SIP 2016/17

Initiative 1: To enhance pupil and staff digital competencies in line with the new digital framework

Actions:

- All class teachers and year 4 pupils to be audited for ICT skills, inline with the new digital framework (SIG working)
- SIG group school to reflect on strengths and areas for improvement in each school
- SLT to reflect on audit outcomes to plan INSET training required.
- ICT Scheme of Work to be reviewed regularly to ensure additional opportunities and resources are included.
- All subject leaders to amend SOW to include increased opportunities for digital competence.
- Year 3 Autumn Term curriculum to be adapted to incorporate Minecraft (follow up from Roald Dahl project-school to school working)
- Introduce Minecraft after school club for year 4 to 6 pupils.
- Incorporate digital competence skills into the Lead Creative School Project.
- Attend SIG training events
- Re audit staff and year 4 pupils in July 2017.
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Success Criteria:

- Curriculum, pupil and staff audits of ICT skills completed.
- Staff attain appropriate skill levels to enable effective delivery of the digital framework.
- Schemes of work contain appropriate reference to developing digital competencies.
- All pupils demonstrate improved skills levels in line with the digital competence criteria.
- Targeted KS2 pupils show measurable improvements in their internal assessments (via INCERTS).

Funding/Resource	Time Scale	Lead Personnel	Monitoring and Evaluation Process	Collaboration
• Lead Creative School Funding £10,000 • SIG funding (TBA) • Approx £300 from	June 2016- July 2018	L Haynes (HT) L Davies (DHT) K Hickey (ICT subject Leader) Governor Link Mr Richard Matthews	• Audit results to be analysed by ICT subject leader and SLT • Lesson Observations (HT) • Performance Management review (DHT) • HT and subject leader to listen to	Arts Council For Wales Lead Creative School Project Darren Park Primary

School Budget and £200 from PDG • £100 from School Fund to subsidise Minecraft after school club. • Possible Additional funding from Ford			learners • SIG update meetings to review progress. • ICT subject Leader to monitor Year 3 planning. • SLT to monitor subject SOW • 'Listen to Teachers' • KS2 INCERTS ICT tracking analysed by SLT	School (School to school working) SIG (school to school working group) S McLaughlin and Gareth Morgan to advise on progress.

Initiative 2: To improve standards of extended writing across the curriculum

Actions:

- Head teacher, SLT and Language subject leader to scrutinise NC and internal data for writing.
- Hold staff INSET to share observations and extended writing to consider further opportunities for writing across the curriculum.
- Class teachers to review extended writing skills within the existing English SOW and make amendments to further these opportunities.
- Subject leaders to collate amended additions to ensure schemes of work are up to date.
- Evaluate and refresh current writing initiatives such as *Big Writing* as found necessary.
- Additional resources purchased (as required).
- Teachers to implement extended writing opportunities in classroom practise.
- Use 2015 language & maths skill ladders to assess what writing skills individual pupils have and determine what writing skills they need to develop.
- SLT to conduct termly book scrutiny to assess and evaluate both the opportunities and standards of extended writing in pupils' books using

Success Criteria:

- Book scrutiny confirms improved standards in writing in English for most / all pupils
- Book scrutiny confirms improved standards in writing in science and non-core subjects for most / all pupils
- Most KS2 pupils show expected or better than expected improvement in their writing skills as measured by INCERTs tracking.

- the 2015 language PoS expectations to assess standards of pupils' writing across the curriculum.
- SLT to evaluate and report on writing standards to staff and the GB at the end of the 2016/17 academic year.

Funding/Resource	Time Scale	Lead Personnel	Monitoring and Evaluation Process	Collaboration
£500 school budget and EIG to release staff for data scrutiny and SOW changes	July 15 to July 18	SLT HT Subject leaders Class teachers Support teachers **Governor Link – Mr. R Jones**	- Teachers, subject leader & SLT to analyse data tracking and progress using INCERTs and pupil / class targets. - Incerts data monitored with a focus on writing data in comparison to reading and oracy. - Subject leader to monitor effectiveness of writing opportunities for children identified within schemes of work. - Termly scrutiny of books with a focus on writing standards by SLT / subject leader - Extended writing to be a focus within HT lesson observations. - Language subject leader / class teachers meet termly and discuss end-of-year reports summarising the progress made by individual pupils & whole class. (With a focus on year 2,4 and 6) - HT / SLT to evaluate and report on outcomes / progress to staff and the GB at the end of the 2016/17 academic year.	Internal including liaison with external agencies where appropriate (LA, Working Party, Local Secondary School, FOS and SIG)

Initiative 3: To improve outcomes in reading and reading comprehension throughout KS2 (KQ1).

