GEORGETOWN PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

2022/23

Contextual Information

Georgetown Primary School was opened in May 1989 and is situated in the southern area of Tredegar town. It replaced the old school building which had served the community of Georgetown since 1877. Since the building of the premises on the main site, a steady expansion of pupil numbers resulted in the need for a new Key Stage 2 block built on the lower site replacing the demountable classrooms. In addition to this a new nursery opened in September 2003.

Our school caters for pupils aged 3-11 years old. The nursery provision caters for 80 pupils (40 Full Time Equivalent) and the primary provision caters for 420 pupils between 4-11 who are organised into 14 classes (6 Foundation Phase and 8 Key Stage 2).

The Headteacher took up post in September 2017 and the Deputy Headteacher in January 2020. They are well supported by two long standing members of staff who together make up the Senior Leadership Team.

This School Development Plan is written in conjunction with all stakeholders and in response to information and evidence gathered throughout the previous academic year (2021-2022) and throughout the Covid pandemic. It focuses on response and recovery; how have we responded to the pandemic, where are we now and what can we do to support our learner's recovery. As well as school based priorities it takes into account local and national priorities to ensure that our learners are given the experiences, knowledge and skills for employment, lifelong learning and active citizenship.

All stakeholders have had an input into the School Development Plan and continue to work together to ensure that effective monitoring and evaluation activities are used to review current targets and set new targets and priorities moving forward.

Headteacher:		Date: Sept 2022
Chair of Governors:		Date: Sept 2022
School Improvement Partner:		Date: Sept 2022

Georgetown Primary School 3 Year Plan		
2022-23 Priorities	**2023-24 Priorities**	**2024-25 Priorities**
Major Priorities		
1. To improve standards in LLC with a focus progression of skills in reading throughout the school and writing in KS2.	1. To improve standards in LLC with a focus on improving performance in reading and writing at the higher levels.	1. To improve standards in LLC with a focus on closing the gap for our most vulnerable learners.
2. To improve AFL throughout the school with a focus on quality marking and feedback.	2. To improve standards in Mathematics and Numeracy with a focus on improving performance at the higher levels.	2. To improve standards in Mathematics and Numeracy with a focus on closing the gap for our most vulnerable learners.
3. To further develop staff understanding of self-evaluation within their AoLE leadership roles, including in pupil progress and skills.	3. To further develop staff understanding of self-evaluation and leadership within their AoLE roles, through effective use of Walk Throughs.	3. To further develop collaboration and partnerships with the wider community to enhance standards in teaching and learning throughout the school.
Minor Priorities		
4. To continue to secure high levels of wellbeing throughout the school with a focus on quality support and intervention for wellbeing and most vulnerable learners.	4. To continue to improve understanding of assessment and progression with a focus on pupil's self and peer assessment throughout the school.	4. To secure high standards in STEM throughout the school and increased opportunities for our most vulnerable learners to participate in STEM activities.
5. To improve standards in Mathematics and Numeracy with a focus on reasoning skills.	5. To continue to secure high levels of wellbeing throughout the school with a focus on pupil voice and co-construction of the curriculum.	5. To continue to promote the development of digital skills to enhance teaching and learning, particularly for our most vulnerable learners.
6. To improve standards in welsh with a focus on oracy in KS2.	6. To improve standards in Welsh with a focus on developing pupil's reading skills.	6. To improve standards in Welsh with a focus on developing pupil's writing skills.

PRIORITY 1
1. To improve standards in LLC with a focus progression of skills in reading throughout the school and writing in KS2.

