



# Tavernspite and Templeton CP Schools



## School Improvement Plan

### 2020-2021

**Date Approved:** September 2020

**Date of Next Review:** July 2021

**Head Teacher:** Mr K. Phelps

**Chair of Governors:** Mr N. Davies

<b>Contents</b>	<b>Page</b>
Contextual information	3 - 4
School Improvement Plan priorities for 2020 - 2021	5
School Improvement Plan 2020 – 2021	6 - 15
Regional Consortia School Improvement Grant (RCSIG) Spending Plan (2020 -2021)	16 - 22
Pupil Development Grant Spending Plan (2020-21)	23 - 27
Appendix 1: Subject Leader Action Plans	28 - 49

## **Contextual Information (Tavernspite)**

Tavernspite Community Primary School is in the village of Tavernspite in Pembrokeshire. It serves a large rural catchment area, which includes the communities of Red Roses, Ludchurch, Lampeter Velfrey, Llanddewi Velfrey and Llanteg. There are around 220 pupils aged three to eleven years in the school.

Approximately six per cent of pupils are entitled to free school meals, which is notably below the national average. The school identifies around 20% of pupils as having additional learning needs including a very few pupils with a statement of special educational need. Nearly all pupils are of white British ethnicity. A very few pupils speak English as an additional language, no pupils speaks Welsh at home. No pupils looked-after children in the school.

The school was last inspection in December 2017. The head teacher has been in post since 2008.

## **Contextual Information (Templeton)**

Templeton Primary School is a community primary school in the rural village of Templeton in Pembrokeshire. There are around 120 pupils on roll, between the age of four and eleven, taught in 3 mixed-age classes.

The school has identified around 20 per cent of pupils as having additional learning needs, slightly below the national average. Around 5% of pupils are eligible for free school meals, which is notably lower than the Welsh average. Most pupils are of white British ethnicity and all come from homes where English is the predominant language. None has Welsh as their first language.

Estyn last inspected the school in 2009. The previous headteacher retired from Templeton in the summer of 2014. Since then the head teacher of Tavernspite has led the school.

## **The Federation of Tavernspite and Templeton CP Schools**

The two schools are four miles apart and schools serve rural catchment areas in the east of Pembrokeshire. Challenge within each school is similar. Previously, both schools had around 130 pupils on roll, however, the two schools have differed notably over the years. In Tavernspite School, pupil numbers have increased and stand at around 220. Templeton had seen a declining roll to approximately 60 pupils and in December 2013, the local consortium categorised it as a 'school needing to improve aspects of provision and leadership.'

The retirement of the head teacher at Templeton School in July 2014, after 24 years, led to insecurity as to the future of the school. The local authority considered a number of options including closure and federation with Tavernspite School. Following a number of meetings with parents, governors, staff and children, the governing bodies of the two schools agreed that an informal federation agreement for a 12-month period would be the best option, until the local authority agreed upon a more permanent solution.

Tavernspite and Templeton Primary schools federated informally in September 2014. This federation was heralded as a great success and in April 2016 became one of the first formal federation in Wales. This meant that the schools would have a federated governing body and Senior Leadership Team that serves both schools,

however, the individual identities of the two schools would be maintained and the schools would manage separate budgets. This process also required the two schools to align its practices, work collaboratively and share resources for the mutual benefit of both.

### **Leadership structure for the federation**

At the start of the federation, the executive head teacher developed a leadership plan for leading both schools. A key part of this strategy was the development of a leadership structure that would provide a suitable range and balance of skills and expertise to address the challenge.

The planned model was that rather than the executive head teacher only sharing his time between each of the two schools, the whole leadership team from Tavernspite would support him in leading the federation. The head teacher, deputy head teacher and assistant head teacher from Tavernspite School would each spend one day a week at Templeton School. To complement this, the governing body appointed a 'base leader' at Templeton School, to assume leadership responsibilities on the days that the Tavernspite team were not there and maintain regular contact with the leadership team members.

The executive head teacher was responsible for overseeing the organisation and running of both schools. He consulted and worked closely with the both governing bodies and stakeholders of both schools throughout the change process. He set the strategic direction and outlined the vision to all involved effectively.

The deputy head teacher and Foundation Phase lead practitioner from Tavernspite School supported the executive head teacher at both sites with managerial and operational activities. Her responsibilities included overseeing the work of the Foundation Phase in both schools, as well as to coach, mentor and support the Foundation Phase staff to improve provision and standards.

The assistant head teacher's responsibilities included co-ordinating key stage 2 at both sites, as well as coach, mentor, and support the key stage 2 staff to improve provision and standards.

This transformative and distributed leadership model proved to be useful for informing other leaders of potential federations. The leadership team were the subject of an Estyn thematic survey in 2015 titled 'Sharing effective leadership results in improved standards and provision'. As a result, the Headteacher and Deputy Headteacher presented at the conference 'Primary Schools Improvement Journeys' in the Principality Stadium, Cardiff in 2016. They have since successfully supported the work of other federations across the region through the Professional Learning Schools programme.

This federated model brought great benefits to Tavernspite School, for example, senior staff have experienced enhanced leadership and management responsibilities, which have benefited them their role as leaders at Tavernspite School. Other members of staff at Tavernspite School have developed their own leadership roles as a result of the federation through sharing their knowledge and experiences in the change management process.

Templeton school has enjoyed a period of growth and development through this federated model. The number of pupils on roll has increased from 66 (September 2014) to 125 (April 2019) as a result of the improvement in the school's reputation in the local community and beyond.

Templeton School, previously categorized as an 'Amber' school requiring improvement in aspects of provision and leadership' in December 2013 was categorized as a 'Green' school in January 2016 and has remained in this category since. The budget has become much stronger resulting in a significant investment in much needed information and communication technology equipment for staff and pupils, new staff have been appointed and the outdoor learning areas and interior of the school completely transformed.

This has been a new and positive chapter in the life of Templeton School and its community.

**Current National Category of:**

**Tavernspite and Templeton CP Schools**

**1**

**A**

**Tavernspite and Templeton Schools**  
**School Improvement Plan priorities for 2020 - 2021**

**Priority Area 1:**

Maths- To further improve and embed pupil's mental mathematical strategies and the standard of conceptual understanding

**Priority Area 2:**

ALN- To improve and enhance working practices in line with the ALN Transformation Programme and new ALN Code of Practice

**Priority Area 3:**

To support and perfect the provision for improving and promoting pupil well-being in line with the New Curriculum and in response to the implications of the COVID pandemic

**Priority Area 1: Maths- To further improve and embed pupil's mental mathematical strategies and the standard of conceptual understanding.**

Targets	Actions and Strategically Planned Tasks	Whom ?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
<p>To continue to develop and <b>embed</b> a range of mental mathematical strategies for all pupils to use and apply.</p> <p>To further develop mathematical language understanding and application.</p>	<ul style="list-style-type: none"> <li>Maths Coordinators to ensure that bead bars are positioned on the whiteboard / maths boards during mental maths sessions in order for the class teacher to model and demonstrate more clearly.</li> </ul>	LW/HK  All staff	Sept 2020	Nil	Maths coordinator(s) to conduct a termly review of the mental maths teaching in each class.	Effective, organised and timetabled whole-school mathematical routines and cultures will be evident. All classes and pupils will effectively use the interactive mathematical displays in class. All displays will be organised and consistent.	
	<ul style="list-style-type: none"> <li>Ensure that all bead bars / counting sticks are labelled whenever it is possible or relevant to do so to help learner retain new information.</li> </ul>	All staff	From Sept 2020		Work scrutiny and evidencing (as below) to be analysed during scheduled staff meetings.	All pupils will have access to a range of tools and resources to aid mathematical development and thinking. Work scrutiny, analysis of data and evidence collated by the maths coordinator will show that there is a consistent teaching in mental strategies and progression if evident throughout.	
	<ul style="list-style-type: none"> <li>Teachers to effectively implement the specific skill has been selected from the relevant 'Progression Step' pack with an emphasis to not do more than two of these in one mental maths session.</li> </ul>	All staff	From Sept 2020	Nil- PPA time	Maths coordinator(s) to conduct L2L profiling of mental strategies across the schools. Conduct sample testing and generate overview of results.		
	<ul style="list-style-type: none"> <li>Teaching staff to continue to refer to and use the 'Mental Mastery' pack. Teachers to copy and paste the suggested activities from these packs into the Abacus overviews, monitored by Maths Coordinators.</li> <li>All federation teachers to continue to use stories to engage/'hook' the pupils when</li> </ul>	KS2 staff  All staff	From Sept 2020  From Sept 2020	Nil- staff meeting time  Nil	WNT data and analysis.	Books purchased. Use of books incorporated into planning.  Discussions regarding pupil success/engagement/understanding during staff meetings. Pupils' work.	



<p>and overview for each year group).</p> <ul style="list-style-type: none"> <li>All teachers to ensure that high-standard 'Experiences' are evidenced in the work/ books of all pupils with photographs/ reviews/ journals/ QR codes/ recordings.</li> <li>Maths Coordinators to purchase 'Target Your Maths' books for KS2 to improve differentiation across the phase. This will complement the Abacus textbooks that are already embedded.</li> <li>Pupils to complete the new self-assessment maths sheets in KS2. This will support the learners in identifying where they are at that moment, and what their next steps for progression.</li> </ul>	<p>All teachers</p> <p>LW/HK</p> <p>Pupils</p>	<p>From Sept 2020</p> <p>By Nov 2020</p> <p>By Dec 2020</p>	<p>Nil</p> <p>£150 per school for books</p> <p>Nil</p>	<p>Work scrutiny meetings.</p> <p>Work scrutiny review by Maths Coordinators- monitoring the implementation.</p> <p>Feedback from pupils to be scrutinized and evaluated by maths coordinators.</p>	<p>All workbooks and evidence collected will show a high standard, range and level of mathematical tasks, skills and experiences.</p> <p>Target your Maths books will improve differentiation across Key Stage 2, support the lower ability learners and stretching the MAT learners as appropriate.</p> <p>The self- assessment maths sheets in KS2 will ensure learners develop a greater awareness of where the gaps are in their learning and also what they are confident with (supporting pupil voice).</p>	
<p>To improve the planning, assessment and evidencing of mathematics and numeracy, in-line with the New Curriculum. To improve and increase the breadth of real-life mathematical experiences and practices, in-line</p>	<ul style="list-style-type: none"> <li>All teachers to provide weekly planned real-life mathematical experiences, using the outdoors on a half-termly basis.</li> <li>All FP teachers to plan for and deliver effective, interesting hands-on tasks that enable practise within the number system.</li> <li>KS2 to effectively use the outdoors to deliver at least two maths sessions per half term. These activities will be rich tasks that offer meaningful context.</li> <li>Maths Coordinators to provide termly workshops and training for</li> </ul>	<p>All staff</p> <p>All FP staff</p> <p>LW/HK to provide training</p> <p>LW/HK</p>	<p>From Oct 2020</p> <p>From Sept 2020</p> <p>From Oct 2020</p> <p>From Jan</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Maths coordinator(s) to review the breadth of experiences through L2L interviews, planning, evidence. All staff to review and evaluate in scheduled work scrutiny and meetings. Staff questionnaires and feedback.</p> <p>The breadth and quality of the real-life, hands-on experiences will increase, with all pupils experiencing and practising a range of mathematical skills.</p> <p>Engagement will improve, as measured by feedback from class teachers and Maths coordinator (through L2L interviews).</p> <p>All teaching staff will embrace and deploy the 7 mind-sets of effective maths teaching.</p>	

