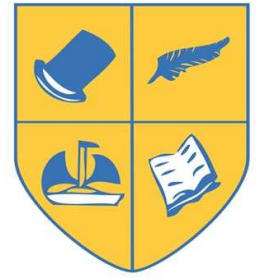




NEYLAND COMMUNITY PRIMARY SCHOOL



OUR SCHOOL IMPROVEMENT PLAN

2023 - 2025

C Hewitt (Neyland Community School)

At Neyland Primary School, we believe our School Improvement Plan will allow all stakeholders to work closely in partnership with us and achieve our targets.

We strive to improve through employing rigorous self-assessment. As a result of detailed analysis of school data and ongoing continuous self-evaluation we have 4 priorities this year. Our pupils have a '**child friendly**' version so that all of our stakeholders understand our shared goals.

We work hard to share these recommendations in a variety of ways. It is vital that everyone in our school community can understand them and implement them. This way, we strengthen our cohesion as a learning community. We share our vision through newsletters, assemblies, displays around our school, social media, noticeboards, parental meetings and Governing Body meetings etc.

In order to ensure the recommendations set out in our SIP are met, our 'Performance Development' targets will be directly linked during the academic year 2023/2024 and beyond, if applicable.

The 4 SIP targets are as follows, and are taken from our Estyn Inspection (March 2023);

Target 1: To improve self-evaluation processes

Target 2: To ensure that teachers provide more effective ongoing feedback during lessons and have a higher expectation of what pupils achieve **is equitable for disadvantaged learners and leads to them catching up with non-disadvantaged peers.**

Target 3: To ensure that there is a better balance between adult led and pupil led learning experiences for our youngest pupils.

Target 4: To improve Welsh oracy skills.

SIP Target 1 Pupil Voice: To know how well the school is doing and how to get better.

SIP Target 2 Pupil Voice: To ensure teachers know how to help us get better and have high expectations of what we can achieve.

SIP Target 3 Pupil Voice: To make sure we spend time working on our own as well as working with adults, to help us learn independent skills.

SIP Target 4 Pupil Voice: To improve our Welsh speaking skills.



Links with the LA PIAP	Links with UNCRC
<p>Recommendation 1: <i>Raise standards in schools, particularly in literacy, numeracy and Welsh second language.</i></p> <p>Recommendation 2: Improve the outcomes for all groups of learners, including those eligible for free school meals and those who are more able.</p> <p>Recommendation 3: Improve the effectiveness of the authority's work to improve teaching and school leadership.</p>	<p>Article 2: <i>The convention applies to everyone whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.</i></p> <p>Article 3: <i>All organisations concerned with children should work towards what is best for each child.</i></p> <p>Article 12: <i>Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.</i></p> <p>Article 13: <i>Children have the right to get and to share information, as long as the information is not damaging to them or others.</i></p> <p>Article 14: <i>Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.</i></p> <p>Article 15: <i>Children have the right to meet together and to join groups and organisations as long as this does not stop other people from enjoying their rights.</i></p> <p>Article 17: <i>Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children understand, and should not promote materials that could harm children.</i></p> <p>Article 23: <i>Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.</i></p> <p>Article 28: <i>Children have the right to an education.</i></p> <p>Article 29: <i>Education should develop each child's personality and talents to the full.</i></p> <p>Article 30: <i>Children have a right to learn and use the language and customs of their families.</i></p> <p>Article 31: <i>All children have the right to relax and play and to join in a wide range of activities.</i></p>

School Improvement Plan – Reviewed and Agreed with all staff/governors 12.7.23

Shared with all staff/governors and amendments made 16.10.23

School Development Priority	Priority One: To improve self-evaluation processes
<p>What does self-evaluation tell us needs to improve?</p> <p>Estyn Report 2023 highlighted;</p> <ul style="list-style-type: none"> - The school identifies the areas of its work that are most effective and those aspects that need to be improved appropriately. However, monitoring activities do not always focus well enough on evaluating the difference that teaching and learning experiences make to pupils' progress in learning. - However, they (Governors) do not have a strong understanding of how the school is going about addressing shortcomings in pupils' learning. - However, monitoring activities do not always focus sharply enough on identifying strengths and shortcomings in pupils' learning. In a few cases, monitoring by senior leaders does not always identify well enough a few issues in their areas of responsibility, such as the length of time the youngest pupils spend doing formal, adult-led learning. 	
<p>What will success look like after 1 year? In place, areas for development, not yet achieved</p>	
<ul style="list-style-type: none"> - Self-evaluation training taken place for staff and governors to fully understand how to complete clear action plans and monitoring to focus on pupil learning - All staff to write a clear action plan that is monitored regularly and is effective - SIP demonstrates clearly reviews taken place regularly and the actions arising from this. - Termly Governor meetings are in place and effective to ensure a deeper understanding of monitoring pupil progress - Some AoLE progress noted at the end of the year in line with the action plans - Reviewed formats for monitoring, such as book scrutiny, SIP to ensure there is a focus on pupil progress and not just compliance - MER cycle is clear and effective with a focus on pupil progress and addressing areas for development - Develop an effective resource/programme to identify gaps in children's learning – what is missing? What are they doing well/not so well? 	
<p>What will success look like after 2 years? In place, areas for development, not yet achieved</p>	
<ul style="list-style-type: none"> - Linked to PD and SIP, where appropriate - Governors pro-active in monitoring AoLE area with a clear understanding of how well pupils and progressing and how learning/areas for development are being addressed 	