TEACHERS WITH RESPONSIBILITY: RHIAN THOMAS (FP)/ CATH ROBERTS (KS2)
TEAM RESPONSIBILITY: LLC   LINK GOVERNORS: JO D'AMATO/ DONNA HARDMAN

RATIONALE FOR DEVELOPMENT:	LINKS
The school was most recently inspected by Estyn in June 2022 and the following was noted in the inspection report; **Reading** *As pupils move through the school, they read with increasing fluency and understanding, although a minority of older pupils do not develop an effective range of strategies to support their reading of challenging words and texts. This hinders their ability to infer or deduce meaning when reading independently.* School data for reading also shows that For writing the following was noted in the inspection report; **Writing** *From a young age, most pupils show enthusiasm for writing when experimenting with mark making. They go on to write well, expressing their ideas with increasing freedom and independence. Older pupils develop a sound understanding of the characteristics of different genres and apply this knowledge appropriately in their work across the curriculum, for example to write arguments for and against keeping animals in zoos as part of their topic work. However, older pupils' writing often lacks craft, and for many, their written work does not reflect the quality of their spoken language.* **Estyn recommendation; R2 Improve older pupils' standards of writing (June 2022)**	**Local Priorities (BG 2022)** *Secure strong progress in skills, particularly in English and mathematics* **Regional Priorities (EAS)** ***School Improvement*** *Providing support to schools and educational settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.* ***Leadership & Teaching*** *Provide professional learning and support for the development of leadership and teaching across the entire workforce.* ***Curriculum for Wales*** *Professional learning and support for Curriculum for Wales.* **National Priorities (WG)** *Closing the Gap* **National Mission (WG)** *Strong and inclusive schools committed to excellence, equity and well-being.*

GEORGETOWN PRIMARY SCHOOL DEVELOPMENT PLAN 2022/2023

1. To improve standards in LLC with a focus progression of skills in reading throughout the school and writing in KS2.				
ACTIONS	**SUCCESS CRITERIA** (*IMPACT STATEMENTS*)	**RESOURCES/ TRAINING AND COSTINGS**	**TIMESCALE**	**MONITORING** Who, how, when
1.1 To continue to improve standards in reading throughout the school through the use of guided reading sessions. - Professional learning activities for staff focus upon the progression of skills in reading and how guided reading can be a vehicle for the development of these skills. - Guided reading to be introduced in Foundation Phase Year1 & Year 2. - Guided reading to be taught consistently throughout Key Stage 2.	- There is a clear policy for guided reading and this is taught consistently throughout the school. - All staff have a good understanding of the skills of reading and these are age appropriate and progressive as you move through the school. - By the time they get to leave Y6 pupil are able to….	£2000 to replenish reading books (EIG) Staff meeting time to discuss progression of skills	Autumn Term 2022 Termly and ongoing	RW (FP) & HM/CR (KS2) to undertake learning walk during Spring Term 2023 RW (FP) & HM/CR (KS2) to listen to learners during Summer Term 2023
1.2 To raise the profile of reading throughout the school with a focus on disadvantaged learners. - Policy for reading to be updated to ensure all pupils have access to a range of	- All classrooms have high quality reading areas where pupils have access to a full range of reading resources. - There are ongoing opportunities for all pupils	£1000 to replenish classroom areas for reading (EIG)	Autumn Term 2022 Termly and ongoing	Phase learning walks termly to look at learning environment including reading areas

reading books for reading at home and in school. - Extra-curricular activities to be planned to ensure most disadvantaged learners have opportunity to read for pleasure. - Reading reward scheme to be extended to link with the Accelerated Reader programme. - Reading workshops to be organised for parents to work on reading skills with all pupils.	to read for pleasure and develop a love of reading. - The gap between our pupils and those who are most vulnerable is less than in previous years. - All pupils are rewarded for reading and as a result the profile of reading is raised throughout the school.	£500 to purchase reading rewards (PDG)		RW (FP) & HM/CR (KS2) to undertake learning walk during Spring Term 2023 RW (FP) & HM/CR (KS2) to listen to learners during Summer Term 2023
1.3 To improve standards in writing at the end of Key Stage 2. - Professional learning activities for staff focus upon the progression of skills in writing. - Resources and CPD activities from 'I'm a Clever Writer' to be purchased and be the focus of PL activities. - The development and skills of writing such as spelling, grammar and punctuation and handwriting to be taught weekly.	- There is a clear understanding of progression and skills in writing throughout the school. - Standards in writing throughout the school are good and by the time pupils leave Year 6 they …	£2000 (EIG) I am a Clever Writer Package £190 x 6 days release cover for LLC leads £1140 (EIG)	Autumn Term 2022 and ongoing	RW (FP) & HM/CR (KS2) to undertake termly book look to focus on the development of writing SLT to verify self and peer book looks termly RW (FP) & HM/CR (KS2) to undertake learning walk during Spring Term 2023 RW (FP) & HM/CR (KS2) to listen to learners during Summer Term 2023

