes.</li> <li>Small Workplace Health Award scheme at bronze level?</li> <li>Renewing Healthy Schools Quality Mark</li> </ul> <p>2.2.c - <b>SE SF PF L2L</b> 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>This is to be done through development of: Relationships Policy PLD Co-construction Task &amp; Finish group Workshops</p>	<p>Established and fully embedded Relationship Policy in school and wider community.</p> <p>All staff and learners confident and consistently applying Restorative Practice approaches.</p> <p>All parents aware of and understand our Restorative Practice approaches with the aim of parents applying consistent approaches outside of school.</p> <p>Evaluated impact of <b>PS1 and 2 classrooms and outside areas</b> approaches trialed and policy updated accordingly.</p> <p>All policies and practices reflected in a YYD Wellbeing Strategy</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><i>Pilot, measure and evaluate impact of circle time check in's across the school.</i></p> <p>Improved staff and learner wellbeing.</p>	<p>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</p> <p>Pilot, measure and evaluate impact of Restorative Approaches conversations to resolve conflicts between learners</p>	<p>meet/plan with business links Award Costs <b>COST:</b> £2500 <b>SOURCE:</b> PL Grant with Budget top up</p>
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2 - Equity & Wellbeing		2.3.a / b / c JD CONTINUE		
SPECIFIC ACTIONS	SUCCESS CRITERIA	PROGRESS MILESTONES		RESOURCING
2.3 Develop consistent approach to supporting learners with Additional Needs (inclusive of those requiring basic skills catch up due to lockdown)	March 2022	March 2020	March 2021	
<p>2.3.a - <b>NR D</b> To ensure that in meeting the statutory requirements of 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</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>Many staff are able to apply trauma informed strategies to</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</p>	<p><b>TIME:</b> Weekly PLD sessions ALNCo training Trauma Informed Training &amp; Accreditation SEMPH Panel Basic Skills Interventions <b>COVER:</b> November - April ALNCo - 0.6 non teaching commitment LSA interventions release x50 days <b>CONSIDERATIONS::</b> LA training</p>

<p>school</p> <p>2.3.b - <b>SF SE</b> Consider the use of Community Resources (groups, clubs, organisations, spaces) eg PETS as Therapy (PAT), Barnardos</p> <p>To embed Challenge for All strategies through NACE engagement and cluster links</p> <p>2.3.c - <b>SF SE D</b> To build on and embed the Achievement for All programme. Develop AfA modules including Pupil Progress meetings / Monitoring &amp; evaluating impact of Interventions</p> <p>2.3d To use the Education Endowment Foundation Toolkit as a strategic driver for PDG allocation &amp; evaluation. Address the necessary PL implications.</p>	<p><b>Nearly all</b> MAT pupils make at least expected progress and report that they feel challenged in school.</p> <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>support identified pupils.</p> <p>ALNCo attended relevant CSC/LA/Cluster professional learning and has an action plan for timescales of implementation.</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>staff.</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 pupils make at least expected progress at their level.</p>	<p>Release for cluster network mtgs &amp; visits</p> <p>Teacher Salary x1</p> <p>FH resources</p> <p><b>COST:</b> £48,689k</p> <p><b>SOURCE:</b> Accelerated Learning Grant PDG Grant PDG LAC - managed through cluster FHG</p>
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<b>3 - Inspirational Leadership</b>		<b>3.1.a / b TG CONTINUE</b> <b>3.1.b / c BC RMc CONTINUE</b> <b>3.1.c TG KH (with AOLE LEADS) CONTINUE</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 2022	March 2020	March 2021	
<p>3.1.a - <b>NR SF</b> 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 - <b>SE SF D</b> To formalise coaching and mentoring opportunities for class teachers and LSAs to support professional development/learning.</p> <p>3.1.c - <b>CU NP SF L2L</b> 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> <p>knowledge and/or skills (within identified area)</p> <p>problem solving skills</p> <p>reflectivity and clarity of thinking</p> <p>well-being and confidence</p> <p>self-management and self-learning</p> <p>Nearly all learners make expected or above progress as well as being happy, enthusiastic and confident learners.</p> <p>The dispositions that underpin the Four Purposes are integral to all learning, teaching and</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</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 x6 days</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>

	<p>wellbeing experiences.</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>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>		
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<b>3 - Inspirational Leadership</b>		<b>3.2.a KBa</b>		
<b>SPECIFIC ACTIONS</b>	<b>SUCCESS CRITERIA</b>	<b>PROGRESS MILESTONES</b>		<b>RESOURCING</b>
<b>3.2 Create opportunities for learners to develop their leadership and research skills.</b>	March 2022	March 2020	March 2021	
<p>3.2..a - <b>L2L SE SF</b> 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>

