

School Improvement Plan Milestones and Impact

<u>Priority Number</u>	<u>Initiative /Target</u>		
1	<p>To implement and embed assessment expectations for the Curriculum for Wales.</p> <p>To develop effective practice in identifying and supporting individual pupil progress enabling all learners to meet their full potential.</p>		
	<u>Milestones/Impact</u>		
	<u>December</u>	<u>March</u>	<u>July</u>
	<ul style="list-style-type: none"> • Inset time allowed all staff to have a greater understanding of the expectations of pupil progress and the expectations following school policy and procedures. Gareth Coombes. • In terms of Pupil progress INSET undertaken for all teaching staff to look at and discuss pupils work, allowing colleagues to discuss next steps in pupils learning. This also allowed colleagues to challenge each other in term of pupil progress and provided supported to new members of staff, in readiness for pupil progress meetings. • Pupil progress meetings undertaken providing a channel for staff to discuss pupils progress and discussions around barriers to learning. Allowing strategies to put in place to support learners. 	<ul style="list-style-type: none"> • Inset time (see minutes) allowed time for training for AoLE trackers to be shared with teaching staff. Emphasis on learner journey and coverage of each AoLE. AoLE audits, action plans and Self evaluations should reflect this. Implemented for Spring term. • Class teachers given time to map out each AoLE into a progression grid. AoLE leads given time to monitor these progression grids following class teacher input. This time will impact on action plans for AoLEs and highlight strengths, areas for improvement and good practice . • Trackers and progression maps will ensure that there is consistency and a breadth and depth to the curriculum design offered at St Athan PS 	<ul style="list-style-type: none"> • Termly pupil progress meetings have continued and to be effective in identifying pupils who are making progress , those who may have barriers to their learning and it is effective in allowing staff to discuss the individual progress of each learner. • All Vulnerable groups have been identified and tracked by class teachers and then professional dialogue is encouraged with SLT • Data analysis of all learners including that of vulnerable groups has been undertaken and provides a clear picture of the progress of these groups.

	<ul style="list-style-type: none"> • All AoLEs engaged with CSC networks with is creating additional PL opportunities and the sharing of good practice . • Expressive Arts and Humanities AoLE have begun PL opportunity and have undertaken first session of Funded projects. • Additional training organised following collaboration between AoLE for Humanities and CSC. • Deep Dive day allowed scrutiny of books, drop in sessions and monitoring of planning. Many staff have an increased understanding of where their learners are and how they can be supported to reach their potential, this has been achieved through INSET, pupil progress procedures, baseline assessments , Whole Class marking, Evaluations and teacher observations. 	<ul style="list-style-type: none"> • Introduction of whole class pupil progress sheets for LLC and Maths and Numeracy. This measures progress against ability. • Learner Journals completed for Autumn and Spring and these will be shared with parents /carers n parental consultations • AoLE and class teachers continue to work on the progression maps for class groups and each Area of Learning. Professional dialogue, Inset sessions and cluster work impact on these progression maps and staff amend and tweak accordingly. 	<ul style="list-style-type: none"> • There is a School consistent approach to pupil progress, some work needs to be developed around the consistent approach to assessment (SIP 24/25) • All classes are confidently implementing agreed pupil progress strategies effectively. • Most staff's planning is reflective of pupil progress, evaluations need to be improved (SIP 24/25 • All staff showing a clear and confident understanding of pupil progress and how they can fully support all learners to reach their potential.
2	To improve the quality of RSE and RVE provision across whole school practice in line with Welsh Government expectations		
	Milestones/Impact		
	December	March	July
	<ul style="list-style-type: none"> • All staff have undertaken PL based on RVE during an INSET days , training was led by CSC. 	<ul style="list-style-type: none"> • SPECTRUM provided workshops for Reception, Year 2 and Year 4. Allowing pupils to have a better understanding, 	<ul style="list-style-type: none"> • All staff planning reflective of RSE/RVE expectations but a more consistent approach and