- Golden books to be used consistently throughout KS2 to showcase pupil's best writing at the end of every genre.				Governor Showcases to take place Summer 2023 and focus on standards in writing

EVALUATION

PRIORITY 2
2. To improve AFL throughout the school with a focus on quality marking and feedback.

TEACHERS WITH RESPONSIBILITY: HAYLEY KAYA
LINK GOVERNORS: JOHANNA D'AMATO

RATIONALE FOR DEVELOPMENT:	LINKS
Our MER activities during 2021-2022 (specifically book looks), highlighted inconsistencies in the implementation of our feedback and marking policies throughout KS2 in particular. Whilst books were marked regularly, not all marking was purposeful and gave progressive ways forward. The marking policy needed to be revisited to align with Curriculum for Wales and school and pupil needs. In our recent inspection report Estyn (June 2022) commented that; *Teachers provide worthwhile opportunities for pupils to use success criteria to assess their own and others' work. They use suitable methods to provide feedback to pupils on their day-to-day learning and, in the best examples, they offer useful guidance on how pupils can improve the quality of their work.* *However, too often feedback does not focus well enough on helping pupils to move forward in their learning. Opportunities for pupils to respond to feedback are inconsistent and, as a result, pupils are unclear about their next steps.* ***Estyn recommendation; R3 Improve teachers' understanding of effective classroom assessment, including feedback, so that they can evaluate pupils' progress, and identify how best to support their next steps in learning***	**Local Priorities (BG)** *Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are FSM.* **Regional Priorities (EAS)** ***School Improvement*** *Providing support to schools and educational settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.* ***Leadership & Teaching*** *Provide professional learning and support for the development of leadership and teaching across the entire workforce.* ***Curriculum for Wales*** *Professional learning and support for Curriculum for Wales.* **National Priorities (WG)** *Closing the Gap* **National Mission (WG)** *Strong and inclusive schools committed to excellence, equity and well-being.*

2. To improve AFL throughout the school with a focus on quality marking and feedback.

ACTIONS	SUCCESS CRITERIA (*IMPACT STATEMENTS*)	RESOURCES, TRAINING AND COSTINGS	TIMESCALE	MONITORING Who, how, when
2.1 To review the policy for Assessment to align with the Georgetown GROW Curriculum and Curriculum for Wales 2022.	- There is a new policy for ARR in place that has been agreed with all staff.	HK to lead PL time during staff meeting and INSET	Autumn Term 2022	SLT to monitor Autumn Term 2022 during SLT meeting.

- Professional learning time to be used to discuss the policy for ARR with staff and make amendments in line with changes to our curriculum. - ARR and MER calendar is amended to align with policy changes.	- The new ARR policy reflects changes brought about by the New Curriculum for Wales and our GROW Curriculum. - The policy for ARR is clear and consistent throughout the school.			
2.2 To continue to develop an effective understanding of assessment and progression throughout the school. - Staff to continue to develop the use of Taith 360 to track progress, skills and coverage in AoLEs. - AoLE groups to continue to work with cluster schools and their leads to deepen understanding of skills progression in AoLE areas.	- Taith 360 is used effectively by staff to plan for progression of skills in AoLE areas and throughout the curriculum. - There is a consistent understanding of assessment and progression throughout the cluster which feeds into effective transition when pupils move from Y6-Y7.	Annual licence for Taith 360 £1372 (EIG) Release for AoLe leads to attend cluster meetings 6 x £190= £1140 (PL)	Autumn Term 2022 and ongoing	Cluster Assessment and Progression documents for each AoLE Minutes from cluster meeting HK to monitor Taith 360 termly and feedback to staff Staff to discuss at learner progress meetings termly
2.3 To develop a digital learning journal allowing KS2 pupils to track progress in skills and assessment. - HK and staff to work with Value Added to design a digital template enabling Y5 pupils to showcase skills and	- Pupils in KS2 have a digital tool that allows them to showcase work, skills and progression. - Pupils in KS2 have a better understanding of their skills and the next steps in their learning journey.	Work with Value Added for staff development in digital skills and assessment and progression £3000 (PL) Pupil workshops with Value Added Y5 £2500 (PDG)	Autumn 2022/ Spring 2023	SLT to undertake learning walk during Spring Term 2023 SLT to listen to learners during Summer Term 2023