Actions:
- Head teacher, SLT and Subject leader to scrutinise national test and internal data for reading for pupils in all classes at KS2.
- Audit completed of pupils enthusiasm for and opinions of reading
- Targeted pupils identified specific to the needs of the individual year group
- KS2 teachers employ DfES diagnostic analyses to identify specific weaker skill areas for identified pupils.
- Teachers to plan tasks to meet the needs of the diagnostic tests.
- SLT to explore the Reading Behaviours programme
- Authors visits arranged to inspire and engage pupils in reading
- Arrange more reading cafes and opportunities for parents to engage in reading with the children.
- KS2 teachers & literacy subject leader to produce an action plan(s) to address areas of concern including identifying appropriate intervention and support strategies.(specific to the needs of the year group)
- Support timetables for targeted pupils / groups constructed.
- Additional opportunities for targeted pupils to read and discuss texts.
- Literacy subject leader to work alongside class teachers to discuss resources and possibility of further use of digital competence to support reading. (more books added to Kindles)
- Subject leader to consider more engaging reading tasks within the English SOW, focussing on the less able or less engaged readers
- LSAs to work alongside class teachers in implementing identified strategies with targeted groups including higher order questioning.
- Baseline assessments (as appropriate) undertaken & recorded for all targeted pupils e.g. national test SAS, reading ages & INCERTs assessment data.

Success Criteria:

- All targeted pupils have expected or better than expected improvement / progress in their in their internal assessment scores (via INCERTs etc.) at the end of the summer term.
- Improved NC outcomes in reading for Year 6 in 2017.
- To raise pupils engagement and enthusiasm for reading (Audit in July)
- To increase reading strategies available to pupils.
- To increase the percentage of pupils achieving above 115+ in Years 3 and 5 and above 85 within Year 4 in the National tests bringing scores in line with Wales.

• Further assessments undertaken by teachers at designated intervals and recorded. • Pupil progress regularly monitored & evaluated by teachers, subject leader & SLT.				
Funding/Resource	**Time Scale**	**Lead Personnel**	**Monitoring and Evaluation Process**	**Collaboration**
INSET time Management time for key staff £500 from School budget for resources	July 16 to July 2017	L Haynes (HT) L Davies (DHT) **Governor link – Mrs. Rose**	• Internal assessments/progress to be monitored half termly and feedback given to SLT by Language / literacy Subject leader. • Internal audits scrutinised (Oct 2016 and July 2017) by Subject leader • Subject leader with SLT to review reading section of English SOW and its impact on progress. • Language / literacy subject Leader / KS2 teachers produce termly and end-of-year reports summarising the progress made by individual pupils & the targeted group as a whole. • Termly meetings with class teachers and English subject leader to discuss progress evident through data and observations. • 2017 national reading test results analysed for targeted pupils. • HT / SLT to evaluate and report on outcomes / progress to staff and the GB at the end of the 2016/17 academic year.	Internal working together with a reading/reading comprehension focus Working with Challenge Advisor to monitor progress

Initiative 4: To improve outcomes for More Able pupils

Actions

- Each Year group teacher to scrutinise National Test and Internal data
- Identify MAT pupils in each year group and potential MAT pupils
- Subject Leaders look at SOW and increase levels of challenge where appropriate
- MAT pupils targeted in each year group (Evidence in planning and differentiation)
- Ensure opportunities for MAT pupils to make choices linked to presentation of tasks. (Pupil Voice)
- Increase opportunities in planning for independent learning (focus on MAT pupils)
- INCERTS data and targets scrutinised by class teachers and SLT termly
- Meetings between KS2 and Foundation Phase Staff set up half termly to share ideas and observations
- Science and English/Literacy Subject Leader to look at Level 5 skills and ensure SOW provide enough challenging opportunities for MAT pupils

Success Criteria

- Schemes of work present greater challenge for more able pupils.
- Classroom activities consistently provide opportunity for pupils to develop higher order skills.
- Pupils' books show evidence of raised level of skills across the curriculum for targeted pupils.
- Targeted pupils have improved progress within the school's internal tracking system (INCERTs).
- Targeted pupils have improved outcomes / progress in National Test scores.

Funding/Resource	Time Scale	Lead Personnel	Monitoring and Evaluation Process	Collaboration
Management Time for Subject Leaders and class teachers School budget £750 (over 2 years) £300 from school fund and £300 from budget to meet costs of new resources	September 2016-July 2018	K Hickey (MAT coordinator) SLT Subject Leaders Link Governor – Brian Acott	- SLT monitoring OF SOW - Subject leaders monitor MAT data - Book scrutiny of MAT pupils work books - Planning monitored for MAT opportunities - SLT monitor progress as INCERTS and internal tracking/targets - National Test data and End of Key stage data analysis	Internal Working Group

			• HT and SLT to evaluate and report back to the Governing Body and Challenge Advisor at the end of the year and the year cycle	

Initiative 5: To introduce, plan for and implement the new 2015 FP Areas of Learning and KS2 Programmes of Study for language and mathematics (KQ2).