<p>with the New Curriculum. <small>Education through Regional Working</small></p> <p>To improve the profile and achievement in maths across the schools.</p>	<p>all staff to attend in order to develop ideas and address any further areas that require development.</p> <ul style="list-style-type: none"> <li>Teaching staff to continue Ten Town (in Early Years) and RMeasimaths (Year 1 upwards) to raise the profile and achievement in maths. Hand out RMeasimaths certificates in achievement assemblies.</li> </ul>	<p>FP staff</p>	<p>2021 (COVID dates TBC?)</p> <p>From Sept 2020</p>				
<p>To improve and increase parental awareness and understanding in supporting the teaching of Mathematics and Numeracy.</p>	<ul style="list-style-type: none"> <li>Maths Coordinator(s) and/or class teachers to provide termly workshops for parents based on methods to support mental arithmetic strategies and the emphasis of Mathematics and Numeracy in the New Curriculum.</li> <li>N.B. DUE TO COVID, THESE COULD DELIVERED ONLINE FOR PARENTS!</li> <li>Maths Coordinator(s) to provide termly letters/ leaflets/ toolkits regarding the supporting of maths development at home.</li> </ul>	<p>LW/ HK</p> <p>LW/HK</p>	<p>From Oct 2020 (COVID dates TBC?)</p>	<p>Release time to prepare and create</p>	<p>Reviews / questionnaires completed by parents.</p>	<p>Parents involved in the projects/ workshops will be more aware, equipped and able in supporting mathematics and numeracy at home.</p>	

**Priority Area 2: ALN- To improve and enhance working practices in line with the ALN Transformation Programme and new ALN Code of Practice.**

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
<p><b>Aim 4 of ALN Act 2018-</b> <b>“To increase participation of children.”</b></p> <p>To further implement a range of Person Centred Planning (PCP) approaches across the schools that enhances the experience and standards achieved by ALN pupils.</p>	<ul style="list-style-type: none"> <li>ALNCo(s) and selected support staff to work with ALN pupils to plan, create a PCP meeting and develop a ‘Mini Path’ with highlighted targets.</li> <li>ALNCo(s) to implement a wider range of PCP approaches for all Annual Review processes and IDP reviews.</li> <li>ALNCo(s) to organise joint meetings and training with SNAP Cymru and Inclusion Support Officers to further improve and increase the awareness of support available to parents.</li> </ul>	<p>SA/ LB/ CE</p> <p>SA/Ced/LB</p> <p>SA/Ced/ LB</p>	<p>By Dec 2020</p> <p>From Oct 2020</p> <p>From Oct 2020</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Leaflets provided to parents- feedback from parents. Pupil Voice and involvement in processes. L2L reviews. One Page Profiles. Mini Path evidence.</p>	<p>A range of pupils with ALN will develop and use a Mini Path to inform provision and support. All Annual Reviews and IDP reviews will be embedded with PCP approaches. All staff will understand and be aware of the support that SNAP Cymru and Inclusion Support Workers provide to families.</p>	
<p><b>Aim 5 of ALN Act 2019-</b> <b>“To have high aspirations and improved outcomes.”</b></p> <p>To ensure all learners are supported to meet their full potential, showing good rates of progress.</p>	<ul style="list-style-type: none"> <li>All staff to work collaboratively to conduct a review of ALN Register and the Provisions provided across the schools. (Termly review meetings).</li> <li>All teachers to attend Progress Meetings with ALNCo(s) and parents on a termly basis.</li> <li>ALNCo(s) to devise clear entry and exit criteria for ALP such as Lexia, Speech and Language Groups.</li> <li>All staff to effectively use the whole-school summative and formative</li> </ul>	<p>All staff</p> <p>All teaching staff</p> <p>SA/Ced</p> <p>All teaching staff</p>	<p>From Sept 2020</p> <p>From Nov 2020</p> <p>By Dec 2020</p> <p>From Oct 2020</p>	<p>Nil</p> <p>LEXIA license</p> <p>COST</p>	<p>ALN Register.</p> <p>Termly progress Meeting reports/ reviews/ minutes. Provision Mapping tool across the schools. Summative assessment records. Lexia assessments and reviews.</p>	<p>The ALN Register will be effectively organised and will review the provision required for ALN pupils and other pupils. A whole school provision map will effectively display the breadth of provision across the schools with clear entry and exit criteria. Continued emphasis on early intervention and support will be evident across the schools. All staff will be aware of and will understand the provision(s)</p>	

	<p>assessment arrangements to inform the progress/ need as required on a termly basis.</p>			<p>Nil</p>	<p>Staff meeting discussions/ reviews.</p>	<p>available and how to access the resources available.</p>	
<p><b>COVID recovery for ALN pupils</b> To improve ALN provision for pupils that have encountered limited learning during the COVID lockdown, narrowing the gap between ALN pupils and others.</p>	<ul style="list-style-type: none"> <li>All class teachers to conduct assessments and observations based on ALN pupils, reviewing progress, gaps in learning and experiences.</li> <li>All class teachers to collate responses and ideas from pupils based on COVID lockdown experiences and learning, providing feedback to ALNCo.</li> <li>ALNCo(s) to create a mapping overview of support and provision for ALN pupils, reviewing use of staff and further employment of persons to support with the delivery of intervention and emotional support.</li> <li>ALNCo(s) to attend online training based on ALN support and emotional well-being in the recovery of COVID.</li> </ul>	<p>All staff</p>	<p>Sept 2020</p>	<p>Nil- PPA time</p>	<p>Assessments on return to school- Sept 2020</p>	<p>Pupils will ALN will have enhanced and improved opportunities to make the best possible progress, in line with previous trajectory of learning.</p>	
		<p>All staff</p>	<p>Oct 2020</p>	<p>Nil- online feedback</p>	<p>ALN register Feedback from pupils- termly updates</p>	<p>The gap in attainment between ALN pupils and others will be reduced.</p>	
		<p>SA/ CE</p>	<p>By Dec 2020</p>	<p>Release time/ Mgt Time</p>	<p>Provision mapping tool</p>		
		<p>SA/ CE</p>	<p>Start Sept 2020- until July 2021</p>	<p>Release time/ Mgt Time</p>	<p>ALNCo training and feedback to all staff</p>		

**Priority Area 3: To support and perfect the provision for improving and promoting pupil well-being in line with the New Curriculum and in response to the implications of the COVID pandemic.**

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
To implement a whole-school approach to mental health and emotional well-being (in line with WG guidance July 2020)	<ul style="list-style-type: none"> <li>Provide all staff with a clear overview and context of the guidance with an emphasis on the integration of the ethos and theory.</li> <li>All teaching staff to plan for and implement guidance in line with the Health and Well-Being Area of Learning and Experience. Specific weekly tasks to be planned, alongside whole school embodiment of theory and ethos.</li> <li>Teaching staff to review, collate and analyse a review of pupil's emotional and mental well-being needs to inform practices and priority pupils. SA to oversee and provide whole school analysis. This will be done on a termly basis with the implementation of the Well-Being checklist (Forms online). OF to support with the implementation of this tool.</li> <li>Strengthen the capacity of duty bearers and empower the right holders in line with the UNCRC Rights of the Child, with particular reference to Articles 6, 12, 24, 29. This will be done through whole-class and whole-school assemblies, using the Rights of the Child as a stimulus for discussion. Use stories as a starting point.</li> <li>All teachers to plan for and deliver a range of cross-curricular lessons that help pupils to understand emotions and how they can adapt and cope with challenges.</li> </ul>	SA	From Oct 2020	Nil	Feedback from staff and evaluations completed	<p>Staff will have a clear and in-depth understanding of 'The whole school approach to mental health and emotional well-being.'</p> <p>This will be thoroughly embodied in the ethos and culture of the school settings.</p> <p>Effective, exciting and relevant tasks and learning will be planned for that embrace the focus on well-being.</p> <p>Pupils will provide honest and open feedback about feelings, emotions and worries. Staff will be informed and the opportunities for learning will be tailored to the needs of the children.</p> <p>There will be an increased understanding of well-being among the children.</p> <p>Use of the well-being survey to monitor and understand the impact of the Wheel of well-being.</p> <p>Pupils will be knowledgeable and be able to discuss the UNCRC Rights of the Child. These will be central to the school settings and the behaviours presented and evidenced.</p> <p>A range of learning opportunities will be effectively evidenced in pupil's</p>	
		Al staff	From Oct 2020	Nil- PPA and staff meeting time	Planning documents and overviews Pupil work books and evidence (photographic included)		
		All staff	From Oct 2020	Nil	Forms online completed and data linked to the completion of the termly documents		
		SA to oversee	Termly reviews	Mgt Time (SA)			
		OF to support					
		All staff and pupils	From Oct 2020	Storybook resources to support- £100 each school	Pupil work books and evidence- PSD work scrutiny and reviews  Pupil Voice and evidence of involvement- changes implemented throughout schools		
		All teachers	From Oct 2020	Nil- PPA time	Pupil work books PSD work scrutiny		

