



# School Development Plan 2023-2024

## Key Areas for Development

	Priorities	Lead
1	Improve pupils' independence, including how well they use self-assessment strategies to improve their learning.	PJ / KC-H
2	Improve how well English language skills are developed and applied, in particular, reading for pleasure across the school, and the quality of extended writing.	PJ / LB
3	Improve the range and progression of digital skills across the school, particularly within Data and Computational Thinking.	PJ / RA
4	Improve mathematical skills, including number bonds and times tables, and develop Numeracy skills across the curriculum.	PJ / CB



## Grants available to the school 2023-24

Grant	Amount	Focus
Pupil Development Grant	£24,150	Teacher salary, HLTA salary, support staff to deliver support and interventions.
Early Years Pupil Development Grant	£12,650	Teacher salary.
Professional Learning Grant	£3343	Cluster collaboration, professional development, training.
RRRS	£9122.69	Support staff to deliver targeted groups / interventions.
RCSIG	£7056	Cover for professional development and AoLE cluster collaboration.
ALN	£3343.77	Facilitate release time for ALNCo.
ALN – Edukey	£550	Fund Edukey.
Curriculum for Wales	£1652	Cluster collaboration.

Member of Staff	Mr Peter Jones	Mrs Kate Chandler-Hall	Mr Richard Adams	Mrs Carli Badham	Mrs Lorraine Blewitt	Mr Peter Jones	Miss Gemma Tidd	Mrs Rhiannedd Owen
Role	Headteacher	Assistant Headteacher Year 4/5 class teacher  30 pupils	Year 5/6 class teachers  19 pupils		Year 2/3 Class teacher  31 pupils	Year 2/3 (Friday)  31 pupils	Reception / Year 1 Class teacher  24 pupils	Nursery HLTA  10 pupils
Contract	1.0	1.0	0.4	0.6	0.88	0.2	1.0	0.5
Specific responsibilities	DSP Curriculum for Wales Teaching and Learning	ALNCO Deputy DSP Health & Well-being First Aid	Science and Technology	Mathematics & Numeracy	LLC First Aid	Humanities / RVE DCF	Expressive Arts  Welsh Language	

Member of Staff	Mrs Rebecca Badham	Mrs Lynsey Scourfield	Mrs Sally Langdon	Mrs Caroline Davies	Mrs Cally Tulley	Mrs Rhiannedd Owen	Mrs Theresa Williams
Role	LSA / HLTA Year 4/5 ELSA	LSA Year 2/3 (am) MS-P (pm) ELSA	LSA Year 2/3	LSA Rec / Year 1 ELSA	LSA Year 6 ELSA	LSA MS-P (am) HLTA Nursery (pm)	Admin Officer
Contract	1.0	1.0	1.0	1.0	1.0	1.0	37 hours
Additional Responsibilities / contract		LTS – 5 hours		LTS – 5 hours	LTS – 5 hours	LTS - 5 hours	Eco Schools



