



School Improvement Plan

2023-24

Llangatwg Community School Improvement Plan

October 2023 - September 2024

Mission Statement

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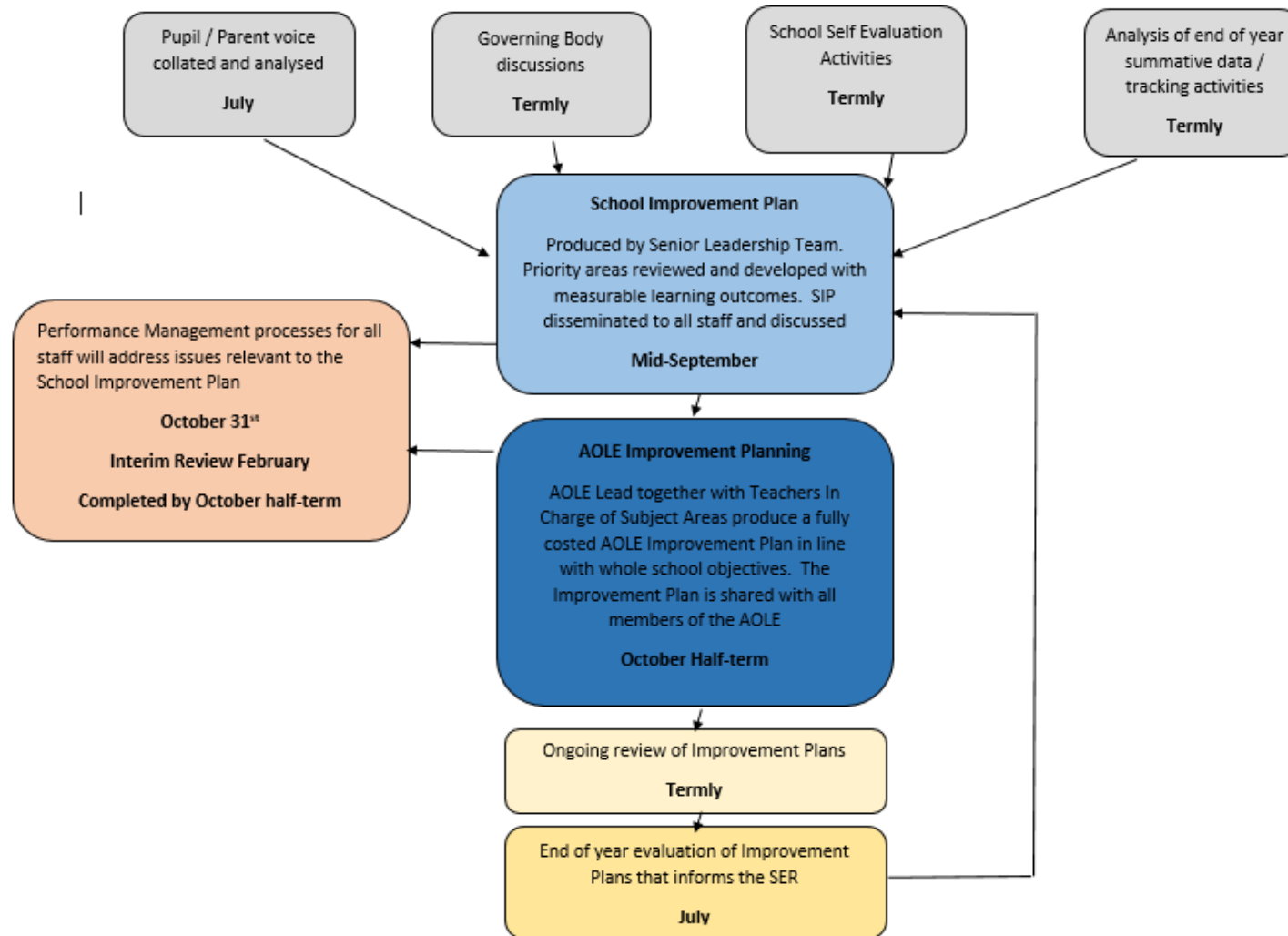
At Llangatwg we support, celebrate and promote learning for all; working together as a community to achieve excellence enabling learners to be ambitious and capable, enterprising and creative, healthy and confident and ethical and informed citizens

School Aims

- We encourage and support parents to take an active role in their child's education
- We aim to establish an inclusive school community that fosters a sense of belonging within a positive, supportive environment
- We aim to develop the ability of all colleagues, through the sharing of professional knowledge and investment in innovative new skills
- We aim to provide an inspiring, engaging and supportive environment in which students feel secure and motivated to learn
- We aim to have positive relationships from every member of our community by promoting an ethos of personal responsibility, respect and value for all
- We aim to provide a nurturing and safe environment that puts the child's health, happiness and welfare first, whilst ensuring the wellbeing of all members of our community
- We are committed to offering a broad range of extra-curricular opportunities to inspire our young people to explore their talents, skills and interests
- We aim to equip the members of our community with the confidence and skills to meet the challenges they will face in a rapidly changing world
- We aim to establish a culture of continuing improvement wherein every individual strives to be better