<p>This will be in-line with the SEAL scheme and other H&amp;WB/ PSD activities.</p> <ul style="list-style-type: none"> <li>SA and CE to lead further strengthening of accessing a broad range of expertise within the local authority (e.g. EP, counsellors, behaviour support, safeguarding teams).</li> <li>Set-up and implement a “Well Being Team” with members of staff and pupils working.</li> <li>All staff across the federation to receive Mindfulness for Stress training (8-week programme) with outside provider- Kerry Morgan, Breathworks.</li> <li>Embed and improve the provision for ELSA targeted pupils with weekly intervention and support across the federation.</li> <li>Further improve the outdoor environment to facilitate and promote health and wellbeing, e.g. further enhance the trim trail facilities.</li> <li>All teaching staff to teach and deliver a range of lessons based on ‘The Wheel of Well-Being,’ linking to personal experiences and opportunities.</li> <li>Instil and embed a range of mindful experiences throughout the day e.g. mindful minutes following lunchtime sessions.</li> <li>Improve mindfulness strategies through the teaching of the PAWS-B programme.</li> </ul>	<p>SA and CE</p> <p>SA, OF, LA</p> <p>All staff</p> <p>ELSA staff, SA, CE</p> <p>KP, School Council, WB Team</p> <p>All staff</p> <p>All staff</p>	<p>From Oct 2020</p> <p>From Oct 2020</p> <p>From Sept 2020</p> <p>From Oct 2020</p> <p>From Jan 2021</p> <p>From Sept 2020</p> <p>Continue from Sept 2020</p> <p>From Oct 2020</p>	<p>Mgt Time (SA/ CE)</p> <p>Nil</p> <p>£80 per member of staff</p> <p>Nil (allocated staff in position)</p> <p>£1,000 per school</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>ALN meetings and parental engagement/ feedback</p> <p>Actions implemented by Well Being Team</p> <p>Well Being Team minutes</p> <p>Course evaluations and ethos throughout the schools</p> <p>ELSA notes, pupil engagement, attendance, participation</p> <p>Outdoor learning environment and developments</p> <p>Pupil work books and wheel of well-being displays</p> <p>Daily practice within the school settings- mindful behaviours</p> <p>Feedback and responses form pupils</p> <p>Course/ training evaluations</p>	<p>work with an emphasis on emotions and how to deal with challenges. A pronounced use of outside agencies and services will be evidenced in the school settings, with more significant access to relevant parties for ALN pupils.</p> <p>An effective team of staff and pupils will be set up as the ‘Well Being Team.’ These will implement, support, monitor a range of well-being related opportunities. The well-being of all staff will be improved and supported with an emphasis on how to deal with workload and use mindful practises on a daily basis.</p> <p>ELSA targeted pupils will have improved well-being, self worth, confidence, engagement and behaviour.</p> <p>The outdoors will be further improved with more opportunities for pupils to have happy, outdoor and enriched experiences.</p> <p>The Wheel of Well-Being will be implemented as a whole-school tool for pupils and staff. This will be evidenced in the school routines, pupil work books, staff habits.</p> <p>Mindfulness will be clearly evident as a part of the school day within each class setting.</p>	
--	--	---	---	---	--	--

<p>To plan, develop and deliver a wide variety of Healthy School days which supports the health and well-being of all pupils.</p>	<ul style="list-style-type: none"> <li>• OF and LA to plan for significant and specific days, with the aim that each class carries out an activity on that day or week. This will be clearly well-communicated with all staff.</li> <li>• OF and LA will provide a range of different ideas and guest speakers (if possible) to enhance the learning experience. This will be arranged across the federation.</li> <li>• Work and evidence of experiences will be fully and comprehensively collated, with pupils reflecting on the impact of these opportunities on their overall well-being and development.</li> <li>• A termly book look to ensure Healthy School days are being taught and impacting on well-being (Healthy School committee to carry out with LA and OF).</li> </ul>	<p>OF LA All staff</p> <p>OF LA</p> <p>All staff</p> <p>LA OF HS pupils</p>	<p>Jan 2021</p> <p>Jan 2021</p> <p>Sept 2020</p> <p>Sept 2020</p>	<p>Nil</p> <p>£500 per school</p> <p>Nil</p> <p>Nil</p>	<p>Feedback from pupils Engagement in specific days Evidence in pupil work books PSD work scrutiny</p> <p>Well-being tracking data and feedback</p> <p>PSD book look and work scrutiny</p>	<p>There will be an improved pupil understanding of Healthy school areas. Staff will be involved in whole school Healthy Schools initiatives with a good understanding of how this supports well-being. Guest speakers will be communicated with and there will be evidence of this impact in pupil work books, behaviours and attitudes.</p>	
<p>To improve and enhance Home-School communication relating to Health and Well-Being, so to enable parents to have an improved understanding of how best to guide and educate their own children.</p>	<ul style="list-style-type: none"> <li>• LA and OF to work with members of the School council / Healthy school's committee to effectively improve the communication between home and school by sending newsletters, creating in school events, showing increased communication via Facebook for changes and reminders that impact us as a healthy school, such as, water only in bottles, healthy snacks etc.</li> <li>• Termly newsletters will be sent home by the committees.</li> </ul>	<p>LA/OF HS pupils WB Team</p> <p>All staff</p>	<p>Oct 2020</p> <p>Oct 2020 onward</p>	<p>Nil (copying costs where app)</p> <p>Nil (copying costs)</p>	<p>Committee meeting minutes Newsletters created Feedback from parents General ethos and behaviours within the school- monitoring and observations by SA</p>	<p>Home-School links will be more effective an improved. Parental feedback will reflect improvements in understanding and awareness of the Healthy Schools focus. Learning logs and evidence collated will reflect the importance of health and well being at home as well as at school.</p>	

 Ein Rhanbarth ar Waith Education through Regional Working	<ul style="list-style-type: none"> <li>• Learning logs tasks will reflect a Healthy Schools focus- LA to provide an overview for all staff.</li> <li>• LA and OF to gain feedback from parents, in order to analyse the impact of the home-school links.</li> </ul>	LA/ OF	Sept 2020 onward  Dec 2020 onward	Nil  Nil	Learning Log evidence  Parental feedback		
---	---	--------	---	----------------	--	--	--

## Regional Consortia School Improvement Grant Spending Plan 2020-2021

School: Tavernspite

School Number: 2266

Headteacher: Mr. Kevin Phelps

Chair of Governors: Mr. Nick Davies

Code		Objectives
A	Objective 1	An excellent professional workforce
B	Objective 2	A curriculum that is engaging and attractive
C	Objective 3	Qualifications that are nationally and internationally respected
D	Objective 4	Leaders working together in a self-improving system

### Total RCSIG expenditure- £6,998

Targets/ Outcome measures	Baseline measures
<p>To implement a whole-school approach to mental health and emotional well-being (in line with WG guidance July 2020). All teaching staff to plan for and implement guidance in line with the Health and Well-Being Area of Learning and Experience. Specific weekly tasks to be planned, alongside whole school embodiment of theory and ethos, with appropriate training provided. Teaching staff to review, collate and analyze a review of pupil's emotional and mental well-being needs to inform practices and priority pupils. Termly implementation of the Well-Being checklist (Forms online) and analysis of this data to be compiled. Three full-time members of staff to receive the accredited Forest School Training. Set-up a new Forest School site. Deliver Forest School provision for all pupils on a regular basis.</p>	<p>Questionnaires, online forms and class observations have been completed (September 2020). The impact of COVID and the emotional well-being of pupils has highlighted that there are currently 69% of pupils sometimes worry about the coronavirus, 16% of pupils do not feel that being close to nature supports their well-being, 7% of pupils feel that they do not know what to do when they are worried and 5% of pupils feel that they do not have anyone to share their worries with. Class Teacher Well-Being checklists/ assessments show that there are 62% of FP pupils that are requiring additional support (emotional and pastoral) since returning to school. Likewise, there are 51% of pupils in KS2 prioritized within this category.</p>
<p>To provide recovery and support for pupils affected by school closure as a result of the COVID-19 pandemic. Across the Foundation Phase, Review and re-launch Read, Write, Inc. specific sessions with a more varied breadth of groups set-up so that</p>	<p>Reading assessments show that there has been a fall in the reading progress projection <b>(as a result of COVID and school closure)</b>. In current Year 6, 41% of pupils, Year 5, 45% of pupils and Year 4, 54% of pupils show a reduction in their progress trajectory.</p>

<p>learners can be more targeted and have increased support to make better progress. Specific assignment of staff to support with the set-up and delivery of effective groups.</p> <p>To improve recognition of sight word/ high frequency words/ red words in all classes.</p> <p>To improve pace and standard achieved (level working at) in reading.</p> <p>To develop whole school strategies to close the gap in reading (between less able and MAT) and to promote greater home reading.</p> <p>Target to eliminate the % of pupils achieving less than 85 in National Tests.</p> <p>To further reduce the number of reading errors during one to one reading assessments.</p>	<p>Reading assessments show that the annual license for Lexia has had a positive impact on nearly all pupils' reading skills (of the targeted pupils) though due to school closure, there was a 'dip' of 51% in the uptake and pace in the progress made by most pupils.</p> <p>Most pupils have achieved reading levels at least within (and some above) expected year of reading. All stakeholders request that this level of intervention and support remain in place to continue supporting those pupils that have 'lower' reading age/ SS scores and/or with Dyslexic issues.</p> <p>Prioritized and assessment of pupils has highlighted an extended group of pupils who now require further support and intervention- 8 pupils in Year 1, 9 pupils in Year 2, 7 pupils in Year 3, 4 pupils in Year 4, 7 pupils in Year 5, 6 pupils in Year 6.</p> <p>Estyn Inspection highlighted the need to address pupil's recognition of high frequency words.</p>
--	---

LEXIA – Mair has coded £430 to both PDG and RCSIG.