- Distributed leadership and clear presentations of pupil progress, linked to action plans, for governors and staff throughout the year
- Pupil progress strongly evident in monitoring activities, linked to Action Plan goals (data analysis, book scrutiny, talking to pupils etc)

What will success look like after 3 years? **In place**, **areas for development**, **not yet achieved**

- All self-evaluation processes are effective, purposeful and focus on pupil progress
- Staff and Governors are pro-active and demonstrate a clear understanding of self-evaluation and their part in the process
- Pupil progress is at the heart of all self-evaluation, and this is evidenced through monitoring and pupil outcomes
- An effective and informative method to successfully evaluate pupil skills and progress, for example, Lucy Crehan, Taith 360 , Cluster KPI's etc.

Action	Lead Person	Time & cost
<p><u>Vision</u></p> <p>Whole school staff meeting to discuss the Estyn outcomes and areas for recommendation to create a shared vision to support school development.</p> <p>All leaders and Governors are pro-active in creating effective and purposeful action plans that focus strongly on pupil progress.</p> <p>All staff, leaders and Governors are self-reflective and evaluative and ask “how much more effectively did the pupils learn this using this technique compared to how I did it previously?’ Or “why did that group of pupils learn this less well? What did WE do differently for them or what didn’t we do for them?”</p>	<p>All staff and Governors</p> <p>AoLE leads, SLT and Governors</p>	<p>Staff Meeting 12.7.23</p> <p>No cost</p>
<p><u>Curriculum and Pedagogical Principles</u></p> <p>Review the school's procedures for self-evaluation and monitoring procedures, are these clear and have a focus on pupil progress or just on compliance? Are higher expectations being set for eFSM learners? What are the strengths? Areas for development? Are there inconsistencies in practice and understanding of self-evaluation processes? Are eFSM learners being challenged sufficiently over the long term to meet the raised expectations of their outcomes? What training may be required for staff to deliver an equitable approach for RADY learners? Do our proformas support effective evaluation processes or are they reliant on compliance? How can pupils and governors support self-evaluation processes to ensure there is a clear focus on progress?</p>	<p>HT/SLT and Governors</p>	<p>Staff Meeting 12.7.23 (no cost)</p> <p>SLT meetings – weekly (no cost)</p> <p>Staff meetings to disseminate information – see dates (no cost)</p> <p>LA to deliver training INSET 5.9.23 (no cost)</p>
<p><u>Resources</u></p> <p>Self-evaluation proformas and specific resources to support, for example, scrutiny documents, SIP and Action Plan proformas.</p> <p>Review monitoring sheets to identify gaps in skills being taught.</p> <p>Use of Taith 360 to ensure skills are taught progressively and consistently across</p>	<p>HT/SLT</p> <p>AoLE Staff</p> <p>All teaching staff</p>	<p>SLT meetings – weekly (no cost)</p> <p>Staff meetings to disseminate information – see dates (no cost)</p> <p>£1,400 per year plus training costs at £35.00</p>