# Review of School Development Plan 2022-23

Priority	Actions Taken
<p><b>Teaching and Learning:</b>            Improve teaching and learning so expectations are high particularly for the more able pupils and reduce the dependency on commercial schemes, work sheets and templates.</p>	<p><b>Autumn:</b>            LA Review in April 2022 identified 5 areas for the School Development Plan.            Groups of learners identified and teachers using these to inform planning / groupings.            Provision Maps completed for each year group which enable teachers and SLT to track groups of learners e.g. eFSM, EAL etc.            CB attended Jigsaw – Whiterose Maths 2-day training event. Staff Meeting held to discuss the scheme alongside our existing ABACUS scheme.            Advice sought from Alison Botarelli (School Improvement Partner) who shared LNF for mixed-year classes. Agreed to use LNF by year group rather than progression step as felt this was too general for now.            Teachers will use LNF as the basis for their Literacy and Numeracy planning (Welsh Government guidelines) and use a wide range of resources to deliver teaching and learning (not following one particular scheme).            The National Tests are assessments of these statements at each year group.            Book Scrutiny completed in October show less reliance on work sheets and published schemes. More evidence of practical maths activities and games taking place.</p> <p><b>Spring:</b>            Investigated Taith 360 but SLT felt that it does not satisfy the needs of our school or the requirements / approach of CfW.            Pupil Progress meetings were very successful. Enabled staff to analyse class data and assessments and use this information to plan for specific groups / individuals (see PPM notes).            All staff reported that it had been a very useful exercise to identify what we are already doing and where there were gaps in provision.            More in depth work required on developing provision for MAT learners.</p> <p><b>Summer:</b>            Lesson observations demonstrate a range of pedagogical approaches being used to meet pupils' needs. Group activities, practical, independent and outdoor learning were significant strengths of lessons observed.            A range of resources / schemes are being used to support teaching and learning – this is a positive step away from following a set scheme.            More in depth work required on developing provision for MAT learners.            Pupil Progress meetings need to be carried out for Summer Term and all assessment trackers updated for end of term.            Book scrutiny and learning walks demonstrate that expectations have been raised for all groups of learners, although more challenge needs to be in place for the more able. Presentation throughout the school has improved. A significant departure has been made away from worksheets and commercial schemes and are only used when considered appropriate / necessary (book scrutiny evidences this).</p>

<p><b>Teaching and Learning:</b> Improve pedagogy to ensure that pupils are given opportunities to be independent and have a voice in future learning (indoors and outdoors).</p>	<p><b>Autumn:</b> INSET days in September focussed on Curriculum for Wales. Day 1 - Looked in depth at the overarching concepts and drivers of the curriculum. Day 2 – Explored teaching and learning in CfW. Discussed approaches and ways of developing existing practice. Teachers experimenting with various approaches to whole class lessons, focussed group work and independent work. School Senedd set up to include 4 committees – School Council, Eco Council, Digital Leaders and Criw Cymraeg. The Senedd meet as a whole each term and the committees meet on a weekly / fortnightly basis. Pupils having a greater voice in the planning of different aspects of school life. Cluster INSET 5.11.22 in Greenhill – AoLE's worked together in groups across PS1-3 to map out progression in each AoLE. Very useful day which will be continued in smaller network groups throughout the year. GT – made a positive start with leading the school towards the Siarter Iaith Silver Award. Weekly Welsh assembly, 'patrwym yr wythnos', 'Cwl Cymraeg' all up and running. CC lead the Welsh assembly by introducing the weekly sentence pattern, modelling to the pupils and awarding certificates. <b>Spring:</b> Stepaside Senedd had the opportunity to present to the Full Governing Body on progress during Autumn term – Jan 2023. AoLE leads attending all relevant training and cluster working e.g. RSE, RVE, Science, DCF, Mathematics and Numeracy and Welsh in an English Setting. Pupil voice is developing well throughout all areas of school life e.g. informing planning, leading school development, developing Welsh language and outdoor learning (Senedd minutes). More in-depth work needed on Pedagogical Principles. <b>Summer:</b> Stepaside Senedd continue to plan activities for the whole school and inform on aspects of curriculum development. CfW is on-going development area that is integral to all meetings and staff training. More development needed on the role of AOLE leads. All classes are using Independent groups and focussed groups (teacher directed) and Success Criteria for activities. This is having a positive impact on helping pupils to become more independent. The move away from teacher-led whole class lessons, to a more carousel approach has also improved independence. Need to develop outdoor provision more in the coming year.</p>
<p><b>Curriculum for Wales:</b> Ensure that progress is made on developing the vision and the new Curriculum for Wales including appropriate pedagogy for pupils across the school.</p>	<p><b>Autumn:</b> Productive INSET days examining Curriculum for Wales and our vision for Stepaside. Completed useful activities to evaluate existing provision and shape the future of the school e.g. A Bag for Life, Past, Present and Future. Need to re-visit curriculum aims and 12 values with the Senedd. New school logo (designed by Layla Y5) used throughout the school and on school uniform. The Puffin has been used to develop Four Purpose Characters (Monddi Graphic Designers). The Puffin will be incorporated into Pufflings Day Care logo (due to open in February / March). This is a much-needed facility for the school community which parents have missed over the last 12 months. Planning formats are being used (medium and short-term planning) and reviewed as needed in staff meetings. <b>Spring:</b></p>