	<ul style="list-style-type: none"> • RVE and RSE progression mapping used and integrated into curriculum design, this ensues a more consistent approach and shows progression. • Jigsaw/ RSE mapped out in line with curriculum design, ensuring consistency and progression. • RSE online audit planned for INSET session in January 24- to be completed by class teachers in line with curriculum review. • Work well underway with CSC and humanities lead, this is ensuring a greater understanding of the expectations for this area of Learning. • Jigsaw well incorporated into planning and this is evident in planning. • SPECTRUM workshop undertaken to showcase resources and work of this group for parents. This increasing parental understanding of RSE and the work of this partnership 	<p>through workshops of the relationship , values and ethics curriculum.</p> <ul style="list-style-type: none"> • Assemblies re-introduced to share our values curriculum, allowing pupils and staff with a better understanding of the elements that our curriculum can offer. • RSE online audit tool , revisited - this will need further work. This allowed staff to audit the skills, knowledge and experiences we offer at ST Athan • A shared understanding of collective worship revisited- a candle to be used a symbol to represent this time wo the learners, so that they have a better understanding of this designated time. • CK undertaken RVE partnership work regarding P4C and links to RVE . CK has shared this information with staff and feeds into her SER and action plan for this area of learning. 	<p>reflective of cohorts needs to be undertaken</p> <ul style="list-style-type: none"> • Staff plan reflective of progression maps. • A more consistent approach throughout the cluster to the schemes Jigsaw should be considered, drawing together the resources available • Planning considered on funded project in all year groups following involvement with Philosophy for Children project. • Curriculum Design reflective of progression in RSE and RVE
3	To improve progression in literacy and raise standards by further developing practice, strategies and skills.		
	Milestones/Impact		
	December	March	July
	<ul style="list-style-type: none"> • All class teachers have met with Helen Bowen to discuss structure and progression around LLC and project led 	<ul style="list-style-type: none"> • All class teachers has protected tome to work with Helen Bowen to plan Spring LLC in line with progression 	<ul style="list-style-type: none"> • Staff confidently using the Writing Journey steps

planning. This allowed staff to design a curriculum that best suits the needs of the learners and gives ownership to teaching staff. This has also allowed all genres to be considered and well planning for.

- All staff were given additional support training by LLC AoLE lead in the use of the planning for progression chains - providing a greater understanding of this way of working and supporting PL .
- All staff supported in planning and implementing the skills in St Athan style planning and given time during INSET to add these skills to the progression mapping design, adding to the curriculum design.
- Monitoring procedures undertaken in line with LLC with a particular focus on the skills and progression chains planned for. It was evident that many staff are becoming more confident in planning for these skills and many staff are using these effectively to plan to pupils learning needs and curriculum expectations
- Questionnaire completed by staff and showed that staff lacked confidence and ideas in drama. Helen Bowen Drama

chains and the concepts outlined in our curriculum design. This continues to allow staff to plan effectively with progression, pupil voice and our curriculum design, being a priority

- Welsh reading discussed and evaluated and welsh reading opportunities explored. Ways forward outlined in Campus Cymraeg Assessment. Emerging Priority
- Discussions with Improvement Partner undertaken to support Guided / shared reading .
- Collaborative working with Cluster schools towards a consistent approach to assessment and pupil progress. LLC introduced Cluster Inset sharing good practice.
- Update of library environment has been worked on and the use of this room will be written into LLC action plan and Progress since last inspection updated.
- LD contacted IP and made links for GGR. These have been shared with PB and contact made with relevant schools to share good practice. Reading (GGR) does feature on 3 year plan , with oracy featuring for the 3rd year of this SIP.

- Planning is reflective of progression chains and writing has improved as a result
- A wide range of genres and text types have been explored and planned for resulting in a broad and varied LLC curriculum
- Progression maps clearly identify all aspects of the Helen Bowen progression chains and texts types for Reception through to Year 6
- Evidence collated by LLC lead shoes a good standard of writing
- Helen Bowen to discuss and plan Summer LLC in line with progression chains, with teachers putting forward more suggestions and leading the session more in order to fit in with our curriculum design.
- LLC AoLE lead to collate a portfolio of samples of children's writing for each genre from each year group to share good practice.
- Welsh reflection questionnaire completed by staff to ascertain strengths and areas for