RCSIG – We have already spent £430 on Lexia, £440 on Forest School training, £143 on Year 4 reading books and £92 on Ten Town. Total spend so far = £1,405 (budget is £6998)

## Details of expenditure

RCSIG Objective(s)	Actions to be taken	School Lead	Start	End	Resource (including staff costs)	RAG
<b>A and B</b>	<p>Whole school training based on the whole-school approach to mental health and emotional well-being.</p> <p>Release time/ non-contact time for all teaching staff to plan for and implement guidance in line with the Health and Well-Being Area of Learning and Experience.</p> <p>Teaching staff to review, collate and analyze a review of pupil's emotional and mental well-being needs to inform practices and priority pupils (termly basis).</p> <p>Termly implementation of the Well-Being checklist (Forms online) and analysis of this data to be compiled.</p> <p>Three full-time members of staff to receive the accredited Forest School Training. (1 at Tavernspite, 2 at Templeton).</p> <p>Set-up a new Forest School site with leaders completing appropriate Risk Assessments.</p> <p>Deliver Forest School provision for all pupils on a regular basis.</p>	SA with LA, OF, CE	Sept 2019	March 2020	<p>Non-contact time for staff to complete training on the scheme and initiative. HLTA cover for 7 teachers= £350</p> <p>Release time for teaching staff to plan for specific tasks in line with weekly health and well-being tasks. HLTA cover for 7 teachers= £350</p> <p>Forest School accredited training package= £950 per person</p>	
<b>A and B</b>	<p>Re-launch and re-group the Read, Write, Inc. groups and provision. Allocated and targeted ALN pupils to receive smaller group provision.</p> <p>Purchase and implement LEXIA intervention programme in all Year 2 and KS2 classes.</p> <p>Purchase of whole class reading texts for shared reading learning and opportunities (all KS2 classes).</p> <p>Provide all targeted pupils and parents with home-school log-in account details. Provide parents with an overview of the programme and the purchase of the provision.</p> <p>Staff to support pupils with the LEXIA programme and analyze results and progress made. (SA to oversee the LEXIA scheme and collate all measured assessments on a monthly basis). Staff to provide one to one Lexia tuition, based on the 'areas for development' as prioritized by the programme.</p>	SA with CE  LB	Sept 2020	March 2020	<p>Member of staff to deliver enhanced, small group Read Write Inc. provision 6 hours per week= £2,214</p> <p>LEXIA program costs= £430</p> <p>Whole class reading texts- £140 per KS2 class (x4)= £560</p> <p>Member of staff to deliver one to one Lexia sessions and intervention- 3 hours per week= £1,107</p> <p>Member of staff to deliver Precision Teaching intervention-3 hours per week= £1,107</p> <p>Cost of Ten Town license- £92</p>	

<p><b>Precision Teaching methods to be developed and deployed by specifically assigned support staff focusing on reading of high frequency words, comprehension tasks and sound recall. Use of the Ten Town Package to enable ALN pupils with number recognition and basic number bonds.</b></p>				<p><b>TOTAL SPEND= £7,160 (overspend of £162)</b></p>	
--	--	--	--	---	--

# Regional Consortia School Improvement Grant Spending Plan 2020 -2021

School: Templeton

School Number: 2261

Headteacher: Mr. Kevin Phelps

Chair of Governors: Mr. Nick Davies

Code		EIG Objectives
A	Objective 1	An excellent professional workforce
B	Objective 2	A curriculum that is engaging and attractive
C	Objective 3	Qualifications that are nationally and internationally respected
D	Objective 4	Leaders working together in a self-improving system

Schools will need to use the code to identify which objective the action is addressing

**Total EIG expenditure- £3,666**

Targets/ Outcome measures	Baseline measures
<p>To implement a whole-school approach to mental health and emotional well-being (in line with WG guidance July 2020). All teaching staff to plan for and implement guidance in line with the Health and Well-Being Area of Learning and Experience. Specific weekly tasks to be planned, alongside whole school embodiment of theory and ethos, with appropriate training provided. Teaching staff to review, collate and analyze a review of pupil's emotional and mental well-being needs to inform practices and priority pupils. Termly implementation of the Well-Being checklist (Forms online) and analysis of this data to be compiled. Three full-time members of staff to receive the accredited Forest School Training. Set-up a new Forest School site. Deliver Forest School provision for all pupils on a regular basis.</p>	<p>Questionnaires, online forms and class observations have been completed (September 2020). The impact of COVID and the emotional well-being of pupils has highlighted that there are currently 69% of pupils sometimes worry about the coronavirus, 16% of pupils do not feel that being close to nature supports their well-being, 7% of pupils feel that they do not know what to do when they are worried and 5% of pupils feel that they do not have anyone to share their worries with. Class Teacher Well-Being checklists/ assessments show that there are 65% of FP pupils that are requiring additional support (emotional and pastoral) since returning to school. Likewise, there are 49% of pupils in KS2 prioritized within this category.</p>
<p>To provide recovery and support for pupils affected by school closure as a result of the COVID-19 pandemic. Across the Foundation Phase, Review and re-launch Read, Write, Inc. specific sessions with a more varied breadth of groups set-up so that learners can be more targeted and have increased support to make</p>	<p>Reading assessments show that there has been a fall in the reading progress projection <b>(as a result of COVID and school closure)</b>. In current Year 6, 41% of pupils, Year 5, 49% of pupils and Year 4, 41% of pupils show a reduction in their progress trajectory.</p>

better progress. Specific assignment of staff to support with the set-up and delivery of effective groups.

To improve recognition of sight word/ high frequency words/ red words in all classes.

To improve pace and standard achieved (level working at) in reading.

To develop whole school strategies to close the gap in reading (between less able and MAT) and to promote greater home reading.

Target to eliminate the % of pupils achieving less than 85 in National Tests.

To further reduce the number of reading errors during one to one reading assessments.

Reading assessments show that the annual license for Lexia has had a positive impact on nearly all pupils' reading skills (of the targeted pupils) though due to school closure, there was a 'dip' of 53% in the uptake and pace in the progress made by most pupils.

Most pupils have achieved reading levels at least within (and some above) expected year of reading. All stakeholders request that this level of intervention and support remain in place to continue supporting those pupils that have 'lower' reading age/ SS scores and/or with Dyslexic issues.

Prioritized and assessment of pupils has highlighted an extended group of pupils who now require further support and intervention- 6 pupils in Year 1, 7 pupils in Year 2, 5 pupils in Year 3, 3 pupils in Year 4, 4 pupils in Year 5, 4 pupils in Year 6.

Estyn Inspection highlighted the need to address pupil's recognition of high frequency words.

## Details of expenditure

RCSIG Objective(s)	Actions to be taken	School Lead	Start	End	Resource (including staff costs)	RAG
<b>A and B</b>	<p>Whole school training based on the whole-school approach to mental health and emotional well-being.</p> <p>Release time/ non-contact time for all teaching staff to plan for and implement guidance in line with the Health and Well-Being Area of Learning and Experience.</p> <p>Teaching staff to review, collate and analyze a review of pupil's emotional and mental well-being needs to inform practices and priority pupils (termly basis).</p> <p>Termly implementation of the Well-Being checklist (Forms online) and analysis of this data to be compiled.</p> <p>Three full-time members of staff to receive the accredited Forest School Training. (1 at Tavernspite, 2 at Templeton).</p> <p>Set-up a new Forest School site with leaders completing appropriate Risk Assessments.</p> <p>Deliver Forest School provision for all pupils on a regular basis.</p>	SA with LA, OF, CE	Sept 2019	March 2020	<p>Non-contact time for staff to complete training on the scheme and initiative. HLTA cover for 4 teachers= £200</p> <p>Release time for teaching staff to plan for specific tasks in line with weekly health and well-being tasks. HLTA cover for 4 teachers= £200</p> <p>Forest School accredited training package= £950 per person x2= £1,900</p>	
<b>A and B</b>	<p>Purchase and implement LEXIA intervention programme in all Year 2 and KS2 classes.</p> <p>Purchase of whole class reading texts for shared reading learning and opportunities (all KS2 classes).</p> <p>Provide all targeted pupils and parents with home-school log-in account details. Provide parents with an overview of the programme and the purchase of the provision.</p> <p>Staff to support pupils with the LEXIA programme and analyse results and progress made. (SA to oversee the LEXIA scheme and collate all measured assessments on a monthly basis). Staff to provide one to one Lexia tuition, based on the 'areas for development' as prioritized by the programme.</p> <p>Precision Teaching methods to be developed and deployed by specifically assigned support staff focusing on reading of high frequency words, comprehension tasks and sound recall. Use of the Ten Town Package to enable ALN pupils with number recognition and basic number bonds.</p>	SA with CE  LB	Sept 2020	March 2020	<p>LEXIA program costs= £370</p> <p>Whole class reading texts- £140 per KS2 class (x2)= £280</p> <p>Member of staff to deliver one to one Lexia sessions and intervention- 1 hour per week= £369</p> <p>Member of staff to deliver Precision Teaching intervention-1 hour per week= £369</p> <p>Cost of Ten Town license- £92</p> <p>TOTAL SPEND= £3780 (overspend of £114)</p>	

**TAVERNSPITE SCHOOL**

**Summary of proposed spend**

Pupil Development Grant	£ 11,500	
Early years allocation PDG	£5,750	= £17,250

<b>EYPDG OBJECTIVES Priorities to be addressed.</b>	<b>Actions to be taken</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Staffing costs</b>	<b>Other costs</b>
To raise standards and improve provision for Basic Skills pupils in Numeracy and Literacy. <b><i>(To include Early Years intervention).</i></b>	Identify the needs of the pupils. Deliver appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory (Mastering memory).	Identify the needs of the pupils and formulate groups and timetables. Effective delivery appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory. Improvement in standards as monitored by assessments.		Staffing costs to deliver programmes= £4,290	Hands on Literacy equipment and resources- £200
To improve and support the well-being of pupils through Forest School sessions and well-being programmes on a weekly basis. <b><i>(To include Early Years intervention).</i></b>	Delivery of Forest School provision in the school grounds for 2 afternoons per week. Forest School tasks will be set-up and delivered with an emphasis on pupils working independently outdoors, using a range of skills to build dens, camp fires, engage with nature, all whilst promoting well-being. Member of staff to work with targeted pupils in the outdoors with small groups with targeted pupils.	To improve the well-being of pupils, enabling learners to be motivated, engaged, happy and keen to learn in a caring and enriched environment. To support the well-being of pupils with the recovery and trauma caused by COVID-19 and the resultant school closures.		Staffing costs to support with the delivery of the programme- £1,440	<b><u>(Overspend EY PDG- £180)</u></b>