This plan is focused on delivering our aims as a school. It ensures that, at Llangatwg, we provide an appropriately challenging and high quality learning experience for all pupils that builds each pupil's learning capacity, enabling all pupils to succeed and become effective and independent lifelong learners. The plan takes into consideration the specific needs and priorities of the pupils and the school. It is also set in the context of local and national priorities

School Improvement Planning at Llangatwg Community School



Action Plans 2023 - 2024

- All Action Plans run from End of October 2023 to end of September 2024.
- The Annual Action Plan is underpinned by the Three Year Strategic Improvement Plan.
- As far as possible, the targets within the action plans are measurable, making evaluation straightforward and precise, and the specific outcomes of each target are given.
- Area of Learning Experience Leads, together with subject teachers in charge, produce AOLE Action Plans, which detail how their areas of learning addresses the targets contained within the School Improvement Plan.
- The Senior Leadership Team will review progress made towards achieving targets, both at whole school level as well as Area of Learning level via line management meetings.
- All activities identified within the action plans will be fully costed, including identifying how the Pupil Deprivation Grant is used to support more vulnerable pupils.
- All aims and objectives are underpinned by the 4 purposes of Curriculum for Wales

Abbreviations used within the School Improvement Plan:

HT: Headteacher [Alan Rowlands]

DHT: Deputy Headteacher [Ward Jones]

AHT RH: Assistant Headteacher [Rhian Hughes]

AHT RS: Assistant Headteacher [Rob Shaw]

AHT PS: Assistant Headteacher [Phillip Sayce]

ALNCO: Additional Learning Needs Coordinator [Scott Barnes]

Lead Practitioner KH [Kate Hurst]

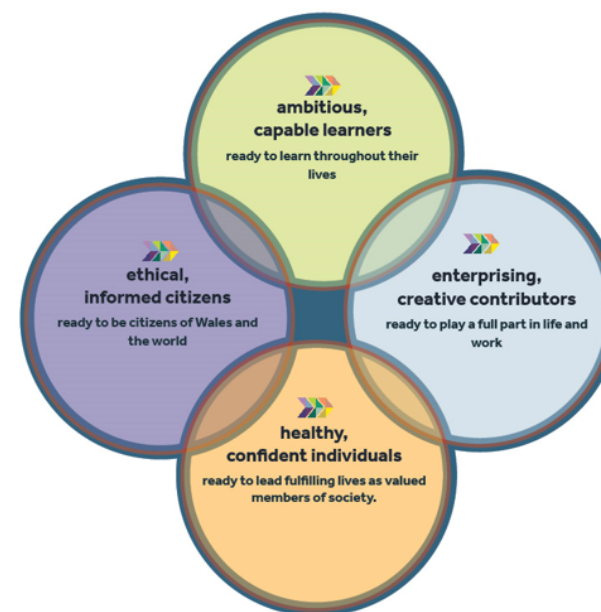
Inclusion Manager TRN [Roland Nicholas]

AOLE: Area of Learning Experience

Teacher ic: Teacher In Charge

SLT: Senior Leadership Team

GB: Governing Body





SCHOOL IMPROVEMENT PLAN

STRATEGIC AIMS 2023-2026



STRATEGIC AIM 1

Improve attendance for all group of learners

STRATEGIC AIM 2

Develop a shared understanding of progression

STRATEGIC AIM 3

Further development of cross curricular and
integral skills

Priorities

Aim 1: Improve attendance for all groups of learners.

Aim 2: Development of a shared understanding of progression.

Aim 3: Development of cross curricular and integral skills.

Aim 1: Improve attendance for all groups of learners	
<p>Vision:</p> <p>We believe that the curriculum at Llangatwg is everything that a learner experiences in pursuit of the 4 purposes. Excellent attendance is fundamental to a learners' social, academic, and emotional development. We aim to create an environment that welcomes pupils and gives learning opportunities which encourage pupils to attend. A high level of attendance is expected. Whole school attendance strategies and procedures are understood by all staff and school partners including parents and pupils. Strong collaboration exists between the home and school which encourages high levels of attendance.</p> <p>High aspirations of the achievement of all pupils is culturally embedded within the school at all levels. Wellbeing of every child is at the heart of all of our work and a strong focus is placed on providing a safe and nurturing environment where pupils and staff feel secure and confident. An inclusive ethos permeates the school that recognises the challenges pupils need to overcome to be resilient, well and happy.</p>	
Why is this a priority?	Success Criteria – What will success look like?
<ul style="list-style-type: none"> o Rates of attendance remain lower than expected amongst many groups of learners. In 2022/23 overall attendance was 84.01% compared to 91.93% in 2019. o The percentage of pupils persistently not attending school is too high [32.7% 2021/22; 21.6% 2022/23] o There is a direct correlation between pupils not attending school and academic, social and emotional outcomes. o Rates of fixed term exclusion remain high amongst some groups of learners [e.g. ALN - 42 Fixed exclusions / 100 days; / Females - 63 fixed exclusions; 158 days]. o A minority of pupils have encountered adverse childhood experiences and trauma which have an adverse effect on their life experiences creating barriers to learning. 	<p>Attendance amongst all groups of learners improves with a substantial decrease in pupils persistently not attending school. Attendance rates improve from 84% [2022/23] to >88% [2023/24] Attendance eFSM improves from 76.3% [2022/23] to >79% [2023/24].</p> <p>Persistent absenteeism [<80%] falls from 21.6% [2022/23] to <16% [2023/24]</p> <p>There is a significant reduction in the number of fixed term and permanent exclusions amongst all groups of learners identified.</p>