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3 - Inspirational Leadership		3.3.a / b / c KBa		
SPECIFIC ACTIONS	SUCCESS CRITERIA	PROGRESS MILESTONES		RESOURCING
<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 2022	March 2020	March 2021	
<p>3.3.a - <b>SE PF</b> To increase opportunities to promote the School within the local and wider community, including:</p> <p>Increase function/reach of Together Tuesdays</p> <p>Develop Press Releases from Roarsome Reporters in The Gem etc</p> <p>Open days for prospective families</p> <p>Community Wide Project eg Llantwit Rocks</p> <p>Intergenerational Projects – garden/grounds projects including PTA fundraising</p> <p>To develop links with local playgroups</p> <p>Produce a promotional leaflet and film to celebrate ‘This is Us at YYD.’</p>	<p>3.3 A 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> <p>Together Tuesday sessions being attended by many pupils and their parents.</p> <p>Press releases written by pupils to be published every half term.</p> <p>Yearly open day is attended by most parents.</p> <p>Community wide project has been evaluated and nearly all parents are aware of the project and how it has benefited the school.</p> <p>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.</p> <p>Promotional film and leaflet is widely available in local library, school foyer and advertised on the school website.</p>	<p>3.3.a. 2 new community groups to be involved in together Tuesdays.</p> <p>At least 1 article published in the local press every term.</p> <p>Open day is planned and shared with staff and pupils.</p> <p>Community wide project is decided upon and a common approach and plan created.</p> <p>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.</p> <p>Create a focus group of staff and pupils to design promotional and video content.</p>	<p>Increase in numbers of children attending Together Tuesday sessions.</p> <p>At least 1 article to be published in the local press every half term, with 1 a term written by pupils.</p> <p>First open day has been evaluations have been analysed and suggestions shared to improve future open days.</p> <p>Community project has been started and is shared with all stakeholders.</p> <p>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.</p> <p>Focus group has met regularly and the leaflet is complete. Film is created and being edited.</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>3.3.b <b>SF PF SE</b> To investigate and consider the school to be used as a base for community groups and local enterprises</p>				
<p>3.3.c <b>SF PF SE</b> To form a community focus group to explore key school improvement activities and promotion of key communication including:</p> <p>New Curriculum approach</p> <p>Review Home-School agreement</p> <p>Home-Learning &amp; support</p> <p>Reporting to Parents/Carers</p>	<p>3.3.b Community use of</p>		3.3.b.school spaces are	

	<p>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>3.3.b. Interested parties are able to apply to run sessions within the spare classrooms.</p> <p>3.3.c. Community Focus group is advertised and created. Group has met at least twice to discuss ideas.</p>	<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: new curriculum approach, home-school agreement, home-learning and support and reporting to parents.</p>	
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<b>3 - Inspirational Leadership</b>		<b>3.4.a / b / c BC KH JD</b> <b>3.4.d TG BC JD</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 2022	March 2020	March 2021	
<p>3.4.a - <b>SE NR D</b> 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 - <b>SE NR D</b> Develop self-evaluation and MER processes to enable the school to learn and react effectively.</p> <p>3.4.c - <b>SE NR D</b> Develop the use of a Learning and Leadership Framework (Xlence) to support professional learning, performance development, self-evaluation and MER practices</p> <p>3.4.d - <b>SE D</b> Develop the role of the Governing Body so that all members understand its roles, responsibilities and are able to support and challenge the Headteacher and SLT effectively. In particular to focus</p>	<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>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</p>	<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>All teaching staff are aware of and using the case studies to support their own professional learning and development</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 x6days</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>



upon:		SLT, all members of Team Dragon and the GB.		
• Leadership structures & roles				
• School performance		GB focus groups set up and have clear actions / outcomes for improving:		
• Self evaluation & improvement				
• Attendance		Attendance		
• Falling numbers on role		Admissions		

## **Glossary of Abbreviations**

AfA	Achievement for All
AfL	Assessment for Learning
ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Coordinator
CfW	Curriculum for Wales
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 Centred 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

## **Priority Key**

<b>NR</b>	National Reform
<b>SE</b>	Prior/Emerging school priorities, lesson observations, book monitoring, Performance Development, LA,
<b>D</b>	Data
<b>Cu</b>	Curriculum (AoLE) reviews
<b>L2L</b>	Children's feedback incl. questionnaires & Listening to Learners (L2L), informal and formal suggestions



- PF Parent feedback including questionnaires, informal and formal suggestions and ideas
- SF Staff feedback inc. SLOT, questionnaires, informal and formal suggestions and ideas
- E Estyn recommendations