Actions:	Success Criteria:
- All teachers to audit existing language & maths schemes of work against the new end of year expectations (for language and maths). - All teachers to audit non-core schemes of work against the new end of year LNF expectations (for literacy & numeracy). - Teachers to amend schemes of work to incorporate any missing elements. - Teachers' planning to incorporate language / literacy & maths / numeracy skills aligned to LNF / FP / KS2 expectations. - Learning outcomes / success criteria for LNF / FP / KS2 literacy & numeracy skills are clearly indicated in teachers' planning. - Learning outcomes / success criteria cover an appropriate range including both below & above expectations for any given year group i.e. planning is differentiated. - To introduce the new curriculum expectations in place of outgoing level descriptors as appropriate. - SLT to research & review appropriate models for tracking pupils' progress against the language & maths expectations e.g. INCERTs	- All teachers and support staff become familiar with the structure and content of the new Areas of Learning (AoL) and Programmes of Study (PoS) for language & mathematics. - Existing FP and KS2 schemes of work for the core curriculum incorporate appropriate activities to address the new end of year expectations for language & maths. - Existing FP and KS2 schemes of work for the wider curriculum incorporate appropriate activities to address the new end of year expectations for literacy and numeracy (as described by LNF statements). - Teachers' planning clearly align success criteria to LNF and FP AOL / KS2 POS expectations. - Success criteria/Learning Intentions are appropriately differentiated both less able and more able pupils. - Pupil assessment and tracking systems for the new programmes identified and implemented.

Funding/Resource	Time Scale	Lead Personnel	Monitoring and Evaluation Process	Collaboration
£500 to release staff to attend training (per year) £500 to release staff to cross check SOW(per yr) Full amount to be agreed from school budget when	June 2015 to July 2017	SLT Subject leaders Whole staff **Governor Link – Mrs Hayvice**	- Teachers to cross-check content of schemes of work for new / revised content. - SLT to check content of schemes of work for new / revised content. - SLT to monitor teacher's planning for new / revised content.	Internal working groups Possible Cluster working TBA

| training is delivered to support schools | | | • Termly scrutiny of books by SLT / subject leader
• SLT lesson observations. | |

Initiative 6: To enhance governors' understanding of school performance data.

Actions:
- Governors to undertake initial training using FFT Aspire
- To complete questionnaires based on data interpretation
- To complete e- module for data interpretation
- To interpret data alongside SLT to identify strengths and areas for improvement.
- Governors to work in collaboration with SLT to raise standards with the use of data.
- Governors to confidently challenge/support SLT/school in light of data analysis

Success Criteria:
- Governors complete and receive accreditation in data training.
- Governors attain further understanding and knowledge of data
- Governors are more competent in interpretation of school data.
- Governors are more effective in challenging school performance and school performance targets.

Funding/Resource	Time Scale	Lead Personnel	Monitoring and Evaluation Process	Collaboration
No funding required (Internal training)	September 16-July 17	L Haynes (HT) L Davies (DHT) John Thomas (Chair of Governors) Governor link John Thomas	• Complete questionnaires (Sept and July and the compare data from both sets of questionnaires • HT feedback to Governors regarding level of challenge/support in use of data • Involvement in categorisation process /meeting. • Involvements in Lesson Observations	SLT/Governors Working Party

Initiative 7: To enhance governors' understanding of school performance data.

Actions:
- Head teacher to meet with Subject leader and draft further action plan
- Staff and subject leader reflect on SOW to enhance and increase opportunities for writing in a variety of genres. (Extended writing in Year 5 and 6)
- Look at and improve reading opportunities within the SOW.
- Introduce MAT group for potential level 5 pupils to target higher order skills.
- Subject leader to take Year 6 lessons at times during the Spring and Summer term to further drive standards.

Success Criteria:
- Achieve level 5 for targeted group of pupils, at the end of Key stage 2 (2016-17)
- Increased progress in INCERTs data across KS2 (focus on reading and writing)
- Welsh scheme of work adapted to raise skill levels and standards
- Raised standards of writing evident in pupils books

Funding/Resource	Time Scale	Lead Personnel	Monitoring and Evaluation Process	Collaboration
Management time £500 from School budget Resources (if appropriate) Will be funded accordingly	October 2016-July 17	SLT and Subject leader	• SLT to monitor SOW adaptations • Subject leader to scrutinise books and incerts data • Lesson observations to focus on delivery of Welsh SOW and writing activities	Internal working group to enhance SOW Subject leader to work with welsh advisory service