next steps in their learning journey. - Value Added to work with Y5 pupils to populate a digital learning journal and add to their as their learning progresses.				Y5 to complete a project evaluation with Value Added Spring 2023
2.4 To further develop effective practice in AFL throughout the school with a particular focus on self and peer assessment in Key Stage 2. - Professional learning activities focus on consistent use of the AFL toolkit and associated template for FP and KS2 pupils. - Best practice within the school to be shared during self/ peer book looks and learning walks. - DIRT time to be introduced throughout KS2 on a weekly basis.	- Staff have a good understanding of strategies for AfL and these are used consistently throughout the school. - Pupil have a better understanding of AfL and the next steps in their learning journey. Pupils in KS2 in particular know what they are good at and can talk with confidence about the next step in their learning journey.	HK to lead ongoing PL activities during staff meeting and PL times. FP use Seesaw to revisit learning £854 (EIG)	Autumn Term 2022 and ongoing	Focus for self/ peer book looks Autumn 2022 SLT book looks termly including digital books SLT to undertake learning walk during Spring Term 2023 SLT to listen to learners during Summer Term 2023
2.5 To review and amend the whole school policy for marking and feedback and ensure consistency of use throughout the school. - INSET day to be used to discuss the current policy for	- There is a clear whole school policy and this is consistent throughout the school. - Teachers and pupils engage in regular and ongoing	HK to lead PL and staff training	INSET September 2022	SLT to monitor Autumn Term 2022 during SLT meeting. Self/ peer book looks to take place termly

marking and feedback with staff and make amendments in line with changes to our curriculum. - Two stars and a next step to replace previous policy, with a focus on effective verbal feedback and live marking.	conversations about their learning and as a result pupil have a better understanding of the next steps in their learning journey.			SLT to undertake learning walk during Spring Term 2023 SLT to listen to learners during Summer Term 2023

END OF YEAR EVALUATION

PRIORITY 3
3. To further develop staff understanding of self-evaluation within their AoLE leadership roles, including in pupil progress and skills.

TEACHERS WITH RESPONSIBILITY: LISA THOMAS
TEAM RESPONSIBILITY: ALL   LINK GOVERNORS: ALL

RATIONALE FOR DEVELOPMENT	LINKS
Changes brought about by the introduction of the new Curriculum for Wales 2022 has meant that teachers are still working on securing a sound understanding of assessment and progression in each of the AoLEs. During a recent Estyn Inspection (June 2022) it was reported that; *'In general, the school's improvement processes do not focus precisely enough on identifying what impact its actions have had on pupils' progress and skills' development.'* ***Estyn recommendation; R1 Ensure that self-evaluation processes identify the aspects of teaching and learning most in need of development, and focus precisely on the difference actions make to pupils' progress and skills***	**Local Priorities (BG)** *Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are FSM.* **Regional Priorities (EAS)** *School Improvement* *Providing support to schools and educational settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.* ***Leadership & Teaching*** *Provide professional learning and support for the development of leadership and teaching across the entire workforce.* ***Curriculum for Wales*** *Professional learning and support for Curriculum for Wales.* **National Priorities (WG)** *Closing the Gap* **National Mission (WG)** *Strong and inclusive schools committed to excellence, equity and well-being.*