	<p>resources and ideas shared out with staff.</p> <ul style="list-style-type: none"> All staff attended additional PL sessions with Helen Bowen to begin to plan around the next project in the curriculum design (Spring term) 	<p>This plan will ensure all aspects of LLC have been addressed.</p>	<p>development of using Helen Bowens skills progressions chains and ways forward noted for next academic year</p> <ul style="list-style-type: none"> L2L completed with sample children to ascertain responses to Skills Progression Chains approach and feelings towards writing in school Further collaborative work with Cluster schools to finalise a consistent approach to assessment and pupil progress to be trialled within all cluster schools from September 24. AoLE lead contacted recommended link school for GGR good practice and date set for visit in Autumn 24
4	To improve provision, practice and strategies in Welsh in order to raise standards.		
	Milestones/Impact		
	December	March	July
	<ul style="list-style-type: none"> Staff received training for improving welsh in and outside the classroom from 	<ul style="list-style-type: none"> Campus Cymraeg initial assessment undertaken with final assessment planned for March 12th 2024 	<ul style="list-style-type: none"> Learners beginning to use Welsh outside the classroom with increased confidence.

	<p>Welsh lead. This resulted in a greater confidence for all staff members.</p> <ul style="list-style-type: none"> • Time provided for the Welsh AoLE to consider evidence for Campus Cymraeg • New continuum made available for staff time will be allocated for progression maps to be updated in line with this new document. Advice suggested that this should wait for the resources to become available before amending the existing progression map. 	<ul style="list-style-type: none"> • Google Drive created and updated for evidence against the criteria for Campus Cymraeg. • All encouraging learners to use Welsh outside the classroom , praise and reward is seeing an increase in the use of Welsh outside the classroom • Criw Cymreag re-established and undertake a Welsh assembly weekly- this allows the profile of welsh in the classrooms an outside the classroom to be raised and celebrated. PL opportunities explored particularly for non teaching staff Bronze Award Campus Cymraeg Achieved • Silver award for Campus Cymraeg explored. 	<ul style="list-style-type: none"> • Staff using the reward system which encouraged staff and pupils to speak Welsh • Planning has shown that the Welsh culture and ethos in evident in curriculum design • Silver Award Action plan written and working towards this for accreditation in late Autumn Term. (Lead absent for 2 terms) • Staff using continuum from CSC within the classrooms and building children's' confidence to use the language patterns. 9See MER . Further and continued work is required
5	<p>To develop the leadership skills, knowledge and effectiveness of all AoLE leads, by offering a broad range of professional learning opportunities.</p>		
	<p style="text-align: center;">Milestones/Impact</p>		
	<p>December</p>	<p>March</p>	<p>July</p>
	<ul style="list-style-type: none"> • All AoLEs engaged with CSC networks with is creating additional PL opportunities and the sharing of good practice . 	<ul style="list-style-type: none"> • Inset time designated to audits and actions plans for AoLEs • Cluster Inset Day focused on AoLEs and progression, with AoLE s sharing 	<ul style="list-style-type: none"> • AOLE leads engage in collaborative work with professional agents and AOLEs reflect specialist involvement and