all areas of the AoLE's.		
<p><u>Professional Learning</u></p> <p>LA INSET support to develop SMART targets that are specific and focussed on pupil progress.</p> <p>Understanding the Estyn language and criteria for the new framework and how this links to self-evaluation processes.</p>	<p>Alison Botarelli (Improvement Advisor)</p> <p>HT/SLT</p>	<p>INSET 5.9.23 (no cost)</p> <p>Staff Meeting allocated time (no cost)</p>
<p><u>Performance Development</u></p> <p>Link Professional Development with self–evaluation processes so all targets are SMART and have a positive impact on pupil progress.</p> <p>Review processes are sharp and focussed to ensure that areas for development are highlighted and acted on/amended throughout the year.</p> <p>End of year review is focussed on impact and outcomes rather than what was 'done/completed' to ensure self-evaluation is embedded.</p>	<p>All staff</p>	<p>Non-contact time for meetings throughout the year</p> <p>£190 x 3</p>
<p><u>Governors</u></p> <p>To attend appropriate training to support the self-evaluation process of the school.</p> <p>To regularly meet with key staff to discuss and analyse action plans to ensure there is a focus on pupil progress and addressing shortfalls.</p> <p>Governors to write clear reports to disseminate meetings with key staff to ensure all governors have a clear view on pupil progress across the school and actions identified from analysis.</p> <p>Training for Governors on holding leaders to account and questions to ask to have a deeper understanding of the curriculum and pupil progress during meetings and governor activities.</p>	<p>All Governors and Improvement Advisor</p>	<p>Governor Meetings (no cost)</p> <p>Non-contact for staff as and when required £190 per day</p>

<p><u>RADY</u></p> <p>To ensure all staff and Governors have a clear understanding of RADY and how self-evaluation processes should have a link to our RADY and vulnerable pupils to raise attainment and expectations in line with non-RADY pupils.</p>	<p>PP</p> <p>Simon Blackburn – RADY</p>	<p>Non-contact as and when required</p> <p>£190 per day</p>
<p><u>Parents/Carers</u></p> <p>To share the SIP plan through Parentmail and the website, with all parents/carers so there is a clear vision of the school priorities and progress against the areas of development.</p> <p>To regularly update the parents/carers of progress against the key actions, through letters, website, social media and Family Forum groups.</p> <p>Ensure the agenda for the Family Forum is explicitly linked to the SIP, where appropriate and make this link clear.</p> <p>To ensure the yearly questionnaire is focussed on pupil progress and the SIP targets to analyse parent/carer views on progress within the school.</p>	<p>HT/SLT</p> <p>Family Forum</p> <p>Support from the Web Booth for website updates, where needed</p>	<p>Throughout the year (no cost)</p> <p>Website support £15.00 per hour</p>
<p><u>Pupil Voice</u></p> <p>To embed and strengthen Prefect workbook scrutiny, at least termly, throughout the year, across the school. To develop this to focus on pupil progress and areas to develop across the school, in line with Pupil Voice.</p>	<p>Pupil Voice leads</p> <p>Prefects and Pupils</p>	<p>After school meetings, at least termly</p> <p>£5.00 for refreshments</p>
<p><u>Monitoring</u></p> <p>Clear timescales for monitoring alongside staff and governors to ensure targets are being met and any areas are being adapted/reviewed where necessary.</p> <p>Monitoring and progress shared regularly with the school community, for example, through staff meetings, newsletters to parents, reports/presentations to governors.</p> <p>Dates set in advance and clear expectations of reviewing action plans.</p> <p>Monitoring to focus on impact and pupil progress, for example, book scrutiny,</p>	<p>All staff and Governors</p>	<p>Termly staff meetings to share progress on action plans and discuss next steps to strengthen provision (no cost)</p> <p>Termly updates to school community, as and when appropriate (no cost)</p> <p>Allocated staff meetings (no cost)</p>

talking with pupils, lesson observations etc.		
School Development Priority	Priority Two: To ensure that teachers provide more effective ongoing feedback during lessons and have a higher expectation of what pupils can achieve.	
What does self-evaluation tell us needs to improve?		
<u>Estyn Report March 2023 highlighted:</u>		
<p>Many teachers have good subject knowledge and use clear learning objectives to plan learning experiences. In many classes, the pace of teaching, clarity of explanations and use of effective questioning maintain pupils' interest well. In a few lessons, pupils are directed to improve their work in response to verbal feedback effectively.</p> <p>However, teachers and support staff do not always provide prompt support or have high enough expectations of what pupils can achieve.</p>		
What will success look like after 1 year? In place , areas for development , not yet achieved		
<ul style="list-style-type: none"> - Clearer understanding of what 'higher expectations' look like for different abilities across the school (and particularly uplifted disadvantaged). This will be monitored through lesson observations, moderation, book looks and AOLE scrutiny. - Staff meetings to discuss – What is the most effective feedback? What does it look like? What will it look like 'live' in a lesson, whole class, individual, verbal, non-verbal? - Pupil Voice – what does this tell us for our RADY and non-RADY pupils? - Embedded D.I.R.T time across the school to see evidence of purple pen more frequently, with improvement in work evident. - Training / workshops provided in house and best practice shared to support staff to address misconceptions. - Teachers will actively use the feedback policy and provide prompt feedback using zones such as enable table, magpie me, blue for you. - More children will 'get it' and begin to master the skill. 		
What will success look like after 2 years? In place , areas for development , not yet achieved		
<ul style="list-style-type: none"> - Look at proformas for lesson observations, to ensure that feedback is specifically identified as an area to monitor. - Feedback is clearly identified in books during scrutiny – this will be complete with all staff and governors. - Look at ESTYN criteria – using the new framework. What are the expectations? How will we ensure that we are meeting these expectations. 		
What will success look like after 3 years? In place , areas for development , not yet achieved		