<ul style="list-style-type: none"> ○ There has been an increase in community based issues and police protection notices that lead to an adverse effect on pupil progress ○ The number of pupils engaged in vaping inside and outside of school has increased. ○ Rates of emotional, social and behavioural difficulties remain high amongst some learners and require tailored support to meet their needs. ○ Some pupils lack confidence both socially and academically and need support to overcome barriers faced. ○ Further work is required to encourage pupils to positively influence school life and their learning experiences. ○ High number of in-year admissions, many of which have ALN, social, emotional, behavioural needs or significant attendance issues [e.g. 28 pupils admitted in September 2023 - 50% with attendance <80%] ○ The number of learners supported with the schools inclusive learning provision has increased, with an upward trend in these learners. ○ A greater number of learners are exhibiting behaviours associated with emotional dysregulation, requiring support in order to overcome this barrier ○ There are a number of learners with social, emotional and behaviour difficulties who require support over and above that typically available within the mainstream setting, and require additional provision to meet their needs. ○ There are a large number of learners at Llangatwg School who are identified as potential NEET post-16, requiring a higher level of support in their transition. Many of these are EBSA. 	<p>Strategies to improve attendance (including the use of data) are evaluated regularly to enable the school to prioritise its work and plan effectively to bring about the improvements required in a timely way.</p> <p>Termly review of roles and responsibilities ensures a coherent and effective approach to tackling poor attendance.</p> <p>Positive community family engagement and partnership working with families, partner primary schools strengthens the school's ability to positively engage with families to improve attendance and relationships.</p> <p>Attendance is rewarded as part of the school ethos and the importance of attendance emphasised to pupils and parents on a regular basis.</p> <p>Data shows an improvement in the number of pupils feeling happy and safe in school. Learners will have strategies to manage their emotional, social and behavioural difficulties, and will be able to self-regulate more effectively.</p> <p>Learners have a positive influence on their own experiences at school that leads to a positive impact on their own leadership skills.</p> <p>A reduction in the numbers of learners engaging in vaping.</p> <p>All learners will be effectively supported, with evidence of their successes. All stakeholders will have a good understanding of how learners are progressing.</p> <p>All learners will be supported and will have developed a range of strategies to help them with the regulation of their emotions.</p>
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	<p>Alternative provisions will be available to learners who experience SEBD as a barrier to their learning, enabling all learners to thrive within the wider context of the school.</p> <p>Effective transition support and planning post-16 will be embedded, reducing the number of learners identified as potential NEET.</p> <p>Whole school approach to mental health and wellbeing is fully embedded across pastoral and academic areas.</p> <p>Diversity is celebrated and helps prevent bias, inequality, bullying, prejudice and stereotyping of protected characteristics.</p> <p>Effective engagement with outside agencies supports inclusion, attendance and health and wellbeing of all pupils.</p>
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Year 2 and Year 3 High Level Targets	
Year 2	<p>School to set targets for 2024/2025 in this box based on Success Criteria above</p> <ul style="list-style-type: none"> ● Overall attendance will improve from 88% to >90% ● Attendance of Year 10 improves to >86% ● Processes to track and improve attendance are embedded ● Roles and responsibilities of staff aimed at improving attendance are embedded ● Attendance of eFSM pupils will increase to 82% ● The percentage of persistent absentees will fall to <13% ● Most vulnerable learners will make improved progress ● Through self-evaluation activities, most vulnerable learners will demonstrate more positive attitudes to school and learning ● All staff trained in 'zones of regulation' staff are able to use training to reinforce during tutor time.
Year 3	<p>School to set targets for 2025/2026 in this box based on Success Criteria above</p> <ul style="list-style-type: none"> ● Overall attendance will improve from 90% to 93%

	<ul style="list-style-type: none"> ● Attendance of eFSM pupils will increase to 86% ● The percentage of persistent absentees will fall to <10% ● Nearly all vulnerable learners will make improved progress ● Nearly all vulnerable learners will demonstrate more positive attitudes to school and learning
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Milestones – Actions	Lead Person(s)	Start	Finish	Resources/ Cost	Progress	Impact
Communication with stakeholders: <ul style="list-style-type: none"> ● Initial meeting with EWO - clarify the All Wales Attendance Framework which outlines the statutory guidelines for processes to follow e.g. Letter 1, letter 2, Parental partnership meetings, referral to education welfare service and coding. ● Effectively communicate the importance of attendance and the school's systems and processes to pupils, staff, governors and parents. ● Ensure coherent communication of the schools systems and clear roles and responsibilities eg pastoral leads, attendance lead, Year Leaders, EWO, attendance officer, Education re-engagement officer, Family Engagement Officer etc. ● Ensure clear lines of communication and importance of attendance to parents via newsletter, website, text to parents, parents' evenings, coffee mornings, and curriculum events to ensure high expectation of pupils' attendance and punctuality, so that they understand the impact of poor attendance on pupils' work and life chances. ● Continue to use half termly RAG letters, sent home to inform parents of pupil attendance and how this is 	WJ	Oct 23	July 24	N/A		
	WJ	Oct 23	July 24	N/A		
	WJ	Oct 23		N/A		
	WJ	Oct 23	Ongoing July 24	N/A		
	WJ	Oct 23	Ongoing July 24	N/A		