	<p>INSET days scheduled for after the Easter holidays to explore and consolidate long term plans and mapping of curriculum areas.</p> <p>AoLE leads continuing to work in Cluster groups on RSE, RVE and AoLE areas. Developing consistency and progression across the cluster of schools and Greenhill.</p> <p>Need to incorporate ideas from Curriculum Questionnaire from all stakeholders.</p> <p><b>Summer:</b></p> <p>All CfW work is on-going and part of whole school development. It is central to all staff meetings and training.</p> <p>INSET day 5 and 6 used for long-term curriculum planning. Mapping out progression of AOLE's across the school. This has been completed for Science and RSE.</p> <p>Cluster collaboration is on-going to develop the AoLE's and create shared expectations across the cluster (this will be the focus for the coming academic year).</p>
<p><b>Foundation Phase:</b></p> <p>Continue to develop the FP practice and provision.</p>	<p><b>Autumn:</b></p> <p>LA Review highlighted areas for development in April 2022.</p> <p>Good practise in FP has been discussed in both INSET days and subsequent staff meetings. LB has attended course on Enhanced and Continuous Provision by Cath Delve in Cardiff.</p> <p>LB visited school in July to observe good practice.</p> <p>Classrooms have been re-arranged to reflect the required areas and resources needed for continuous and enhanced provision.</p> <p>Cath Delve visited school on Wednesday 14<sup>th</sup> December 2022 to support the development of our FP.</p> <p>All classes using Seesaw to create digital portfolios of pupil work (still awaiting on delivery of iPads from PCC since June).</p> <p><b>Spring:</b></p> <p>Outdoor area between classrooms has been fenced off to create a safe free-flow area for Y1/2 and Y3/4.</p> <p>New resources to support outdoor learning have been purchased using grant funding.</p> <p>Maintenance have agreed to fence off garden area to extend Y1/2 and Y3/4 outdoor learning area (Summer holidays).</p> <p>Some good use of Bubble, Bubble, Independent, Let it go. More independent learning taking place. More practical activities.</p> <p><b>Summer:</b></p> <p>Outdoor areas being used more regularly.</p> <p>Outdoor Learning Week (Wales) – 24.04.23</p> <p>Visit from Director – Stephen Richards-Downes – positive feedback about the school.</p> <p>Particular mention was made that pupils of all ages were accessing the outdoor learning environment.</p> <p>All actions from Cath Delve's visit have been put in place.</p> <p>New fence to be installed during the Summer holidays around the Y2/3 and Y4/5 classroom outdoor area to allow wider access to outdoor spaces; this area will need to be developed next academic year.</p>
<p><b>Assessment for Learning:</b></p> <p>Improve the pupil's involvement in AFL activities including</p>	<p><b>Autumn:</b></p> <p>INSET Day 2 – discussed Assessment for Learning and Marking Policy.</p> <p>New codes for marking and differentiation agreed and to be used.</p> <p>Success Criteria format agreed upon and to be used.</p> <p>KS2 to use purple pen for responding to targets / FP to use blue coloured pencil.</p> <p>All staff attended Cluster INSET input on AfL with '@Teacher Toolkit'.</p>

responding to feedback  
and next steps.

**Spring:**

HT attended 2-day assessment IN learning course with Collective Learning.

Twilight arranged for March to look further into AfL strategies and whole school policy on AfL – HT to lead.

Book Scrutiny demonstrated that new approaches were being used across the school, but more consistency was needed.

LA and CB attended Assessment IN Learning training by Gareth Coombes.

**Summer:**

TWILIGHT – 24.04.23 – led by Headteacher.

Presented on Assessment IN Learning – Gareth Coombes materials.

Agreed strategies to trial in our setting (see meeting minutes for details).

Follow-up in staff meeting and book sampling.

Book Scrutiny shows that positive steps have been made, but more time needs to be allowed for greater consistency across the school.