- Feedback is effective, purposeful and focuses on pupil progress **and accelerated progress for disadvantaged pupils.**
- Staff and Governors are pro-active and demonstrate a clear understanding of their part in the process. Monitoring through scrutiny and lesson observations is effective and areas for development identified.
- Pupil progress is at the heart of all self-evaluation, and this is evidenced through monitoring and pupil outcomes

Action	Lead Person	Time & cost
<p><u>Vision</u> Whole school staff meeting to discuss the Estyn outcomes and areas for recommendation to create a shared vision to support school development.</p> <p>All class teachers ensure that prompt, effective feedback is given to pupils to focus on pupil progress.</p> <p>All classrooms are active and engaging and teachers are effectively working with groups and individuals to ensure that the children are able to achieve.</p>	<p>All staff and Governors</p> <p>All staff, SLT and Governors</p>	<p>Staff Meeting 12.7.23 No cost</p>
<p><u>Curriculum and Pedagogical Principles</u></p> <p>What additional or more effective feedback is happening for the pupils? Feedback ensures pupils improve - what will THAT look like? What will pupil voice tell us and that of DA pupils? What will it look like 'live' if I am in a lesson - whole class, individual, verbal, non-verbal? Will more pupils 'get it'? Will they master it more quickly? Will they all get there in the end?</p> <p><u>Review the school's feedback policy.</u></p> <ul style="list-style-type: none"> - What is working well? Areas for development? Are there inconsistencies in practice? How well do different groups respond to feedback, why the difference, how can we tweak? <p><u>Whole school staff meeting:</u></p> <ul style="list-style-type: none"> - Look at the principles of good feedback and what 'high expectations' look like. (particularly for uplifted disadvantaged pupils) <ol style="list-style-type: none"> 1. Targeted 2. Ensures progress / success is achievable 	<p>All staff</p>	<p>Staff meeting to look at the Feedback policy – review and update. No cost</p> <p>Allocated staff meetings with AOLE / Curriculum lead updates throughout the term. See MER timetable for dates. No cost</p> <p>Team Teach – to support consistency across the phases.</p> <p>Non-contact for staff as and when required £190 per day</p>

<p>3. Timely</p> <p>4. Gives students the opportunity to practice and implement the feedback received in future learning.</p> <p><u>D.I.R.T - embedded in classrooms so that pupils are promptly able to identify next steps.</u></p> <ul style="list-style-type: none"> - This will be evident in work and discussions with pupils. - Monitor this through Lesson Observations, learning walks, book looks, AOLE scrutiny. Again check the response of different groups of pupils. <p>RADY partners to support individuals to succeed.</p> <p><u>Addressing misconceptions promptly</u></p> <ul style="list-style-type: none"> - Training, team teaching and workshops provided in house and best practice shared to support staff to address misconceptions. <p>Develop and enhance questioning techniques, across the school, from the youngest learners through to Year 6. Plan for these explicitly using an agreed proforma, linking to Blooms Taxonomy and Voice 21. Focus on the impact of these in lesson observations, talking to children etc.</p> <p>Improve pedagogy by working with experts in this field and looking at investing in agreed strategies, for example, Claire Gadsby, Visible Learning, Metacognition etc.</p> <p>Observe good practice in other schools to enhance our own provision.</p> <p>Develop the effective use of See Saw to share and assess pupil learning from Year 3-6. Linked to Voice 21 and effective questioning techniques.</p> <p>To investigate whole school approaches to digital assessment/recording/sharing of work to allow for progression from our youngest learners through to Year 6. Develop the idea of creating a 'learning portfolio' across the school, linked to our own curriculum design/Big Ideas and 73 experiences to complete in Neyland.</p>		<p>LLC lead NCT: £190 per day</p> <p>Invest in experts and possible programmes: £3,000</p> <p>NCT as and when required: £190 per day</p> <p>See Saw: £500 per day</p> <p>Cost of programmes: £2,000</p>
<p><u>Resources</u></p>	<p>All staff</p>	<p>N/A</p>