3. To further develop staff understanding of self-evaluation within their AoLE leadership roles, including in pupil progress and skills.				
ACTIONS	**SUCCESS CRITERIA** (*IMPACT STATEMENTS*)	**RESOURCES TRAINING AND COSTINGS**	**TIMESCALE**	**MONITORING** Who, how, when
3.1 Staff to attend a range of Professional Learning activities to widen their understanding of effective leadership. - LR/SP to attend Senior Outstanding Leader in	- Senior leadership team have a secure understanding of effective leadership.	£1000 Olevi Course and release (PL)	Olevi Autumn Term 2023 HK Aspiring HT Spring Term 2023 LT SIP termly and ongoing	SLT Performance Management Autumn Term 2022 and termly thereafter

Education Programme with OLEVI at TCS. - HK to complete Aspiring Headteacher Course. - LT to continue to attend PL activities through her role as a School Improvement Partner.				
3.2 To engage all staff in supported self -evaluation activities termly for their AoLE area. - The MER calendar is updated termly and shared with all staff. - Staff to have termly opportunities to engage in self-evaluation activities including learning walks, book look, lesson observations and listening to learners. - All staff are familiar with key resources including the ETLF documents, the National Resource for SE and Improvement and use these to support self-evaluation in their area.	- All staff are involved in MER activities termly. - Staff know their areas, what is going well and what needs to be improved. - Staff have first hand experience and evidence of standards in their AoLE.	Release Cover £3000 (EIG)	Autumn Term 2022 and ongoing	Staff to complete book look Autumn Term 2022 Staff to undertake learning walk during Spring Term 2023 Staff to listen to learners during Summer Term 2023
3.3 To explore the use of Walkthrus as a vehicle for	- All staff are involved in MER activities termly.			

effective self-evaluation and school improvement. - SLT to attend two days introduction to Walkthrus for Senior Leaders at Heolddu Comprehensive School. - PL Lead to attend two day training to coach teachers using the Walkthru approach. - Walkthrus to be trialled with a small number of staff within the school.	- Staff know their areas, what is going well and what needs to be improved. - Staff have first hand experience and evidence of standards in their AoLE.	Cost for training TBC and release cover for SLT to attend 4 x 2 days=£760 (EIG)	Spring Term 2023	SLT to trail Walkthrus during Summer 2023 before disseminating to staff

EVALUATION

PRIORITY 4
4. To continue to secure high levels of wellbeing throughout the school with a focus on quality support and intervention for wellbeing and most vulnerable learners.

TEACHER WITH RESPONSIBILITY: HAYLEY KAYA
LINK GOVERNOR: JOHANNA D'AMATO

RATIONALE FOR DEVELOPMENT:	LINKS
High levels of wellbeing have always underpinned the philosophy for effective teaching and learning in Georgetown Primary School and in light of the current economic crisis, this has never been more important. Life inside and outside of school is very difficult for our learners and their families and we have recognised the need to do all we can to support our families at this difficult time, particularly those families who are vulnerable and already struggling even before the economic crisis. • The % of compulsory school age pupils who are entitled to free school meals (FSM) in Blaenau Gwent is 19.2%. This is higher than the national figure of 18.3% (PLASC data 2019). ***In Georgetown the % of pupils entitled to FSM is rising and currently stands at 18.7% of compulsory school age (September 2022).*** • School has seen a rise in the number of pupils who are experiencing ESBD throughout the school. • School has seen an increase in the number of pupils who are Young Carers over the past year.	**Local Priorities (BG)** *Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are FSM.* **Regional Priorities (EAS)** *School Improvement* *Providing support to schools and educational settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.* *Leadership & Teaching* *Provide professional learning and support for the development of leadership and teaching across the entire workforce.* *Curriculum for Wales* *Professional learning and support for Curriculum for Wales.* **National Priorities (WG)** *Closing the Gap* **National Mission (WG)** *Strong and inclusive schools committed to excellence, equity and well-being.*

4. To continue to secure high levels of wellbeing throughout the school with a focus on quality support and intervention for wellbeing and most vulnerable learners.