# School Development Plan 2023-2026

## Key Areas for Development – 3 Year Overview

Ongoing areas across the school (see separate actions plans):				
Continue to monitor and develop <b>Safeguarding</b> procedures throughout the school – PJ / Laura Edwards (Governor)				
When low <b>attendance</b> at school is limiting children's progress, work with families to remove barriers to attending – All Staff				
Continue to develop <b>ALN</b> provision throughout the school to fulfil statutory requirements of the new code of practice – KC-H				
Continue to develop <b>Welsh</b> language skills and work towards the Silver Award of the Siarter Iaith – GD				
Develop <b>Outdoor Learning</b> throughout the school, using grant funding awarded for specific projects - PJ				
	Priority 1	Priority 2	Priority 3	Priority 4
<b>Year 1 2023-24</b>	Improve pupils' independence, including how well they use self-assessment strategies to improve their learning.	Improve how well English language skills are developed and applied, in particular, reading for pleasure across the school, and the quality of extended writing.	Improve the range and progression of digital skills across the school, particularly within Data and Computational Thinking.	Improve mathematical skills, including number bonds and times tables, and develop Numeracy skills across the curriculum.
<b>Year 2 2024-25</b>	Continue to embed self-assessment strategies that enable pupils to become more independent and responsible for their learning.	Continue to develop the use of extended writing across the school.	Continue to improve the range and progression of digital skills across the school.	Continue to improve mathematical skills and how these are developed across the curriculum.
<b>Year 3 2025-26</b>	Further develop effective learning skills and habits.	Develop oracy skills and pupils' ability to collaborate	Continue to improve the range and progression of digital skills across the school, particularly within Data and Computational Thinking.	Improve how well Numeracy skills are developed across the curriculum.

*'Developing and maintaining a shared understanding of progression' – identified by purple text.*



**Priority 1: Improve pupils' independence, including how well they use self-assessment strategies to improve their learning.**

Link Governor:

### What does self-evaluation tell us needs to improve?

At times, learning experiences **do not challenge pupils sufficiently and do not promote independence**, which limits how much pupils can achieve.

Teachers provide feedback to pupils through worthwhile learning conversations and a broader range of Assessment for Learning strategies are now being used. **However, a minority of pupils respond purposefully to feedback provided to deepen their thinking and improve their work.**

Actions	Success Criteria	Who	When	Resources	Monitoring Milestones	RAG				
1. Through careful planning and assessment, staff to ensure that learning experiences are matched to the abilities and needs of pupils.	A variety of teaching approaches are used to suit the needs of the learner and purpose of the learning experiences. To include; <b>-Focussed teaching groups</b> <b>-Independent work</b> <b>-Challenges</b> <b>-Whole class lessons</b>	All staff	Ongoing	Resources budget	Learning walks and listening to learners activities with members of the governing body to evaluate progress towards achieving the SDP target.  Analysis of individual pupil progress.  Staff, pupil, parent questionnaires  Progress report to Governing Body					
2. Establish a baseline of how independent pupils are and how well they use feedback, and how progress will be measured.	Clear understanding established of how well-developed independent and assessment skills are. An approach to monitoring progress is agreed.	PJ/ SR	Oct 2023	1 day  1 staff meeting	Oct: Listening to learners with work identifies how independent and resilient pupils are in their work, and how well they give and respond to feedback. Complete independent learning questionnaire (Cath Delve). All staff consider this for all learners. Dec, Apr, June – updates on evaluation of progress					
<b>3a. Agree and implement the Assessment for Learning approaches that are relevant to each class to develop a whole school strategy that meets the developmental needs of pupils. In particular,</b>	Effective AfL approaches are embedded in classroom practice and pupils play a full part in giving and responding to high quality feedback.	All staff	Nov 2023 – July 2024	Cadle resource  Carreghofa Case Study	Learning walks, work scrutiny and listening to learners activities with members of the governing body.					