Claire Gadsby Strategies and books e.g. Perfect Assessment book and 'Show what you know' and WAGOLLS.		
<p>Professional Learning</p> <ul style="list-style-type: none"> -Training opportunities – Effective Feedback -Team Teach across the phases - Sharing best practice across the school - Cluster meeting / training – Higher order questioning. - RADY training – Why question our disadvantaged learners? Planning for success – for individuals to experience success) <p>Team Teaching and Coaching across the school to share good practice and address areas for development swiftly. To ensure there is continuity and consistency in pedagogy and experiences for all pupils.</p>	All staff / SLT	<p>Time during staff meetings for staff to share best practice. (See dates MER) No cost</p> <p>Cluster Meeting 13.10.23 No cost</p> <p>Training –RADY Simon Blackburn 4.9.23 No cost</p> <p>Non-contact for staff as and when required £190 per day</p>
<p>Performance Development</p> <p>Performance Development and lesson observations are linked to SIP target 2 where appropriate.</p>	All staff	<p>Time for staff to meet with PD lead – Following the review and evaluation process. See MER for dates. No cost</p>
<p>Governors</p> <p>Planned visits to school to take part in learning walks and book scrutiny opportunities.</p> <p>Reports written, using the standard proforma, to share with governors and added to the shared TEAMS page.</p>	All staff / Governors	<p>Governor Meetings (no cost)</p> <p>Non-contact for staff as and when required £190 per day</p>
<p>RADY</p> <p>Identifying vulnerable pupils working at above average in a particular area(s), addressing the gaps and removing barriers to enable them to succeed. Understanding how to support RADY children and ensure that they are uplifted and challenged / questioned in line with Non – RADY children.</p>	<p>PP</p> <p>Simon Blackburn – RADY</p>	<p>Non-contact as and when required £190 per day</p>
Parents/Carers	HT/SLT	Throughout the year (no cost)

<p>Parent Council set up to support understanding of how we feedback to our learners in school and areas of strength and those for development.</p>	<p>Family Forum Support from the Web Booth for website updates, where needed</p>	<p>Website support £15.00 per hour</p>
<p><u>Pupil Voice</u> Prefects to take part in book scrutiny looking at the effective use of feedback including purple pen and show what you know. <i>A range of books including those Identified as RADY.</i></p>	<p>Pupil Voice leads Prefects and Pupils</p>	<p>After school meetings, at least termly £5.00 for refreshments</p>
<p><u>Extra- Curricular</u> Homework club set up for years 1-6 to support with common misconceptions identified in lessons. The staff running clubs ensure that they are using a wide range of higher order questioning. (Linked with Cluster meetings) <i>Proportional representation as a minimum.</i></p>	<p>Staff and pupils</p>	<p>Staff to run after school club No cost</p>
<p><u>Monitoring</u> Learning walks and listening to learners activities with members of the governing body to evaluate pupil progress and engagement. <i>Carry out monitoring through the lens of the poorest learner.</i> Analysis of individual pupil progress using Taith 360. <i>Looking at Data / RADY uplift.</i> Book and planning scrutiny and moderation activities to identify D.I.R.T time activities and higher order questioning. <i>Looking at a range of different pupils including our vulnerable learners.</i> Challenge Advisor visits and reports.</p>	<p>All staff and Governors</p>	<p>Termly staff meetings to share reports from learning walks. Discuss next steps to strengthen effective feedback. (no cost) Termly updates to school community, as and when appropriate (no cost) Allocated staff meetings (no cost)</p>

School Development Priority	Priority Three: To ensure that there is a better balance between adult led and pupil led learning experiences for our youngest pupils.	
<p>What does self-evaluation tell us needs to improve?</p> <p><u>Estyn Report March 2023 highlighted:</u></p> <p>Younger pupils have a few valuable opportunities to learn independently through play and exploration. For example, reception pupils are able to solve a bridge-building challenge by choosing appropriate materials. However, in general, adults provide too much direction, which limits opportunities for pupils to explore and solve problems.</p> <p>In a few cases, monitoring by senior leaders does not always identify well enough a few issues in their areas of responsibility, such as the length of time the youngest pupils spend doing formal, adult-led learning.</p> <p>R3 Ensure that there is a better balance between adult led and pupil led learning experiences for the youngest pupils.</p>		
<p>What will success look like after 1 year? In place, areas for development, not yet achieved</p>		
<ul style="list-style-type: none"> - Staff will have a developed understanding of appropriate ratio/timings of adult and child led activities (follow @danwuori on X for insights into this area) - Senior Leaders clearly focus on monitoring adult/child led activities and actioning any areas for development. - Schemes, such as RWi, are adapted according to the age and stage of individual pupils. - The environment and activities reflect real life experiences and opportunities for children to problem solve. - Staff to begin to understand the purpose of quality observations to support the assessment of the children and link with parents/carers, for example, Tapestry and in-house observation proformas. - Develop the transition process between the end of Reception to Year 1. 		
<p>What will success look like after 2 years? In place, areas for development, not yet achieved</p>		
<ul style="list-style-type: none"> - To develop the success of Year 1, for the youngest pupils, to reflect experiences of our older pupils, for example, outdoor learning, observations, independent skills and problem solving. - To develop the transition process between Progression Steps to aid pupil progress and emotional readiness. - All leaders (including Governors) to successfully monitor the balance of adult/pupil led activities. 		