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when

4.1 To achieve the National Quality Accreditation for Healthy Schools. - To re-evaluate and complete the NQA document with evidence. - Staff to participate in recording and supplying and evidence where appropriate.	- A completed document with up to date evidence ready for NQA accreditation. - NQA achieved.	SH Release time £380 (EIG) Staff meeting time	Autumn term 2022	- SH will liaise with Shan Palmeria to re-evaluate and update evidence.
4.2 To continue to embed Jigsaw throughout the school. - Training for Jigsaw to be ongoing for all staff. - Good practice within the school to be shared to ensure this is consistent within every year group.	- There is evidence of Jigsaw activities for all pupils. - Jigsaw assemblies take place termly for all pupils.	Jigsaw £1255 (EIG)	Autumn Term 2022 and ongoing	LR to monitor teacher's planning Autumn 2022 and all staff to participate in Learning Walk for the learning environment Listening to Learners Spring 2023 (LR)
4.3 To develop the use of Real PE as to support the development of Physical Education throughout the school. -JR to continue to receive training on Real PE modules. - JR to disseminate training to all staff to increase confidence in teaching PE. - JR to model teaching in areas where staff are less confident.	- Staff feel more confident to teach physical skills. - Staff have good quality resources and feel confident to use them to enhance the teaching of physical skills.	Real PE Subscription £695 (EIG)	Spring Term 2022 and ongoing	JR to lead training for staff and audit confidence and skills JR to model lessons with staff and team teach Spring 2023

4.4 To ensure effective intervention and support for our most vulnerable learners. - Progress of most vulnerable pupils including FSM pupils to be tracked by all staff and monitored by HK. - LR to identify Young Carers and work with these pupils and their families to offer support. - SP to oversee support for ALN pupils in line with the ALN reform bill. - Most vulnerable pupils have funded access to a range of curriculum enhancement activities such as music lessons and residential trips to enrich their curriculum experiences.	- The progress of vulnerable pupils is tracked throughout the school. - The gap between our pupils and most vulnerable pupils is less in basic skills such as reading and spelling. - Most vulnerable pupils have access to a range of extra activities to enrich the curriculum.	£1000 (PDG)	Autumn Term 2022 and ongoing	Teachers to complete cohort books termly and these to be monitored by SLT. Pupil progress meetings to be held with all staff and HT/DHT termly.
EVALUATION				

PRIORITY 5 5. To improve standards in Mathematics and Numeracy with a focus on reasoning skills.

TEACHER WITH RESPONSIBILITY: KERRY HILLMAN (FP)/ MARY PHILLIPS (KS2)   TEAM RESPONSIBILITY: MATHEMATICAL DEVELOPMENT
LINK GOVERNORS: SIMON BALDWIN

RATIONALE FOR DEVELOPMENT:	LINKS
Whilst the progress in mathematics and the provision for the development of numeracy skills was celebrated during our Estyn Inspection, the results from personalised assessments at the end of the 2022 academic year highlighted the need to improve standards in this area. The results for pupils in Y2-Y6 showed that;	**Local Priorities (BG)** *To improve value-added progress for our most vulnerable learners.* **Regional Priorities (EAS)** ***IS2 Strong and inclusive schools committed to excellence, equity and wellbeing*** *Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.* **National Priorities (WG)** *Robust assessment, evaluation and accountability arrangements supporting a self-improving system.* **National Mission (WG)** *Closing the Gap*

5. To continue to improve standards in Mathematics and Numeracy with a focus on number skills.

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
5.1 To improve reasoning and problem solving with a focus on real life contexts. - KH & MP to visit other settings to gather ideas to	-Outdoor learning environment to have more opportunities for pupils to develop number skills.	Maths resources £2000 (EIG)	Summer Term 2023	Co-ordinator & SLT to monitor impact Spring 2023 – Learning Walks, Lesson Obs. Listen to learners.