<b>PDG OBJECTIVES</b> <b>Priorities to be addressed.</b>	<b>Actions to be taken</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Staffing costs</b>	<b>Other costs</b>
<p>To raise standards and improve provision for Basic Skills pupils in Numeracy and Literacy.  <b><i>(To include Early Years Intervention, LEXIA Intervention and Precision Teaching Intervention).</i></b> (The Sutton Trust).</p>	<p>Identify the needs of the pupils.            Deliver appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory (Mastering Memory).</p> <p>Deliver LEXIA programme for targeted pupils.</p> <p>Small group intervention/ catch-up reading programme to be continued for all pupils within the ‘targeted groups’. Extended reciprocal reading scheme.</p> <p>Member of staff to support enhanced guided reading initiatives within class, supporting the class teacher and further improving provision for accelerated reading.</p> <p>Precision Teaching sessions to be implemented in all classes based on specific skill development for Numeracy and Literacy.</p>	<p>Identify the needs of the pupils and formulate groups and timetables.            Effective delivery appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory.            Improvement in standards as monitored by assessments.</p> <p>Implementation of LEXIA and improved reading scores and skills (as analyzed by LEXIA scheme).</p> <p>Improved reading scores and breadth of reading skills for all pupils involved.</p>		<p>Staff to deliver LEXIA 3 times per week (dependent on timetable)</p> <p>Member of staff to implement the small group catch up reading scheme- 3 hours per day- £3,927</p> <p>Member of staff to support with enhanced guided reading sessions in classes as allocated according to priority pupils- 3 hours per day- £3,927</p>	<p>LEXIA online program- £430</p> <p>Reading programme charging costs and materials- £550</p>

		Precision Teaching strategies to be implemented effectively. All pupils targeted and delivered with PT methods to show improved Numeracy and Literacy skills (as targeted).		Member of staff to deliver Precision Teaching intervention- 2 hours per day= £2,618	<b>TOTAL SPEND for PDG= £11,452 (underspend of £48)</b>
--	--	---	--	---	---

Signed	K. J. Phelps	Post title	Head teacher
Name	Kevin Phelps		
Date	12/10/20		



**Summary of proposed spend**

Total Pupil Development Grant	£ 5,750
Early Years allocation	£2,300 = £8,050

<b>EYPDG OBJECTIVES Priorities to be addressed.</b>	<b>Actions to be taken</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Staffing costs</b>	<b>Other costs</b>
To raise standards and improve provision for Basic Skills pupils in Numeracy and Literacy. <b><i>(To include Early Years intervention).</i></b>	Identify the needs of the pupils. Deliver appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory (Mastering memory).	Identify the needs of the pupils and formulate groups and timetables. Effective delivery appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory. Improvement in standards as monitored by assessments.		Staffing costs to deliver programmes- 2 hours per day- £2,145	Hands on Literacy equipment and resources- £200  <b><u>(Overspend EY PDG-£45)</u></b>

<b>PDG OBJECTIVES</b> <b>Priorities to be addressed.</b>	<b>Actions to be taken</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Staffing costs</b>	<b>Other costs</b>
<p>To raise standards and improve provision for Basic Skills pupils in Numeracy and Literacy.  <b>(To include Early Years Intervention, LEXIA Intervention and Precision Teaching Intervention).</b> (The Sutton Trust).</p>	<p>Identify the needs of the pupils.            Deliver appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory (Mastering Memory).</p> <p>Deliver LEXIA programme for targeted pupils.</p> <p>Precision Teaching sessions to be implemented in all classes based on specific skill development for Numeracy and Literacy.</p>	<p>Identify the needs of the pupils and formulate groups and timetables.            Effective delivery appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory.            Improvement in standards as monitored by assessments.</p> <p>Implementation of LEXIA and improved reading scores and skills (as analysed by LEXIA scheme).</p> <p>Improved reading scores and breadth of reading skills for all pupils involved.</p> <p>Precision Teaching strategies to be implemented effectively. All pupils targeted and delivered with PT methods to show improved Numeracy and Literacy skills (as targeted).</p>		<p>Staff to deliver LEXIA 3 times per week (dependent on timetable)</p> <p>Member of staff to implement the small group catch up reading scheme- 2 hours per day- £2,618</p> <p>Member of staff to deliver Precision Teaching intervention- 2 hours per week= £2,618</p>	<p>LEXIA online program- £400</p> <p>Reading programme charging costs and materials- £350</p> <p><b>TOTAL SPEND for PDG= £5986 (overspend of £236)</b></p>



Ein Rhanbarth ar Waith  
Education through Regional Working



# The Federation of Tavernspite and Templeton CP Schools



## Subject Leader Action Plans (Appendix to the SIP)

### 2020-2021

**Date Approved:** September 2020

**Date of Next Review:** July 2021

**Head Teacher:** Mr K. Phelps

**Chair of Governors:** Mr N. Davies

**Improvement Area:** Numeracy and Mathematics (Hayley and Lucy)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p>To continue to develop and <b>embed</b> a range of mental mathematical strategies for all pupils to use and apply. To further develop mathematical language understanding and application.</p>	<p>Maths Coordinators to ensure that bead bars are positioned on the whiteboard / maths boards during mental maths sessions in order for the class teacher to model and demonstrate more clearly.</p> <p>Ensure that all bead bars / counting sticks are labelled whenever it is possible or relevant to do so to help learner retain new information.</p> <p>Teachers to effectively implement the specific skill has been selected from the relevant 'Progression Step' pack with an emphasis to not do more than two of these in one mental maths session.</p> <p>Teaching staff to continue to refer to and use the 'Mental Mastery' pack. Teachers to copy and paste the suggested activities from these packs into the Abacus overviews, monitored by Maths Coordinators.</p> <p>All federation teachers to continue to use stories to engage/'hook' the pupils when introducing new maths concepts/language.</p> <p>In FP, all teachers to include the use of Maths Start books and topic books and in KS2, maths activities must be set to link to their class book/theme. Maths Coordinators to source the purchase of stories with a mathematical theme, such as the Maths Start books for the FP.</p> <p>Teaching staff to continue to use the Collins mental maths booklets on a weekly basis as this uses a range of different language for the four operations. Maths Coordinators to review this implementation through analysis of weekly test data.</p> <p>Maths Coordinators and all Teaching Staff to monitor and evaluate pupil engagement and understanding – conduct a Book Scrutiny in the</p>	<p>Effective, organised and timetabled whole-school mathematical routines and cultures will be evident.</p> <p>All classes and pupils will effectively use the interactive mathematical displays in class. All displays will be organised and consistent.</p> <p>All pupils will have access to a range of tools and resources to aid mathematical development and thinking.</p> <p>Work scrutiny, analysis of data and evidence collated by the maths coordinator will show that there is a consistent teaching in mental strategies and progression if evident throughout.</p> <p>Books purchased. Use of books incorporated into planning.</p> <p>Discussions regarding pupil success/engagement/understanding during staff meetings. Pupils' work.</p>

<p>Ein Rhanbarth ar Waith Education through Regional Working</p>	<p>autumn term and Listening to Learners in the spring term to assess how well this target has been embedded.</p>	
<p>To improve the planning, assessment and evidencing of mathematics and numeracy, in-line with the New Curriculum.</p>	<p>Maths Coordinators to train all staff on the What Matters Statements and the Progression Steps of the New Curriculum.</p> <p>Teaching staff to plan and re-align all Abacus planning documents with the prioritised mental maths strategies (create one document and overview for each year group).</p> <p>All teachers to ensure that high-standard 'Experiences' are evidenced in the work/ books of all pupils with photographs/ reviews/ journals/ QR codes/ recordings.</p> <p>Maths Coordinators to purchase 'Target Your Maths' books for KS2 to improve differentiation across the phase. This will complement the Abacus textbooks that are already embedded.</p> <p>Pupils to complete the new self- assessment maths sheets in KS2. This will support the learners in identifying where they are at that moment, and what their next steps for progression.</p>	<p>All teaching staff will be highly aware and practised in the What Matters Statements.</p> <p>Medium term planning documents will show the progressive steps of mental strategies and there will be consistency in the planning between year groups.</p> <p>All workbooks and evidence collected will show a high standard, range and level of mathematical tasks, skills and experiences.</p> <p>Target your Maths books will improve differentiation across Key Stage 2, support the lower ability learners and stretching the MAT learners as appropriate.</p> <p>The self- assessment maths sheets in KS2 will ensure learners develop a greater awareness of where the gaps are in their learning and also what they are confident with (supporting pupil voice).</p>
<p>To improve and increase the breadth of real-life mathematical experiences and practices, in-line with the New Curriculum.</p> <p>To improve the profile and achievement in maths across the schools.</p>	<p>All teachers to provide weekly planned real-life mathematical experiences, using the outdoors on a half-termly basis.</p> <p>All FP teachers to plan for and deliver effective, interesting hands-on tasks that enable practise within the number system.</p> <p>KS2 to effectively use the outdoors to deliver at least two maths sessions per half term. These activities will be rich tasks that offer meaningful context.</p>	<p>The breadth and quality of the real-life, hands-on experiences will increase, with all pupils experiencing and practising a range of mathematical skills.</p> <p>Engagement will improve, as measured by feedback from class teachers and Maths coordinator (through L2L interviews).</p> <p>All teaching staff will embrace and deploy the 7 mind-sets of effective maths teaching.</p>

<p>Ein Rhanbarth ar Waith Education through Regional Working</p>	<p>Maths Coordinators to provide termly workshops and training for all staff to attend in order to develop ideas and address any further areas that require development.</p> <p>Teaching staff to continue Ten Town (in Early Years) and RMeasimaths (Year 1 upwards) to raise the profile and achievement in maths. Hand out RMeasimaths certificates in achievement assemblies.</p>	
<p>To improve and increase parental awareness and understanding in supporting the teaching of Mathematics and Numeracy.</p>	<p>Maths Coordinator(s) and/or class teachers to provide termly workshops for parents based on methods to support mental arithmetic strategies and the emphasis of Mathematics and Numeracy in the New Curriculum.</p> <p>Maths Coordinator(s) and/or DH to provide termly letters/ leaflets/ toolkits regarding the supporting of maths development at home.</p>	<p>Parents involved in the projects/ workshops will be more aware, equipped and able in supporting mathematics and numeracy at home.</p>