What will success look like after 3 years? In place , areas for development , not yet achieved
<ul style="list-style-type: none"> - All classes across the school to show an appropriate range of adult and pupil led activities that are purposeful, effective and aid pupil progression across the AoLE's. - Pupil engagement, ability to problem solve and work with independence is at the heart of all AoLE's and drives the curriculum to ensure all pupils achieve their full potential.

Action	Lead Person	Time & cost
<p><u>Vision</u></p> <p>Whole school staff meeting to discuss the Estyn outcomes and areas for recommendation to create a shared vision to support school development.</p> <p>All pupils, across the school, to be independent, active learners who have the confidence to problem solve in a variety of contexts. Classes to be active, with carefully planned activities, to promote an appropriate balance of adult and child led activities.</p> <p>Do we need to do something different for our vulnerable/disadvantaged learners – are we in a position of knowledge? How do pupils arrive in terms of their perceived independence and ability to work/play individually or with others? It is possible that children of all ages will experience very different learning opportunities outside school.</p>	All staff	N/A
<p><u>Curriculum and Pedagogical Principles</u></p> <p>Clear understanding of adult and pupil led activities – what do these look like? Are there inconsistencies across the classes? Where can we demonstrate best practice?</p> <p>AoLE and scheme policies, for example, RWi – are these fit for purpose and ensure there is an understanding of adult and pupil led activities?</p>	All staff and AoLE lead Governors	Staff meeting time Non-contact for staff as and when required £190 per day

<p>What does free-flow and adult/pupil balance look like in the older classes? Use of tuff trays and exploring stations to continue the promotion of adult led and problem solving activities.</p> <p>Links to the Four Purposes – what does this look like and how can it be transferred into pupil speak?</p> <p>Links to Partneriath training and C4W principles and pedagogy.</p> <p>Develop questioning linked to R2, in line with Voice 21 and independent learning experiences.</p>		
<p><u>Resources</u></p> <p>Tapestry and See Saw or similar programmes for observations. Books such as ‘Observing learning in early childhood’ and ‘Observing young children’ by Stella Louis.</p>	<p>All staff</p>	<p>Tapestry: £1669.00 per year See Saw: £500.00 per year</p>
<p><u>Professional Learning</u></p> <p>CPD for appropriate staff from Dr Stella Louis to recognise and understand the importance of good observations and young children’s schemas. <i>Develop team teaching within the phase but also alongside colleagues, such as Stella Louis.</i></p> <p>Developing the above training into in-house support, for example, team teaching with professionals, to ensure activities are well planned and appropriate use of adult support/intervention an/or observations are in place. How do our planning systems support effective balance of adult/pupil led activities? What does this look like in the most effective setting?</p> <p>Observation based training – what do these look like? How do our systems lend themselves to appropriate and effective observations? How often should they be completed? How do we use this evidence to support pupil progress?</p>	<p>All staff Governors</p>	<p>£300 INSET training (shared with local schools) £2,000 additional staff training/CPD, if required</p>
<p><u>Performance Development</u></p> <p>Performance Development and lesson observations are linked to SIP target 3 where appropriate.</p>	<p>All staff, where appropriate</p>	<p>Non-contact time for meetings throughout the year £190 x 3</p>