<p>positively or negatively impacting on pupil progress and wellbeing.</p> <ul style="list-style-type: none"> Set up a School Council Attendance Team giving pupils responsibility for developing actions to improve attendance and communicating key information to their peers and parents. For example, creating a leaflet for parents on 'Attendance Matters'; modifying the school reward systems etc. Set up weekly attendance team meetings with attendance lead and other key staff responsible for developing actions to improve attendance. 1:1 mentoring meetings for target pupils with attendance below 90%. Set pupil target during meeting. Ensure all teachers are aware of their responsibility to raise attendance, providing teachers with a regular breakdown of attendance data. Teachers promote the importance of good attendance and discuss attendance matters with their pupils with the aim of addressing barriers to good attendance and promoting the importance of good attendance. Share this SIP target with Governors. Continue to give feedback to the Governor with responsibility for attendance on a regular basis and meet with the sub-committee with responsibility for attendance on a regular basis and provide them with the monthly data. Attendance Lead in collaboration with the EWO and other key attendance staff to undertake regular analysis of data, to identify: <p>Those pupils who are persistent absentees (80% and below)</p> <p>Monitor and track the attendance of pupils causing concern on a regular basis to identify patterns of absence and to follow up on issues.</p>	WJ	Oct 23	Dec 23	£300 for resources		
	WJ	Oct 23	July 24	N/A		
	WJ/RH	ongoing Oct 23	ongoing			
		Oct 23 ongoing	July 24 ongoing	N/A		
	AR/WJ	Oct 23		N/A		
	WJ	Oct 23 ongoing	July 24 ongoing	N/A		

Evaluate impact of 1st day response system.						
Meet and engage with parents of target pupils to discuss the importance of attendance; to explore barriers; to set attendance targets and review progress, on a regular basis.	WJ/ML/ Year Leaders					
Engage with relevant outside agencies to improve attendance of vulnerable pupils..	WJ/ML/S D					
Ensure the role of the new attendance support officer and Re-Engagement Officer are clear of their role and targeting of agreed pupils.	WJ					
Identify strategies that have contributed to the strong performance of the other similar schools.	WJ					
Attendance to be a standard item at every Year Group assembly and is discussed weekly during form.	WJ					
Attendance data on display in key areas around the school.	WJ/Year Leaders					
Ensure all appropriate penalty notices issued and referrals to EWO are consistently made.	WJ					
<ul style="list-style-type: none"> Improve Persistent Absence rates through developing bespoke and modified timetables for some targeted learners, working with the School Education reengagement officer. 	TRN/SD	Oct 23 ongoing	July 24 ongoing	N/A		
Target pupils and families						
<ul style="list-style-type: none"> Attendance Lead in collaboration with the EWO, Attendance Officer and Year Leaders to undertake regular analysis of data, to identify: 	WJ	Oct 23 ongoing	July 24 ongoing	N/A		

<p>Those pupils who are persistent absentees (80% and below) and those with an attendance rate of less than 90% (Red)</p> <p>Those pupils who, whilst not persistent absentees, have an attendance rate below 95% (Amber)</p>						
<p>Encouraging strong attendance and reward systems</p> <ul style="list-style-type: none"> Review the school's approach to rewarding good attendance, including seeking the views of the School Council Attendance Committee, with the aim of recognising good attendance and / or improvements in attendance, for example, weekly class attendance award; termly individual award certificates; trip for pupils with highest attendance at end of the year; raffle ticket given each week to pupils with 100% attendance – draw every half term. ('every week is a new week'). Attendance of Attendance Officer & EWO at parents' evenings to promote the importance of good attendance. Consider the use of 'Late Gates' to support punctuality. EWO in partnership with school staff to greet latecomers and monitor frequency of lateness. 	WJ	Nov 23	Dec 23	£1000 rewards		
	ML/EWO	Oct 23		N/A		
	WJ	Oct 23		N/A		
<p>Sharing good practice</p> <ul style="list-style-type: none"> Identify schools similar in context where clearly defined roles and responsibilities result in improving attendance. Identify Year Teams / Form Class where improvements in attendance have been identified. Identify strategies that have contributed to the strong performance of the schools / Year Group / Form Class. Review and monitor impact of new initiatives introduced 	WJ	Dec 23	March 24	N/A		
	Year Leaders	Dec 23	July 24 ongoing	N/A		
	Year Leaders	Dec 23		N/A		

<p>Monitoring</p> <ul style="list-style-type: none"> In collaboration with the Pupil Attendance team and attendance link Governor, undertake regular data analysis to evaluate progress towards achieving this SIP target. Evaluation includes: <p>Is attendance improving?</p> <p>Is the percentage of persistent absentees falling?</p> <p>Is the attendance of targeted pupils improving?</p> <p>Is the attendance of particular groups of learners such as eFSM improving?</p> <p>How is the progress of those pupils identified with attendance issues being effected and what interventions and actions are being put in place to support these learners</p>	WJ	Termly	<p>July 24 ongoing</p> <p>July 24 ongoing</p>	N/A		
Total Cost:						
Autumn Term Review and impact Evaluation						
Spring Term Review and Impact Evaluation						
Summer Term Review and Impact Evaluation						