**Improvement Area:** Literacy and Communication (Sarah and Kevin)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p><b>READING</b></p> <p>To improve the quality of language work through a more rich, diverse diet of reading materials.</p> <p>To improve reading with understanding.</p> <p>To narrow the gap in attainment in reading skills between most able and least able pupils.</p> <p><i>(In line with resultant impact of COVID and alongside the Estyn Literacy coordinator training).</i></p>	<p>Re-launch the ‘Recommended Reading’ strategy throughout the whole school, with an emphasis on reading for enjoyment, promoting the importance of reading across the whole school, responding to a range of texts.</p> <p>Improve and enhance the visibility and importance of secure reading skills through the celebration of reading with fortnightly ‘Reading Certificates.’ Further generate an improved culture based on reading for enjoyment.</p> <p>Improve the breadth and range of reading materials in the school library, including the implementation of a digital library. School Council to be involved in launching the digital library.</p> <p>Invest in a termly class book for all pupils in Key Stage 2 classes, linked to each termly topic. Each child to have an individual copy of the shared text. All class teachers to devote key aspects of time to shared reading, exploration and discussion of texts.</p> <p>In all classes, teachers to directly teach the necessary skills so that pupils can move beyond literal meaning (infer, deduce and integrate information to create a main idea, summary or suggested title for a passage). e.g. Integrate pieces of information from two or more texts. Designated times in the week to be devoted to reading skills.</p> <p>Literacy coordinator to carry out termly learning walks with an emphasis on reading skills and reading development.</p> <p>Maintain and continue with the use of the Lexia scheme, with further use of data in order to generate more succinct entry and exit criteria that is analyzed on a more regular and consistent basis.</p> <p>Across the Foundation Phase, Review and re-launch Read, Write, Inc. specific sessions with a more varied breadth of groups set-up so that learners can be more targeted and have increased support to make better progress. Specific assignment of staff to support with the set-up and delivery of effective groups.</p>	<p>Pupils will be reading for enjoyment and responding to a range of texts. There will be an improvement in the culture of reading.</p> <p>The variety of reading opportunities will be high. Pupil engagement and reading uptake will be improved.</p> <p>Key Stage 2 pupils will all have a class text with specific class opportunities to explore texts, respond, infer, understand, etc.</p> <p>An improvement in the specific teaching of reading strategies- inference, deduction, integrating information.</p> <p>ALN pupils will be best-supported to make improvements in reading. Lexia structure and programme will be used highly effectively. Read, Write, Inc. sessions will be increasingly consistent and</p>

		<p>will be more specific to the abilities of the pupils.</p>
<p><b>ORACY</b> To improve pupil’s questioning, listening and vocabulary skills to support the achievement of excellent literacy skills. To apply higher order thinking skills within oral work. To narrow the gap in attainment in oracy skills between most able and least able pupils.</p> <p><b><i>(In line with Estyn Literacy coordinator training).</i></b></p>	<p>Literacy coordinator to provide training for all staff based on the new framework, with a clear emphasis on the development of skills and the importance of vocabulary development and knowledge (which are critical to academic success).</p> <p>Teachers to also have training from Literacy Coordinator based on Estyn best practice examples in improving oracy skills, e.g. using challenging texts (Tywyn Primary School).</p> <p>Re-introduce class assemblies and performances each term for parents to watch (this can be recorded and shared online) with an emphasis on expression, clarity, turn taking, gesture, tone of voice.</p> <p>All teachers to implement and plan for a dedicated debate and drama session each term, in line with the topic and the 4P emphasis. This will be mapped out on the 4P provision tracker and within the Medium Term Planning. The emphasis to be placed on all pupils being able to communicate in turn – fluently, cogently and persuasively.</p> <p>Catch-up, intervention oracy skills groups to be set-up for targeted pupils (as highlighted by September post-COVID assessments).</p> <p>ELSA provision to be more wide-spread with targeted and planned opportunities with pupils in most need of emotional literacy support. Emphasis on expression, sharing, responding with thought, thinking, clarity, vocabulary.</p>	<p>All staff will have an improved understanding of the new framework and the expectations required for vocabulary. Teaching staff to further develop the use of challenging texts that improves and supports the exposure of vocabulary. Pupils will use and apply a range of oracy skills to effectively perform with excellent expression, clarity, turn taking, gesture, tone of voice. Each class teacher will plan for a specific debate and drama sessions for each term. ELSA provision will be targeted for specific pupils with a clear entry and exit criteria.</p>
<p><b>WRITING.</b> To further develop and improve a range of stimulating writing opportunities that display increased imagination and independence.  To narrow the gap in attainment in spelling skills between most able and least able pupils.</p>	<p>All class teachers to review the writing opportunities and reasons for writing within the medium term planning documents. All teachers to link writing to extended, purposeful opportunities that are linked to an audience. For example, writing for other classes, writing for the community, writing to communicate needs and wishes.</p> <p>Across the Foundation Phase, Review and re-launch Read, Write, Inc. specific sessions with a more varied breadth of groups set-up so that learners can be more targeted</p>	<p>Writing across the federation will show improved imagination and independence. Pupil engagement will be excellent as the purpose for writing will be clearly planned</p>

**(In line with resultant impact of COVID and alongside the Estyn Literacy coordinator training).**

and have increased support to make better progress. Specific assignment of staff to support with the set-up and delivery of effective groups.

Literacy Coordinator to work with all staff to re-launch and re-visit the spelling lists and scheme- review the effectiveness of the weekly spelling tests and analyze whether pupils are applying these spelling skills in their daily writing.

for and offer exciting, motivated opportunities.

Spelling processes will be analysed and improved.

**Improvement Area:** Science and Technology- KS2 (Lucy Williams and Oliver Davies)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p>To ensure that science and technology is effectively planned for in a cross-curricular manner, with clear, evident links to the Four Purposes.</p>	<p>One investigation (science or technology) per term will be conducted linked to the main topic in each class. The design process will be displayed in purple thematic books using the TASC wheel in Key Stage 2.</p> <p><i>For example: Year 6 WW2: Can you design and create your own periscope to look around the corner of the class cloakroom? Submarines became powerful forces of action in WWII as they had the ability to hide beneath the surface of the sea, yet still attack ships and boats as they sailed with precious cargos either of provisions or fighting men and their equipment. In order to see where their target was, they used periscopes. This was also true of the soldiers who were in the trenches who used periscopes to watch the enemy.</i></p> <p>Create a bank of 'rich tasks' during a staff meeting in the autumn term to ensure that cross – curricular investigations are meaningful, relevant and age appropriate.</p> <p>Book scrutiny to be conducted to assess and support teachers with this target where necessary.</p>	<p>Book scrutiny will allow teachers to see other class' investigations, gain further ideas and ensure consistency.</p> <p>Investigations will be more meaningful to the learners.</p> <p>Thematic books will continue to look more cross-curricular, reflecting the learning journey. All workbooks and evidence collected will show a high standard of learning</p>
<p>To continue to increase and improve the quality and quantity of pupil voice in science tasks, supporting the development of higher-order oracy skills.</p>	<p>In Key Stage Two, learners must complete a KWL grid at the beginning of each new topic, stating what it is that they wish to find out.</p> <p>Listening to Learners will determine how well pupil voice is being embedded in science.</p>	<p>Learners will have greater motivation and engagement due to their questions being investigated and answers. All learners will be more 'Healthy and Confident', as well as</p>

 <p><b>ERW</b> Ein Rhanbarth ar Waith Education through Regional Working</p>	<p>Teachers to also have training from Literacy Coordinator based on Estyn best practice examples in improving oracy skills, e.g. using challenging texts (Tywyn Primary School).</p>	<p>'Ambitious and Capable' linking to the 4Ps.</p>
---	---	--

<p><b>Improvement Area:</b> Welsh (Jazz Langdon, Richard Henton and Helen Roberts)</p>		
<p><b>Targets</b></p>	<p><b>Actions and Strategically Planned Tasks</b></p>	<p><b>Success Criteria and Impact</b></p>
<p>To further develop the provision of Welsh across the curriculum through use of Pod Antur resources (two lessons per term minimum).</p>	<p>Staff to collate their Pod Antur Resources and plan units that will support/ complement their existing Welsh unit provision. RH to show examples of good practice following visit to Pembroke Dock Community School. Welsh Coordinators to evaluate the effectiveness of the Pod Antur resources through Listening to Learners interviews and review of work produced by pupils.</p>	<p>Evidence in pupil's books will reflect breadth of provision. Pupil's reading standards will be improved, with evidence reflected in L2L interviews.</p>
<p>To produce evidence of the following for each unit of work completed;</p> <ul style="list-style-type: none"> <li>• Sentence development including vocabulary development</li> <li>• Extended writing for particular unit</li> <li>• Extended oracy piece e.g. role play, Q&amp;A, book review etc</li> <li>• Reading activity linked to unit.</li> </ul>	<p>Welsh Coordinators to provide training in a staff meeting and an overview of the expectations of the target. Class teachers to ensure that the 4 key indicators are evidenced within Welsh books, including QR codes for Oracy activities Pupils to perform self and peer assessment activities on their oracy work to identify areas for development – Oracy holding 70% of the weighting.</p>	<p>Oracy evidence collated will reflect excellent standards of achievement across the school.</p>
<p>To improve the standard of Welsh oracy skills, with an improvement in the provision for oracy skill development.</p>	<p>JL to introduce the 'Slot drilio' scheme and resources, with appropriately differentiated games/activities to use during slot drilio sessions. All class teachers to plan for, implement and timetable a 10-15 minute 'Slot Drilio' session each day.</p>	<p>Excellent standards of oracy will be evidenced through the recording of the slot drilio sessions.</p>

<p>To further develop and improve the standards of Welsh reading achieved through the use of the Tric a Chlic and Fflic a Fflac schemes.</p>	<p>EY and Year 1 to use Fflic a Fflac resources and share stories as a class/group.          Year 2 to complete guided reading sessions with Fflic a Fflac books based on classroom topics and complete activities/comprehension based on the books.          Year 2 to start Cam 1 of Tric a Chlic in Autumn term. Year 1 to start Cam 1 in Spring term.</p>	<p>Reading evidence and standards achieved in books and in work scrutiny will reflect excellent standards.</p>
<p>To promote and further develop the role of the Criw Cymraeg.</p> <p>Tavernspite- To collate and develop evidence for the Silver Siarter Award.</p> <p>Templeton- To collate and develop evidence for the Gold Siarter Award.</p>	<p>All Criw Cymraeg members to be aware of the targeted areas for development in regard to the Siarter Iaith Award.</p> <p>To increase the use of Welsh outside of the classroom, improving the breadth and frequency of Welsh oracy skills used explicitly by the pupils.</p> <p>To implement and carry out an initiative to increase the use of apps and websites.</p>	<p>Criw Cymraeg to be an increasing influence across the school(s).</p> <p>Tavernspite School to collate evidence and achieve the Silver Siarter Award.</p> <p>Templeton School to collate evidence and achieve the Gold Siarter Award.</p>