<p><u>Governors</u></p> <p>To attend relevant training to understand the appropriate balance of adult/pupil led activities.</p> <p>To ensure a focus on this, initially with the younger pupils, during Learning Walks.</p> <p>To develop their understanding of how this looks as the children progress throughout the school.</p>	<p>All Governors and Improvement Advisor</p>	<p>Governor Meetings (no cost)</p> <p>Non-contact for staff as and when required £190 per day</p>
<p><u>RADY</u></p> <p>Identifying groups of vulnerable learners who may need financial support to attend extra curricular activities. Supporting families to ensure all children have the same opportunities and become confident independent individuals. See above too</p> <p>Real P.E - To work with parents and carers to develop children's P.E, sport, and physical activity to provide unique, inclusive fundamental skills</p>	<p>PP</p> <p>Simon Blackburn – RADY</p>	<p>Non-contact as and when required</p> <p>£190 per day</p>
<p><u>Parents/Carers</u></p> <p>Use of Tapestry and/or assessment systems to share observations with parents/carers.</p> <p>Regular parent consultations to share appropriate information with parents/carers and developing understanding of schemas and where their child is in relation to child development milestones. Make equitable efforts to maintain contact with parents of disadvantaged learners as they get older.</p> <p>Develop workshops with parents/carers to enhance their understanding of early child development and how this looks at home and in school. see comment on @DanWouri</p> <p>To further develop parent understanding and knowledge of pupil development across the school, for example, active learning and problem solving in PS2.</p> <p>Workshops based on the Welsh Curriculum and AoLE's.</p>	<p>Parents/Carers</p> <p>AoLE staff</p> <p>SLT/HT</p>	<p>Non-contact for staff as and when required to prepare and deliver workshops £190 per day</p> <p>Website support £15.00 per hour</p>

<p>Development of the website, newsletters, theme maps and Facebook to accurately share what the children are learning in school, how families can help and the types of activities the children are taking part in.</p>		
<p><u>Pupil Voice</u></p> <p>Develop Pupil Voice questionnaires over time to understand their views on activities, teaching & learning styles and 4 purposes, for example;</p> <p>What do the children like to do in school? How do they feel about different learning styles? What works best for you? Etc.</p> <p>Act on results and address any areas or concern/development.</p> <p>SHRN questionnaire and results.</p> <p>Developing Prefects roles to work with younger children and support learning opportunities.</p>	<p>Pupil Voice leads Prefects and Pupils</p>	<p>Survey Monkey subscription: £100</p>
<p><u>Extra- Curricular</u></p> <p>Forest School activities after school led by our Forest School lead to develop independence, risk taking and problem-solving skills.</p> <p>To take part in a range of real-life experiences such as Mug and Rug night, visiting a pumpkin patch and visitors such as local farmers coming into school, to ensure that the children have a range of experiences to develop their knowledge and understanding.</p>	<p>ZK/JJ</p> <p>All staff</p>	<p>Fundraising money, parental contributions and donations from the local community</p> <p>£500 additional school funds</p>
<p><u>Monitoring</u></p> <p>SLT monitoring of adult/pupil led activities for the younger pupils throughout the school day. Addressing any areas of development and sharing good practice across the school.</p> <p>Review and adapt our monitoring processes to ensure they support a focus on adult/child led activities.</p>	<p>All staff</p>	<p>Termly staff meetings to share reports from learning walks. Discuss next steps to strengthen effective feedback. (no cost)</p> <p>Termly updates to school community, as and when appropriate (no cost)</p> <p>Allocated staff meetings (no cost)</p>

School Development Priority	Priority Four: To improve Welsh oracy skills
<p>What does self-evaluation tell us needs to improve?</p> <p><u>Estyn Report March 2023 highlighted:</u> Younger pupils listen to adults using familiar Welsh words and phrases and respond appropriately. However, most older pupils lack confidence in speaking Welsh beyond the use of simple greetings.</p> <p>The school has begun to promote the Welsh culture and language positively. For example, all pupils have the opportunity to participate in the school eisteddfod celebrations.</p> <p>The school also provides a weekly opportunity for parents to learn Welsh in order to promote the use of the language in the home and in the wider community.</p>	
<p>What will success look like after 1 year? In place, areas for development, not yet achieved</p>	
<ul style="list-style-type: none"> - There will be evidence of incidental, everyday Welsh consistently used across the school. - Welsh language across the school will be promoted and celebrated throughout all aspects of school life. This will include weekly Welsh assemblies led by the Welsh language coordinator and the Criw Cymraeg. The focus of the assemblies will be linked to the sentence patterns being taught in classes and will promote Welsh culture. - A Bilingualism policy will be developed and reviewed with staff, ensuring a consistent approach to provision. - The school website will also have bilingual elements and a section for the Language, Literacy and Communication AOLE. - The pupil voice groups will include an active Criw Cymreig team that will help drive the use of Welsh forward. - There will be increased Welsh signage around the school and in every classroom including display boards. - Focussed and planned sessions to incorporate all areas of Welsh, including reading, writing and oracy. - The implementation of the new Welsh online resource to support the delivery of Welsh as a second language. 	
<p>What will success look like after 2 years? In place, areas for development, not yet achieved</p>	
<ul style="list-style-type: none"> - The use of incidental Welsh will be consistently used. - Staff will be confident when using familiar language patterns. - There will be rigorous monitoring of planning and teaching and learning throughout the school. - Nearly all pupils making expected progress in Welsh with a minority of pupils making better than expected progress, based on their own starting points. - Local competitions and Eisteddfods will be entered and children will be confident in using their Welsh language skills to preform alongside other schools in the county. 	