Aim 2: Develop a shared understanding of progression

Vision:

High quality teaching inspires all learners to engage positively and make meaningful progress. Teachers are clear regarding what progression looks like and how best to achieve effective progression. Teachers have a clear understanding of the most effective pedagogy and planning is aimed at ensuring all pupils make appropriate levels of progress. Teaching actively promotes the use and development of skills and enables learners to be increasingly independent and able to apply their learning. Assessment is effective in informing next steps in planning and leads to pupils making effective levels of progress.

Why is this a priority?

A shared understanding of progression is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities.

- The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils' knowledge and understanding, skills and capacities, and attributes and dispositions. When designing their curriculum, AOEs need to incorporate the progression code when planning for progression.
- The code outlines 5 overarching principles of progression that needs to be addressed through effective planning:
 - increasing effectiveness
 - breadth and depth of knowledge
 - deepening understanding
 - refinement and application of skills
 - transferring learning into new contexts

The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to develop a shared understanding of progression and to

Success Criteria – What will success look like?

Progression

Teaching is focused on effectively developing pupil progress. All pupils have a clear understanding of what and why they are learning. Pupils are challenged effectively and are able to develop knowledge, understanding and skills, including literacy, numeracy and digital, through high quality learning experiences.

The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this.

Teaching will focus on developing increasing pupil effectiveness, the depth and breadth of their knowledge, deepening understanding, ideas, and disciplines, developing greater refinement and growing sophistication in their learning and making connections and transferring learning.

Learners are able to articulate what progress they are making and the next steps to take to improve

evolve their teaching to support pupils' progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.

The school needs to understand the purpose of assessment in supporting the progression of each individual learner. The principles for assessment are:

- To identify learner's strengths
- To identify how pupils learn best
- To identify next steps for learners

In order to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place. Recent monitoring highlights inconsistencies in the use of formative assessment to determine progress.

- Some inconsistencies of expectations in a minority of lessons remain in terms of what pupils can achieve.
- Some teachers require further support to clearly understand what progression looks like.
- In a minority of lessons, behaviour management is ineffective and low level disruption has an impact on pupil progress.
- In a very few lessons, the level of challenge is not set appropriately to allow pupils to make sound progress.
- In a few lessons, there is a lack of effective differentiation to enable all pupils to make appropriate progress.
- In some areas, the effective planning and development of skills is at an early stage of development.
- Planning for progression in some areas is still at an early stage and requires further development.
- In some lessons, learning intentions and success criteria are not clearly explicit which can restrict impact on learners' understanding of what they are learning and why.
- In some areas, there is inconsistency in the effectiveness of the use of formative assessment to inform teachers and pupils in the next stage of their learning.
- In a few areas, assessment information is not used effectively to inform teaching and learning activities

Teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.

Formative Assessment

Provision

Most teachers have clear learning intentions for their lessons matched to pupils' individual learning needs and that enable pupils to progress

Most teachers support pupils to understand WHY they are learning what they are learning

Most teachers provide pupils with effective feedback to enable pupils to progress with their learning

Most teachers provide pupils with the opportunity to action the feedback provided and to improve their work

Most teachers provide effective opportunities to reflect upon and self-assess their work

Many teachers are able to adapt their provision based on observations of learners' needs, misconceptions, etc

Learning

Most pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons

<ul style="list-style-type: none"> ○ Some learners' reading is underdeveloped and lacks fluency when reading aloud. ○ Some learners make frequent spelling and grammatical errors and their presentation and organisational skills need strengthening. ○ In some areas, the use of questioning does not effectively support the development of higher order thinking. ○ In a few areas, greater opportunity is needed for learners to plan and organise the next steps in their learning by applying knowledge and skills acquired and developed across the curriculum. ○ In some lessons feedback opportunities could be more effectively developed to drive pupil progression 	<p>Many pupils are clear on WHY they are learning what they are learning</p> <p>Many pupils respond effectively to feedback to improve their work and to move their learning on</p> <p>Many pupils edit and improve their work on a regular basis</p> <p>Many pupils self-assess their work well, identifying strengths and how to improve it</p> <p>Many pupils are clear on what they are doing well and what they need to improve (next steps)</p> <p>Teacher's ability to fulfil the principles of assessing for the future. Teachers will develop supporting individual learners on a day-to-day basis to identify strengths, identify how pupils learn best and plan for next steps in learning.</p> <p>Assessment and feedback are highly effective and have a notable impact on pupil progress, resulting in pupils confidently evaluating and improving their own learning.</p> <p>Teachers will provide opportunities for pupils to engage with higher levels of challenge.</p> <p>Effective questioning will support pupil progress and pupils are encouraged to listen to each other's responses carefully, developing learners ability to think critically.</p> <p>Based on a shared understanding of progression, teachers will evolve assessment and a shared understanding of assessing for the future to support pupil progress.</p> <p>Teachers' ability to fulfil the principles of assessing for the future. Teachers will develop their planning by supporting</p>
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	<p>individual learners on a day-to-day basis to identify strengths, identify how pupils learn best and plan for next steps in learning. This will support progress.</p> <p>Self-assessment will be purposeful, allowing pupils to make positive progress.</p> <p>Written feedback will clearly link to the learning outcomes and encourage pupils to reflect on their learning</p> <p>Teachers will support learners to be able to articulate what they are learning, why they are learning, what progress they are making and how to improve.</p> <p>Learners will be able to confidently and accurately self/peer assess work to highlight progress and next steps</p>
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Year 2 and Year 3 High Level Targets	
Year 2	Teachers have developed a more secure understanding of what progression looks like and are able to more effectively plan for progression. There is a greater consistency in the effectiveness and consistency of teaching and learning. Teachers have high expectations in all lessons and consistent routines to establish effective learning environments have been established. Teachers use research led enquiry to innovate their teaching and learning practices to become more effective. Assessment of pupils' work supports good levels of progress and pupils effectively respond to feedback to improve their work.
Year 3	Teachers have a secure understanding of what progression looks like and are able to effectively plan for progression in their teaching. The quality of teaching is consistently high and teachers have high expectations of all learners. Teachers are able to employ a range of the most effective strategies and are able to use research based enquiry to innovate and provide exciting and stimulating learning experiences. Learners become increasingly independent and are able to lead their own learning through effective feedback, application of knowledge and self-reflection.