<b>Improvement Area: ICT and DCF (Jazz Langdon, Richard Henton and Oliver Davies)</b>		
<b>Targets</b>	<b>Actions and Strategically Planned Tasks</b>	<b>Success Criteria and Impact</b>
<p>To implement the Online Safety Passport – whole school to work towards online safety award</p>		
<p>To plan and map DCF activities to make full use of HWB packages, ensuring excellent consistency and coverage.</p>	<p>JL to list all available features suitable for FP and provide training in staff meetings.          RH to list all available features suitable for KS2 and provide training in staff meetings.          Staff to plan for how they will use each of these features throughout the year, with sharing of examples and best practice during work scrutiny staff meetings.</p>	<p>Evidence in books of cross-curricular work completed on different programmes using ICT will be reviewed by class teachers and by the ICT coordinators.</p>
<p>To monitor the coverage of DCF activities using mapping/tracker.</p>	<p>ICT Coordinators to liaise with all teaching staff and ensure that the mapping/ tracker is set up and prepared for all staff.          All teaching staff to update DCF tracker regularly to ensure all aspects are being covered each year. This will be monitored by the ICT Coordinators.</p>	<p>The excellent coverage of DCF activities will be evidenced within the mapping trackers and reflected in the work produced by pupils.</p>

<p>To continue to share best practice to allow development and innovation across the federation.</p>	<p>All staff to share examples of best practise through discussion and scrutiny. Shared and collaborative work and documents between staff and classes will be produced.</p>	<p>More varied tasks and skills achieved by pupils and staff across the federation. This will be evidenced in pupil's work.</p>
<p>To introduce the use of Google Classroom to Year 2 children to improve ICT in FP and aid the transition to KS2.</p>	<p>Year 2 class teachers to provide an appropriate, well-paced introduction to Google Classroom with regular opportunities to 'log on'. JL and HT to train pupils to: Make logging on/out, switching on/off, remembering username/password credentials etc a regular occurrence with drills and by combining it with other lessons such as e-safety.</p>	<p>Learners and more aware, advanced and prepared for transition to KS2. Teachers become more confident delivering ICT. Improved progression between Key Stages.</p>

<p><b>Improvement Area: PSD (Sarah, Lauren and Cara)</b></p>		
<p><b>Targets</b></p>	<p><b>Actions and Strategically Planned Tasks</b></p>	<p><b>Success Criteria and Impact</b></p>
<p>To further build and embed SEAL (Social and Emotional Aspects of Learning) into all weekly planning for all classes.</p>	<p>Use the SEAL Planning work through the elements starting with theme 1 'New Beginnings'. Build these into weekly sessions. All staff to re-visit and familiarise themselves with the set-up and overview of the scheme during staff meeting times. Work scrutiny and sharing of practice in staff meetings, reviewing the implementation of the scheme.</p>	<p>Have the children met their intended learning outcomes as listed in the SEAL documents?</p>

<p>To promote, enable and support emotional awareness and well-being of all pupils.</p>	<p>All staff to receive the PAWS-b training- attend weekly sessions for 8 weeks. Build, use and develop the Mindfulness training, implementing and promoting emotional awareness in whole school and whole class routines and sessions. Implement the Wheel of Well-Being</p>	<p>Are the children able to focus for longer periods of time? Are the children 'work ready' after short mindfulness sessions?</p>
<p>To improve and develop opportunities for more PSD specific skills in the outdoor environment.</p>	<p>Three members of staff to attend, receive and implement the Forest School training (accredited training). Promote the Forest School ethos across the federation with emphasis on child-initiated learning. Plan for and develop specific PSD skills linked to the main outcome for Forest School visits. Focus on self-esteem and self-awareness within the forest environment. Analyse and collate qualitative and quantitative evidence.</p>	<p>Impact questionnaire. What are the children's expectations of visits to forest? How does this differ to opinions after child initiated experiences?</p>

**Improvement Area:** Physical Education (TAV) (Clare Dunlop, Richard Henton)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p>To ensure full equipment provision across FP and KS2. To purchase necessary equipment – in light of COVID children ideally not to share.</p>	<p>Clare Dunlop and Richard Henton to conduct an in-depth audit of existing equipment to identify areas for improvement and development. Purchase necessary and appropriate equipment– FoTs consulted in relation to purchasing. Clare Dunlop to present to FoTS and make requests.</p>	<p>Enough equipment for all activities will be available and accessible.</p>
<p>To implement an entire school assessment of all pupils in relation to their gross motor skills  FP to follow SKIP programme – CD KS2 to follow Gross Motor Skills Tracker - RH</p>	<p>All classes to complete their initial respective assessments by October 2020 – information to be collated by Clare for FP and Richard for KS2. Clare and Richard to analyse data and present an overview, prioritising specific skills and tasks to enable and develop these physical skills. Reassessment to take place in Spring Term to monitor impact. Clare Dunlop and Richard Henton to collate and analyse this data.</p>	<p>Assessments completed by October 2020. Identification of children to receive intervention program . Analysis of data will reflect improvements in physical skills.</p>
<p>To improve and enhance the evidencing of all activity areas through self and peer assessment activities.</p>	<p>CD and RH to provide examples of how PE and physical activity tasks and skills can be self assessed. All class teachers to show evidence of activities as well as self and peer assessment within books. Pupils to be able to talk about and reflect on the physical skills and activities. This will be evidenced through Listening to Learners interviews.</p>	<p>Evidence within books will show a wide variety of self and peer assessment tasks. Work scrutiny will reflect a high standard of self-assessments that enable improvements.</p>

**Improvement Area:** Physical Education (TEMP) (Hari Truman, Oliver Davies)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p>To improve quality and variety of P.E. teaching and provision through the use and involvement of qualified providers.</p>	<p>Make more use of learning and teaching opportunities from highly qualified providers (internal or external). E.g. WRU coach (following on from positive feedback and experiences in 2019-2020); highly-skilled parents, etc.</p>	<p>This will not only improve provision by offering more focused or more varied activities, but as seen with the rugby sessions, improve engagement and therefore enjoyment too (wellbeing). It should subsequently have a positive impact on pupils' school and outside school lives and give pupils opportunities to try new sports and experiences.</p>
<p>To ensure full delivery of HFW sessions and 2 hours statutory physical education within all classes.</p>	<p>In current conditions, staff need to endeavour to deliver 2 hours of P.E. wherever possible, making the most of outdoors to exercise and learn within their bubbles. After months of isolation, this will be an important part of the school week for children, both physically and emotionally. OD and HT to look at rotas and timetables with colleagues to consider the best ways to maximise outside time and space, and consider opportunities to make P.E. cross-curricular, thereby delivering P.E. within another slot on the timetable.</p>	<p>Target of full 2 hours of Physical Education per week, in addition to Health/Fitness/Wellbeing will be thoroughly achieved and evidenced.</p> <p>Consider cross-curricular strategies to combine either P.E. or HFW (or both) with other subjects to combat timetable (and weather/space) issues.</p>



**Improvement Area:** Knowledge and Understanding/ Humanities (Hari Truman and Julie Houghton)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p>To embed effective teaching and learning of 4CP using the Ethical Ellie character in R.E.</p>	<p>HT and JH to present ideas and focus of target to all teaching staff during staff meetings.</p> <p>Teaching staff to plan and teach one lesson each term focusing on what it means to be ethical, going alongside the new, whole school 4CP stories.</p> <p>Link the termly lessons to an R.E activity and focus on developing an understanding of Ethical Ellie.</p> <p>Staff to plan for specific tasks for pupils to reflect on how they can show ethical behaviours.</p> <p>Pupils to monitor their learning by conducting KWL grids before and after lesson.</p> <p>Effective and open discussion with class will assess pupil understanding.</p>	<p>Evidence in pupils' work will show that there is an embedded learning based on the Ethical Ellie character in RE work.</p>
<p>To develop pupils' understanding of Informed Ifan in the context of Geography, with excellent evidence and variety of tasks reflected in pupils' work.</p>	<p>HT and JH to present ideas and focus of target to all teaching staff during staff meetings.</p> <p>Teaching staff to plan and teach a lesson in the outdoors linked to a geography topic on a termly basis, going alongside the new, whole school 4CP stories. These tasks will focus on familiarising the pupils with the character and what he represents whilst using and applying a number of geographical skills.</p> <p>Pupils to monitor their learning through the use of diamond nine ranking.</p> <p>Prior to the lesson, pupils to be introduced to key features of Ifan.</p> <p>As a plenary, pupils will be tasked with ranking those beliefs in a diamond nine and explain why they have ranked in this order.</p>	<p>Evidence in pupils' work will show that there is an embedded learning based on the Informed Ifan character in geographical work/.</p>

**Improvement Area:** Expressive Arts (Hayley Keating and Hari Truman)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p>To continue to ensure high quality, rich, cross curricular Expressive Arts learning experiences across the federation in line with The Four Core Purposes, especially the ‘Enterprising, Creative Contributors’ purpose, and Wellbeing (in line with the new, revised SIP) to help the children to become curious and creative individuals, help shape their ideas and feelings and develop their imaginations.</p>	<p>All class teachers will ensure that Expressive Arts activities will continue to be planned for and delivered thematically across the curriculum at both schools each term through visual (art), physical (dance), verbal (drama), musical (music) and technological (film/digital media) means.</p> <p>Teachers will plan for and deliver Expressive Arts activities which enable the learners to use resources in the outdoors creatively and competently half termly (also looking at art in nature). (ECC9)</p> <p>Each class teacher to plan in effective time for the learners to discuss and appreciate the work from a range of artists/cultures/traditions (people, places and time), eg. famous artists, composers, dancers, film/theatre etc., as well as local Welsh artists where appropriate. (ECC11)</p> <p>Each class teacher to plan in effective time for the learners to evaluate their own work and make changes as appropriate; build on the use and re-use of skills to ensure pupil progression and therefore their independence and collaboration with others. (ECC2/3)</p> <p>Staff to be trained in the effective use of key ‘creative’ multimedia ICT applications, eg. Garageband, iMovie, Green Screen to ensure they feel confident to effectively plan for and teach Expressive Arts lessons/activities using technology.</p> <p>Showcase/celebrate learners work (ensure breath and progression of EA skills/ knowledge/means) using the new Expressive Arts Gallery display boards across the schools. Work to be shared digitally also, ie. on the schools’ Facebook pages, to help increase/improve parental awareness and involvement.</p>	<p>Successful lessons are planned and delivered across the Key Stages/Federation that ensure the coverage of means/art forms (art, dance, drama, music, film/digital) and use of outdoors on a termly basis.</p> <p>Pupils will be able to use resources in the outdoors creatively and competently (ECC9).</p> <p>Pupils are inspired and will develop a greater awareness of and appreciation for different styles/genres/art forms (ECC11). Pupils’ oracy skills will develop also (eg. *Responding and reflecting / engaging emotions and intellect, questioning/ challenging / offering viewpoints.)</p> <p>Pupils will revisit and re-use EA skills across the different means/art forms, through creating and evaluating work, and as such they will progress in their skills and become more independent. (ECC2/3) *Pupils’ resilience, risk taking, problem-solving and persistence will develop also.</p> <p>Teachers feel confident in the use of ICT applications and incorporate these into lessons/activities.</p> <p>Expressive Art Gallery boards updated/added to regularly and parents informed, thus helping to boost pupil</p>

Listen to Learners to gather feedback on the Expressive Arts activities.  
(Expressive Arts coordinators to complete this analysis).