<p>New Welsh Oracy Programme – Ffa la la (Early Years) New Welsh Oracy Programme – Mars Ears (Year 1-6) Online Apps to promote Welsh Oracy skills</p>		<p>cost) Supply cost £190 per day</p>
<p><u>Professional Learning</u></p> <p>Welsh Workshops / Training sessions as and when is necessary. Training – Ffa la la to promote Oracy and Welsh singing skills in the early years. Training for staff on Mars Ears.</p>	<p>All staff year 1-6 training on Mars Ears Early years staff training on Ffa La La</p>	<p>Welsh Co-ordinator to meet with Catrin Phillips as required. Non-contact as and when required £190 per day</p>
<p><u>Performance Development</u></p> <p>All staff to use the 30-week Entry Level training completed during 22/23 with confidence to support the children's Oracy skills.</p>	<p>All staff</p>	<p>Support from Welsh co-ordinator and staff handbook to be accessed. No cost</p>
<p><u>Governors</u></p> <p>Planned visits to school to take part in learning walks and digital evidence online scrutiny opportunities. Reports written, using the standard proforma, to share with governors and added to the shared TEAMS page.</p>	<p>All staff and Governors</p>	<p>Governor Meetings (no cost) Non-contact for staff as and when required £190 per day</p>
<p><u>RADY</u></p> <p>Groups set up to identify RADY pupils and uplift to take place. RADY training in place to identify strategies to support our vulnerable pupils. Focus during Pupil Progress meetings.</p>	<p>PP Simon Blackburn – RADY</p>	<p>Non-contact as and when required £190 per day</p>
<p><u>Parents/Carers</u></p> <p>Two written reports per year with the main full report in March/April to support discussions in parent consultations. Share progress in Welsh oracy skills.</p>	<p>Parents / Carers HT SLT</p>	<p>Throughout the year (no cost) Website support £15.00 per hour</p>

<p>HL policy shared with parents/carers to reinforce expectations – Welsh home learning set.</p> <p>Tapestry and See Saw used to practise Welsh Oracy skills and share with parents/carers.</p> <p>Parent/Carers invited into school to take part in Welsh events to showcase pupil skills, for example, children plan a Welsh tea and serve the parents showcasing their Welsh language skills, Sing a Long events and Christmas performances.</p>		<p>£500 for parent/carer events</p>
<p><u>Pupil Voice</u></p> <p>Criw Cymraeg Pupil Voice group to promote the Welsh Oracy skills. Criw Cymraeg to support Welsh assemblies. Real life opportunities planned with the children, for example, visiting local shops and cafes, to practise oracy skills.</p>	<p>Criw Cymraeg Pupil Voice group Welsh Co-ordinator</p>	<p>After school meetings, at least termly / in house meetings during school day No cost</p> <p>£500 costs for shopping/orders etc.</p>
<p><u>Extra- Curricular</u></p> <p>Criw Cymraeg Club Eisteddfordd – To take part as a school. Visitors and speakers to school – Welsh artists, singers, sports personalities.</p>	<p>Criw Cymraeg Welsh Co-ordinator Visitors from outside agencies.</p>	<p>Staff to run after school club No cost</p> <p>Visitors / speakers to be invited in during the year. Cost TBC</p>
<p><u>Monitoring</u></p> <p>Learning walks and listening to learner’s activities with members of the governing body to evaluate progress towards achieving the SIP target.</p> <p>Analysis of individual pupil progress using Taith 360 and See Saw/Tapestry.</p> <p>Planning scrutiny and moderation activities of online digital evidence – See-saw and Tapestry.</p> <p>Incidental Welsh and Oracy skills to be added to the proforma for lesson observations</p> <p>Progress Reports to Governing Bodies.</p>	<p>HT / SLT Governors Welsh Co-ordinators</p>	<p>Termly staff meetings to share reports from learning walks. Discuss next steps to strengthen effective feedback. (no cost)</p> <p>Termly updates to school community, as and when appropriate (no cost)</p> <p>Allocated staff meetings (no cost)</p>

Areas to continue to develop and monitor for impact		
	Outcome statement (What will it look like if successful)	How will you monitor the impact
Developing the breadth and balance of the curriculum; Big ideas and Experiences.	The children will experience a wide curriculum that prepares them for lifelong learning. They will be engaged in their learning and being in Neyland is a positive experience where children make progress academically and socially.	Lesson Observations Experiences for the children Pupil engagement and progress Parental Involvement