Milestones - Actions	Lead Person(s)	Start	Finish	Resources/ Cost	Progress	Impact
Vision Whole staff meeting to discuss the school's vision and the link to the SIP. Discuss why it is a priority and share the vision for pupil progression and how pedagogy needs to evolve to enhance pupil progress in line with the principles of progression and towards the four purposes. Also share the vision for formative assessment: <ul style="list-style-type: none"> • Pupils clear on what they are learning to do • Pupils clear on WHY they are learning it • Pupils acting on effective feedback to move their learning on • Pupils clear on what they are doing well and what they need to improve (next steps) • Pupils having effective opportunities to reflect upon and assess their own work • Pupils supporting their peers to progress 	AR	Oct 23	Oct 23	N/A		
Shared Understanding of Progression Continue to develop a shared understanding of progression within school and with the cluster through: <ul style="list-style-type: none"> • Time in staff meetings - dedicated professional learning discussions • Shared inset* – cluster and across schools • Presentation/Discussion in Governor meetings • Parent meetings • National events – National Network conversations, Talk pedagogy etc. 	PS/KH	Autumn Term	July 24	N/A		
	PS/KH	Nov 23	July 24	N/A		

<ul style="list-style-type: none"> Evaluations carried out in the school <p>*NPT Shared Inset and Cluster Inset</p> <p>Professional Learning / Evolving Teaching</p> <ul style="list-style-type: none"> Undertake an evaluation of how well teaching currently supports pupils to progress through learning walks, work scrutiny and listening to learners. Implement the “Llangatwg Way” (TEACH) model across all areas to develop effective teaching that allows staff to use a range of teaching approaches to support good progress in learning and wellbeing. Review and amend ADDs cycle to incorporate further opportunities to share and discuss high quality teaching and learning. This will utilise whole staff and small group activities. Themes to be identified from self evaluation activities but will include questioning, differentiation and assessment. All teachers to receive professional learning from the school improvement team focused on engaging teaching strategies to enable pupils to progress with their knowledge and understanding, while also progressing with their integral skills and development of cross cutting themes. Identify a department to attend the local authority Teaching & Learning workshops (5 days) to evolve their teaching in line with the principles of progression. Workshop attendees to receive follow up support in school from the local authority Teaching & Learning team as part of the programme. Workshop attendee(s) to feedback strategies/practice to other teaching staff members. 	KH/KG/RS	Autumn Term	*March 24 July 24	£5,000 Inset costs		
	KH/KG	Oct 23	Dec 23 ongoing	N/A		
	KH/KG	Oct 23	Nov 23	N/A		
	PS/RS/KH	Autumn Term	July 24	Inset cover costs as required		
	KH/RS	Nov 23	Nov 23	LA Funded cover		
	Staff	Autumn Term	July 24	Cover costs as required		

<ul style="list-style-type: none"> Continue to strengthen and embed the teaching of HOTS in order to support pupils' to progress with their integral skills. Continue to develop weekly T&L briefings with further focus on AOLE's contributing and sharing good practice. Develop training materials/sessions alongside coaching/mentoring sessions based on self evaluation findings, to deliver at key points during the year. All teachers to receive effective professional learning focused on formative assessment and its relationship with a shared understanding of progression. <p>For example:</p> <p>What is AfL?</p> <p>Learning intentions and success criteria?</p> <p>Effective feedback?</p> <p>Self and peer assessment?</p> <p>Curriculum Development</p> <ul style="list-style-type: none"> Leaders and teachers to continually review and develop the school's curriculum planning to evaluate how well does the curriculum support pupils to progress with... <p>Values and attitudes</p> <p>Cross-curricular skills</p> <p>Integral skills</p>	RS/KH/KG	Nov 23	March 24	[c£2,000] N/A		
	KH/KG	Jan 24	Jan 24 ongoing	N/A		
	RS/KH	Jan 24 ongoing	July 24 ongoing	Training cover costs c£1500		
	AOLE Leaders	Autumn Term	July 24 ongoing	N/A		