	<ul style="list-style-type: none"> • Expressive Arts and Humanities AoLE have begun PL opportunity and have undertaken first session of Funded projects . • Additional training organised following collaboration between AoLE for Humanities and CSC. • LLC lead is fully involved in the CSC network, improving PL and allowing information, skills and knowledge to be disseminated to all staff. • Plans in place for reflection time - built into the Inset timetable for Spring term. • Dates set for the Spring term for staff to view good practice in the wider community . 	<p>good practice and engaging in PL opportunities</p> <ul style="list-style-type: none"> • Maths AoLE undertaken significant PL and sharing good practice with all staff, to cascade the information and PL • AoLEs given opportunities to share actions plan and AoLEs SER with SLT. This results in a better understanding of the process and ay forward. • Involvement with CSC PL for Humanities and Expressive Arts has allowed PL and sharing of good practice beyond the school and Local authority • A better process of collating evidence for each AoLE discussed and implemented , this will allow more concise MER from AoLE leads • CK undertaken RVE partnership work regarding P4C and links to RVE . CK has shared this information with staff and feeds into her SER and action plan for this area of learning. • AoLE and class teachers continue to work on the progression maps for class groups and each Area of Learning. Professional dialogue, Inset sessions and cluster work impact on these progression maps and staff amend and tweak accordingly. 	<p>progress., this has been reflected in curriculum planning AoLE action plans and Self Evaluations</p> <ul style="list-style-type: none"> • Nearly all AOLE leads, display confidence and a strategic approach in their area of learning, with support from more experienced colleagues and external agencies • Where AoLE leads have confidently led there has been raised standards and. • SLT leading curriculum progression has resulted in a more effective curriculum design for all AoLEs
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		<ul style="list-style-type: none"> • Introduction of whole class pupil progress sheets for LLC and Maths and Numeracy. This measures progress against ability. 	
6	To establish a more positive ethos and attitude to school attendance within the whole school community. To work with the LA "Miss school Miss out" project to raise the level of attendance.		
	Milestones/Impact		
	December	March	July
	<ul style="list-style-type: none"> • Shared vision for attendance with all stakeholders • Importance of attendance shared with all stakeholders- and statement regarding working together to improve target at school. • Reminder of current procedures issued to all stakeholders. • Attendance slogan shared with all stakeholders- Miss school Miss out. • Attendance policy shared with staff and new policy to be issued to Governors for ratification. • Role of admin restructured - the first hour of every day is used to chase up pupils not in school - based on policy and procedures and improved communication between all staff. • Training given on the improved use of Sims to record notes on reason for absence. • Target shared with all stakeholders from local authority on a regular basis. 	<ul style="list-style-type: none"> • Spring Attendance review meetings with parents undertaken, this resulted in the necessary support measures to be put in place for relevant families, a better understanding of the attendance policy for parents and carers. • Inset training by the inclusion team allowed staff to have a better understanding of the attendance priority in the Vale and Wales. • As a result of this training and reflecting on current issues. HT introduced sign in and sign out forms for those learners that arrive late and are collected early within the day. This will allow the school to scrutinise data further and the justifications of these actions have been shared with parents and staff , 	<ul style="list-style-type: none"> • School attendance currently stands at 90.4% and the school celebrates raised attendance for individuals, cohorts and whole school. • Policies and procedures for attendance have significantly improved and 98% of parents feel that no further measures can be introduced to improve , with 99% feeling that the measures in place support attendance • There is a greater understanding from all stakeholders in reference to attendance and an improving professional relationship with the LA inclusion team

- Punctuality importance shared with all stakeholders- punctuality impact sessions to be shared with parents once policy is agreed by governors shared on newsletter.
- Scrutiny of attendance data weekly and shared with stakeholders, this has raised the awareness of attendance and its importance.
- Lead rewards for class attendance introduced - this has seen a raised enthusiasm for the pupils to improve their attendance.
- LD Met with LA attendance officer to reinforce importance of attendance and punctuality and become aware of training available from the local authority that may impact on attendance.
- Attended attendance Forum - this provided ways forward and additional support that the school may require.
- Invited Gemma Jones (inclusion) to attend SLT to discuss attendance toolkit- date planned for Spring 24
- Training booked for all staff by the inclusion team for attendance- it is hoped that this will see an improved use of Sims and staffs understanding of attendance and ways of recording non absence, using correct coding.
- Attendance Governor appointed this will allow challenge from the Governing Body band continue to raise awareness.

- The necessary referrals made to the inclusion service for any learner identified with <80% attendance , in order to raise attendance and its profile.
- Weekly attendance data scrutiny continues and celebrated at a class level and shared with staff and parents /carers
- 100% attendance letters written by Acting Head teacher to share at the end of each term in a sensitive manner, via letters home
- Tracking of attendance for eFSM pupils

- Data scrutiny shows that the difference between non eFSM and eFSM currently stands at 1.72%

	<p>LD and KC arrange attendance review meetings for pupils identified as <80%. The intention was to provide further support networks for families to improve and impact on individual and school attendance.</p>		
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