Continue to ensure all staff monitor coverage of Expressive Arts skills and knowledge using the tracking tools/Progression Steps as well as discussions and sharing of ideas/examples of work etc. during staff meetings.

\*confidence/ self-esteem/ wellbeing/ happiness.

L2L feedback sheets/AfL. (supporting Pupil Voice)

Tracking tools completed and staff meetings ensure ideas are generated/shared and work/progression is monitored.

(\* = linked to Expressive Arts integral skills from What Matters Statements).

**Improvement Area:** ALN (Sarah Arthur and Cara Edwards)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p><b>Aim 4 of ALN Act 2018-</b> <b>“To increase participation of children.”</b></p> <p>To further implement a range of Person Centred Planning (PCP) approaches across the schools that enhances the experience and standards achieved by ALN pupils.</p>	<p>ALNCo(s) and selected support staff to work with ALN pupils to plan, create a PCP meeting and develop a ‘Mini Path’ with highlighted targets.</p> <p>ALNCo(s) to implement a wider range of PCP approaches for all Annual Review processes and IDP reviews.</p> <p>ALNCo(s) to organise joint meetings and training with SNAP Cymru and Inclusion Support Officers to further improve and increase the awareness of support available to parents.</p>	<p>A range of pupils with ALN will develop and use a Mini Path to inform provision and support.</p> <p>All Annual Reviews and IDP reviews will be embedded with PCP approaches.</p> <p>All staff will understand and be aware of the support that SNAP Cymru and Inclusion Support Workers provide to families.</p>
<p><b>Aim 5 of ALN Act 2019-</b> <b>“To have high aspirations and improved outcomes.”</b></p> <p>To ensure all learners are supported to meet their full potential, showing good rates of progress.</p>	<p>All staff to work collaboratively to conduct a review of ALN Register and the Provisions provided across the schools. (Termly review meetings).</p> <p>All teachers to attend Progress Meetings with ALNCo(s) and parents on a termly basis.</p> <p>ALNCo(s) to devise clear entry and exit criteria for ALP such as Lexia, Speech and Language Groups.</p> <p>All staff to effectively use the whole-school summative and formative assessment arrangements to inform the progress/ need as required on a termly basis.</p>	<p>The ALN Register will be effectively organised and will review the provision required for ALN pupils and other pupils.</p> <p>A whole school provision map will effectively display the breadth of provision across the schools with clear entry and exit criteria.</p> <p>Continued emphasis on early intervention and support will be evident across the schools.</p> <p>All staff will be aware of and will understand the provision(s) available and how to access the resources available.</p>
<p><b>COVID recovery for ALN pupils</b></p> <p>To improve ALN provision for pupils that have encountered limited learning during the COVID lockdown, narrowing the gap between ALN pupils and others.</p>	<p>All class teachers to conduct assessments and observations based on ALN pupils, reviewing progress, gaps in learning and experiences.</p> <p>All class teachers to collate responses and ideas from pupils based on , COVID lockdown experiences and learning, providing feedback to ALNCo.</p> <p>ALNCo(s) to create a mapping overview of support and provision for ALN pupils, reviewing use of staff and further employment of persons to support with the delivery of intervention and emotional support.</p>	<p>Pupils with ALN will have enhanced and improved opportunities to make the best possible progress, in line with previous trajectory of learning.</p> <p>The gap in attainment between ALN pupils and others will be reduced.</p>

ALNCo(s) to attend online training based on ALN support and emotional well-being in the recovery of COVID.

**Improvement Area:** Healthy Schools/ Well-Being (Oliver Furneaux and Lauren Arthur)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p>To implement and develop the use of the Wheel of well-being across the Federation as an effective teaching tool for all pupils.</p>	<p>OF and SA and LA to share the Wheel of well-being with the teaching staff during a staff meeting, informing every one of the purpose of it and how we plan to use it across the schools.</p> <p>OF and SA and LA to ensure that the staff are teaching lessons on the Wheel of well-being, this may be done during a well-being week or during PSE lessons.</p>	<p>Increased understanding of well-being among the children.</p> <p>Use of the well-being survey to monitor and understand the impact of the Wheel of well-being.</p>
<p>To plan, develop and deliver a wide variety of Healthy School days which supports the health and well-being of all pupils.</p>	<p>OF and LA to plan for significant and specific days, with the aim that each class carries out an activity on that day or week. This will be clearly well-communicated with all staff.</p> <p>OF and LA will provide a range of different ideas and guest speakers (if possible) to enhance the learning experience. This will be arranged across the federation.</p> <p>Work and evidence of experiences will be fully and comprehensively collated, with pupils reflecting on the impact of these opportunities on their overall well-being and development.</p> <p>A termly book look to ensure Healthy School days are being taught and impacting on well-being (Healthy School committee to carry out with LA and OF).</p>	<p>Improved pupil understanding of Healthy school areas.</p>
<p>To improve and enhance Home-School communication relating to Health and Well-Being, so to enable parents to have an improved understanding of how best to guide and educate their own children.</p>	<p>LA and OF to work with members of the School council / Healthy school's committee to effectively improve the communication between home and school by sending newsletters, creating in school events, showing increased communication via Facebook for changes and reminders that impact us as a healthy school, such as, water only in bottles, healthy snacks etc.</p> <p>Termly newsletters will be sent home by the committees.</p> <p>Learning logs tasks will reflect a Healthy Schools focus- LA to provide an overview for all staff.</p>	<p>Home-School links will be more effective and improved.</p> <p>Parental feedback will reflect improvements in understanding and awareness of the Healthy Schools focus.</p>

	LA and OF to gain feedback from parents, in order to analyse the impact of the home-school links.	
--	---	--

**Improvement Area:** Forest School and Outdoor Schools (Cara Edwards and Clare Dunlop)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p>To implement the Forest school ethos across the federation with a clear link and improvement to PSD development.</p>	<p>CE, CD and KT to attend and complete the accredited Forest School training and course, with submission of coursework and practical sessions.            CE and CD to provide training based on sharing of the Forest School ethos.            CE and CD to implement sessions with a focus on child-initiated activities that promote self-esteem and wellbeing.            CE and CD to collate examples and evidence of specific tasks that have supported and improved PSD development.            CE and CD to conduct questionnaires with all staff and with all pupils before and after to analyse the impact of the sessions/ training.</p>	<p>The Forest School ethos will be evident from staff understanding and the culture created.            Pupils will be able to reflect on positive experiences and work scrutiny/ photographs will provide evidence of PSD links and improvements.</p>
<p>Each class to attend forest school blocked sessions with forest school leader which will support and develop well-being.</p>	<p>CE, KT, CD and RH to ensure that all sessions use the 'forest school ethos' approach that is built upon child-initiated activities that allow the development of self-esteem and personal and social development.            Planned experiences will show an emphasis on well-being and PSD skills that will be enhanced and developed as a result of Forest School time.</p>	<p>Forest School sessions will support and effectively support well-being of all pupils.</p>
<p>To plan and locate a new suitable site for Forest site.</p>	<p>CE and CD to research and carry out assessments of nearby woodland areas available.            Contact landowners and visit potential sites.            Carry out full risk assessment of new area.            Develop new site and inform all parents of new plans.</p>	<p>The positive identification of a suitable site for both schools will be planned for and set-up.            Frequent Forest School sessions for all age groups will be set-up and implemented.</p>

**Improvement Area:** ESDGC and Fairtrade (Julie Houghton and Oliver Furneaux)

Targets	Actions and Strategically Planned Tasks	Success Criteria and Impact
<p>To embed the 'Global Goals' into cross-curricular teaching in KS2.</p>	<p>JH and OF to introduce the Global Goals to KS2 teaching staff during a staff meeting/training.            JH and OF to task the staff with teaching 1 Global Goals lesson per term linking it to their current topic and 4CP where possible. Utilise the outdoors as a resource.            Teaching staff to create an overview of coverage of Global Goals lessons being taught, as led by JH and OF.            All staff to be involved in monitoring work in books during staff meetings and book scrutiny.</p>	<p>Evidence will show an improvement in the pupils' understanding and reflection of the 'Global Goals.'            Global Goals overview will reflect a good coverage of skills across Key Stage 2.</p>
<p>To embed Fair Trade issues on learning into the new curriculum, with effective coverage and evidencing.</p>	<p>JH and OF to task staff with planning and teaching a Fair Trade mini project during Fair Trade fortnight. Mini project to include 4CP learning and an independent study, to include a spring term learning log in KS2.            Eco-Council to create a news report on Fair Trade fortnight, including children's feedback. Report to be shared with wider school community via Facebook.            Fair Trade work and activities to be collated for Fair Trade folder, to be later assessed.</p>	<p>Fair Trade issues will be thoroughly and effectively detailed and evidenced.            Pupils will reflect upon Fair Trade issues.</p>
<p>To enhance the role of the Eco-Committee that supports the eco agenda across the federation.</p>	<p>During Eco-Committee meetings the children will be given more independent roles to ensure that we are doing everything needed to comply with the Eco-Schools awards. For example, on switch off fortnight week, the children may be asked to carry out checks to ensure that electrical appliances are being turned off.</p>	<p>Eco-Committee will be highly visible members of the school community.</p>