<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Continue to access professional learning from the LA to strengthen the school's curriculum to plan for effective opportunities for pupils to progress with the above. School leaders to review the school's current systems for assessment. What is useful and purposeful? What is having a strong impact on pupil progress? Leaders and teachers evolve their assessment processes in line with the expectations for CfW. (see 'Why this is a priority?' section) Leaders and teachers to implement agreed approaches to AfL throughout the school in regards to: <ul style="list-style-type: none"> Learning Intentions Success Criteria Feedback Self and peer assessment <p>Performance Management</p> <ul style="list-style-type: none"> Teachers have a performance management target linked to enhancing pupil progress through evolving teaching and/or strengthening pupil progress through effective AfL strategies. Teachers will be provided with professional learning to meet their individual needs and to support them to achieve their targets. 	RS	Autumn Term	July 24 ongoing			
	SLT SLT / Middle Leaders Middle Leaders	Jan 24	July 24 ongoing			
	RS	Oct 23	Sept 24			

Autumn Term Review and impact Evaluation
Spring Term Review and Impact Evaluation
Summer Term Review and Impact Evaluation

<i>Aim 3 Develop pupils cross curricular and integral skills</i>	
Vision: <p>The development of skills in literacy, numeracy and digital competence are essential in order for pupils to gain knowledge and be able to access the world of work and adapt and thrive in the modern world. As a school we will develop opportunities for pupils to develop and apply these skills and their capabilities in a wide range of contexts and areas of learning.</p> <p>Teaching will focus on developing increasing pupil effectiveness, the depth and breadth of their knowledge, deepening understanding, ideas and disciplines, developing greater refinement and growing sophistication in their learning and making connections, transferring learning and developing their integral skills developing our pupils to become the best that they can be, prepared for lifelong learning. Our aim is to ensure that all pupils make meaningful progress in learning and thrive as individuals. Each and every child matters.</p>	
Why is this a priority?	Success Criteria – What will success look like?
<ul style="list-style-type: none"> • A minority of pupils do not make appropriate progress in their learning. • There is variation in how much progress some pupils make across the school which is often as a result of insufficient challenge. • Insufficient planning for differentiation is evident in many lessons which impacts detrimentally on progress. • A minority of pupils make only limited progress in their learning. They have difficulty recalling prior learning and do not develop their knowledge, understanding or skills sufficiently. 	<p>Based on a shared understanding of progression, teachers will plan for the specific development of pupils' skills. Pupils will make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding, skills and capacities, and attributes and dispositions.</p>

<ul style="list-style-type: none"> • A minority of pupils do not concentrate sufficiently and are not challenged well enough to make the progress that they should. • A minority of pupils offer only brief and underdeveloped responses using a limited range of vocabulary and are not challenged or given enough opportunity to improve them. • A minority of pupils do not use a suitable range of reading strategies independently to support their learning. • There is inconsistency in the range of opportunities for pupils to build their skills well enough. • A minority make frequent and careless errors in spelling, punctuation, and grammar. Feedback and support to address these aspects of their work is not always effective. • A minority of pupils have weak numeracy skills and opportunities to develop these skills appropriately are inconsistent. • Opportunities to develop appropriate digital skills across the curriculum and in a range of contexts are limited and therefore do not enhance skills sufficiently. • Opportunities to aid the development of the integral skills of creativity and innovation, personal effectiveness, planning and organising, critical thinking and problem solving are inconsistent and therefore progress in these skills is variable. • Handwriting and presentation of pupils' work is poor amongst a minority of pupils. 	<p>Pupils will engage with appropriate levels of challenge, enhancing progress in knowledge, understanding and skills.</p> <p>Pupils display high levels of engagement and are appropriately challenged to make suitable progress.</p> <p>Pupils offer developed responses, both written and verbal, using a range of appropriate vocabulary.</p> <p>Pupils will independently use a wider range of reading strategies.</p> <p>Pupils will make fewer careless errors in their spelling, punctuation and grammar.</p> <p>Pupils will have a stronger recall of basic number facts in a variety of learning contexts..</p> <p>Pupils will show greater independence and confidence in applying the integral skills across the curriculum.</p> <p>Pupils display confidence in applying a range of digital skills in a range of contexts.</p> <p>Pupils will have greater fluency in their handwriting.</p> <p>Pupils will make greater progress in their knowledge, skills and understanding.</p> <p>Pupils will offer more extended responses.</p> <p>Pupils will apply their cross curricular skills more effectively</p>
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Year 2 and Year 3 High Level Targets	
Year 2	<p>Teachers have developed a more secure understanding of what progression in the development of skills looks like and are able to more effectively plan for progression in skills. There is a greater consistency in the effectiveness and consistency of teaching and learning, enhancing the development of skills. Teachers consistently plan for progress with clear learning intentions that are linked to the development of pupils' skills. Teachers have high expectations in all lessons and consistent routines to establish effective learning environments have been established. Teachers use research led enquiry to innovate their teaching and learning practices to become more effective. Assessment of pupils' work supports good levels of progress and pupils effectively respond to feedback to improve their work.</p> <p>The majority of pupils will make progress in their learning. Many pupils will be able to demonstrate a greater ability to recall prior learning. Many will make strong progress in their knowledge, skills and understanding. There will be increasing numbers of pupils who are able to concentrate more effectively. Many pupils will develop their ability to provide extended responses, use a good range of reading strategies independently, they will use a wider range of vocabulary and fewer pupils will make frequent mistakes in spelling, punctuation and grammar. Many will develop their fine motor skills in order to be fluent in handwriting.</p>
Year 3	<p>Teachers have a secure understanding of what progression looks like and are able to effectively plan for progression in skills in their teaching. The quality of teaching is consistently high and teachers have high expectations of all learners and pupils make good progress in the development and application of skills. Teachers consistently plan for progress with clear learning intentions that are explicitly linked to the development of pupils' skills. Teachers are able to employ a range of the most effective strategies and are able to use research based enquiry to innovate and provide exciting and stimulating learning experiences. Learners become increasingly independent and are able to lead their own learning through effective feedback, application of knowledge and self-reflection.</p> <p>Most pupils will make strong progress in their learning. Most pupils will be able to demonstrate a greater ability to recall prior learning. Most will make strong progress in their knowledge, skills and understanding. There will be increasing numbers of pupils who are able to concentrate more effectively. Most pupils will have a strong recall of basic number facts and many pupils will show independence in their use and application of skills.</p>