enhance the teaching of number in the outdoor environment. - To purchase new resources to allow more focused authentic learning to take place. -To plan weekly outdoor learning opportunities throughout the school to develop number skills in a real life context.	-New resources used effectively to enhance the teaching of number. -Pupil's number skills to improve. - Team to have visited LNS to gather good practice and cascade this to all staff back at school.			
5.2 To refresh staff's knowledge on effective pedagogy and methods to teach Reasoning skills -Sue Jones (EAS) to lead training for all staff. - Sue to visit year groups to work with staff to promote effective teaching of reasoning skills.	- Staff to have an improved understanding of pedagogy linked to the teaching of reasoning skills. - Personalised assessment scores to improve in Y2-Y6.	Staff meeting time	Autumn Term 2022 staff meeting Spring Term 2023 work in classes	Co-ordinator & SLT to monitor impact Spring 2023 – Learning Walks, Lesson Obs. Listen to learners.
5.3 Continue to look at the provision for MAT pupils in all areas of Mathematics and numeracy to ensure all pupils have the opportunity to reach their full potential.	- Policy for MAT pupils is reviewed and shared with all stakeholders. -Provision for MAT pupils is good throughout the school and pupils make good			SLT to monitor provision during Autumn Term MER activities DHT to monitor MAT registers and IAPs termly.

- Staff to keep MAT registers up to date and work with the MAT Co-ordinator (DHT) to ensure effective provision for pupils including individual actions plans.	progress and meet challenging targets			Progress to targets to track pupil progress termly.

EVALUATION

PRIORITY 6
6. To improve standards in welsh with a focus on oracy in KS2.

TEACHER WITH RESPONSIBILITY: Sarah Phillips
LINK GOVERNOR: Geran Walters

RATIONALE FOR DEVELOPMENT:	LINKS
Since the pandemic we have noticed confidence levels in oracy to have dropped, particularly amongst KS2 pupils; this was also reported in our Estyn Inspection report.	*Local Priorities (BG)* *Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are FSM.* *Regional Priorities (EAS)* *School Improvement* *Providing support to schools and educational settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.* *Leadership & Teaching* *Provide professional learning and support for the development of leadership and teaching across the entire workforce.* *Curriculum for Wales* *Professional learning and support for Curriculum for Wales.* *National Priorities (WG)* *Closing the Gap* *National Mission (WG)* *Strong and inclusive schools committed to excellence, equity and well-being.*

6. To improve standards in welsh with a focus on oracy in KS2.

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
6.1 To ensure that Helpwr Heddiw is implemented consistently across the school.	- Every class to have Helpwr Heddiw implemented consistently across the school.	Staff Meeting Time SP	Autumn Term 2022 and ongoing	SP to monitor using Criw Cymraeg and listening to learners

- SP to lead staff meeting on Helpwr Heddiw to ensure consistency across the school. - Staff meeting to ensure clear roles/responsibilities and expectations. - SP and Crew Cymraeg to monitor the Helpwr Heddiw programme.	-Bank of phrases shared across the school that show progression. - Standards in oracy to improve.			
6.2 To further develop the learning environment to incorporate more Welsh language across the school. - Opportunities for all staff to be involved in standardisation to be built into professional learning time. - All staff to gather evidence for oracy in welsh and SP to build a portfolio of evidence.	- Staff to have a good understanding of expected standards and progression in Welsh. - Staff to be more confident in the standardisation process.	Staff Meeting Time	Spring Term 2023 and ongoing.	Staff meeting records Spring Term 2023 and ongoing Portfolio of evidence for Oracy Summer 2023
6.4 To achieve verification of Cymraeg Campus Bronze Award - All staff to continue to gather evidence led by SP. -Folder of evidence to be upto date ready for accreditation.	- Standards in welsh across the school to be good. - Bronze Award for Cymraeg Campus Achieved.	Time for SP to prepare evidence and presentation (TA to cover)	Autumn/Spring Term 2023	SP to liaise with Melanie Smallwood to organise accrediation

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