Milestones - Actions	Lead Person	Start	Finish	Resources/ Cost	Progress	Impact
Vision						

Based on a shared understanding of progression, teachers will plan for the specific development of pupils' skills, knowledge and understanding and also their capacities and attributes.	AR	Oct23	July 24	N/A		
Professional Learning / Evolving Teaching						
All teachers develop a shared understanding of progress - This focuses on understanding what it means to make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding, skills and capacities, and attributes and dispositions.	PS/KH/RS	Oct23 ongoing	July 24	N/A		
All teachers develop a shared understanding of assessing for the future – This will focus on supporting individual learners on a day to day basis, Identifying, capturing and reflecting on individual learner progress over time and understanding group progress.	PS/KH/RS	Oct 23 ongoing	July 24	N/A		
Senior leaders and middle leaders to ensure assessment identifies:	SLT/AOLELs	Jan 24 ongoing	July 24	N/A		
o Skills that pupils are able to apply effectively						
o How pupils learn						
o The next steps in pupils' skills development						
Identify best practice in the school. Share examples of effective planning, effective feedback, effective approaches to differentiation, approaches to developing pupils' cross curricular skills, integral skills and metacognition.	KH/PS	Jan 24	July 24	N/A		
Curriculum Development						
	PS/KG/	Oct 23	July 24	N/A		

<p>Develop a shared understanding of progress (Training sessions/Discussions)</p> <p>Curriculum design within AOLEs develops appropriate opportunities for the development of cross curricular skills and integral skills.</p> <p>Curriculum design within AOLEs develops appropriate opportunities for the development of the cross cutting themes: RSE, Human Rights, Diversity, Careers and Work Related Education, Local, National and Global contexts.</p> <p>Further development of a concept based approach to teaching and learning, including the development of values and attitudes.</p> <p>Performance Management</p> <p>Teachers have a performance management target linked to teaching and learning action research, with a focus on development and progress in skills. Teachers will be provided with professional learning to meet their individual needs and to support them to achieve their targets.</p> <p>Monitoring</p> <p>Self-evaluation processes – Pupil centred as the initial focus and reflect on the impact of teaching e.g. Do pupils spell well? What impact does teaching have on spelling? · Clear emphasis on progress.</p> <p><i>Examples of aspects to evaluate:</i></p> <p>Are pupils making good progress in their knowledge, skills and understanding? (learning walk)</p> <p>Are pupils making good progress in their integral skills? (learning walk)</p>	RS					
	AOLEs	Oct 23 ongoing	July 24	N/A		
	AOLEs	Oct 23 ongoing	July 24	N/A		
	AOLEs	Oct 23 ongoing	July 24	N/A		
	RS	Nov 23	Oct 24	Inset training costs as required for Professional Learning c£5,000		
	AR	Oct 23 ongoing	July 24	Cover costs as required c£2,000		

<p>Are pupils able to effectively apply skills in a range of contexts? (learning walk)</p> <p>Pupils' ability to give extended responses (learning walk)</p> <p>Do pupils use a range of reading strategies independently? (listening to learners)</p> <p>Do pupils use spelling, punctuation and grammar effectively? (work scrutiny)</p> <p>Do pupils have good recall of basic number facts? (Pupil interviews)</p> <p>Is pupils' handwriting fluent? (Learning walk/Work scrutiny)</p> <p>Middle leader involvement in self-evaluation process is embedded and robust, leading to effective evaluation of standards and progress</p>	<p>AOLELs / Subject Leaders</p>	<p>Nov 23</p>	<p>July 24</p>	<p>Cover costs as required c£2,000</p>		
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Autumn Term Review and impact Evaluation						
Spring Term Review and Impact Evaluation						
Summer Term Review and Impact Evaluation						