				Support from PODS (Briony Smith)						
<p>6. Improve family engagement in developing independence and using feedback well.</p> <ul style="list-style-type: none"> <li>- Meet the teacher event</li> <li>- Family Friday events providing an authentic audience for pupils and their work.</li> <li>- Termly Parent Meetings (some led by pupils) with class teachers.</li> <li>- End of Year Report including pupils giving feedback on the progress made throughout the year and their next steps.</li> </ul>	<p>All families can access informative and accessible guidance to enable them to support their children in their progress and wellbeing.</p> <p>An increasing proportion of families are able to reinforce and support their children's development as independent learners.</p>	T	<p>Sept 2023</p> <p>Each term</p> <p>Each term</p> <p>July 2024</p>		Parent attendance, feedback (including parent governors) and surveys.					
<p><b>Evaluation / Impact:</b></p> <p><b>Autumn:</b></p> <p><b>Spring:</b></p> <p><b>Summer:</b></p>										

**Priority 2: Improve English language skills and how well they are applied and developed across the curriculum, in particular, reading for pleasure across the school, and the quality of extended writing.**

Link Governor:

### What does self-evaluation tell us needs to improve?

By Year 6, many express their opinions clearly and give well-reasoned answers to questions. By the end of Year 6, many are confident, independent readers. However, **few pupils choose to read for pleasure**. Many pupils develop their writing skills well, but a **minority of pupils' writing is below that of the expected level**. By Year 6, more able pupils write successfully in a range of formal and informal genres, both in English lessons and increasingly in other areas of the curriculum. **A minority of pupils need regular reminders to use capital letters and full stops routinely, and support to structure their writing appropriately**. Older pupils speak with confidence and can explain ideas and opinions using appropriate vocabulary.

Actions	Success Criteria	Who	When	Resources	Monitoring Milestones	RAG				
1. Review and refine the school's curriculum and pedagogy for language, including how we are developing a positive culture of reading. What are the strengths? Areas for development? Are there inconsistencies in practice? Missed opportunities to strengthen provision?	<p>A clear strategy for developing language is co-constructed and understood by all staff.</p> <p>Strategy includes approaches that support those with poor attendance to make as much progress as possible.</p> <p>All staff understand how they contribute to developing language skills in their role.</p>	<p>LB</p> <p>All staff</p>	Oct 2023	Meeting time	<p>Nov 2023 –Agreed strategy is shared with link governor by LB, then published to staff and governors.</p> <p>Jan 2024, Mar 2024, May 2024, July 2024 (transition meetings) Individual monitoring from aspects below inform the half-termly evaluation of the impact of the revised strategy on pupil progress.</p>					
<b>2. Staff Professional Learning Visit to Rhydypennau Primary School to learn from good practice (with Cosheston and St Aidan's)</b>	Staff evaluate which practices/approaches could be useful to adopt/adapt in their own practice and in shaping the school's language strategy.	<p>LB</p> <p>PJ</p>	Autumn	Travel costs	Evaluation of the takeaways from the visit shared with governors, next steps discussed and monitoring of impact of next steps decided.					
3. National Personalised Reading Assessments inform practice and curriculum planning.	All staff triangulate the information from standardised or age-related data with knowledge of how well pupils read in different situations to inform practice and curriculum planning.	All staff	June/July	T time to conduct assessments	<p>Termly pupil progress meetings detail how well staff use a range of data to inform practice to secure better progress for pupils in reading.</p> <p>Personalised assessment analysis.</p>					

4. Ensure that reading has a strong focus throughout the day in the class / learning experiences, including being explicitly taught and practised according to the agreed strategy.	All pupils and parents understand the high profile that reading for pleasure has in school.	All staff	Sept2023 - July 2024	Class time	Listening to learners read demonstrates progress through reading scheme. Data analysis of formal assessments demonstrates a narrowing of gaps for pupils below chronological age.					
5. Develop reading areas in each class that are engaging, up-dated, informed by pupil voice and accessed by all pupils regularly.	We are growing a positive culture of reading with more pupils reporting that they enjoy reading and are choosing to read a range of books.  Pupil feedback.	All staff	Sept-Oct 2023	Grant funding	Learning walks report pupils using engaging areas regularly and enjoying reading.					
6. Create reading challenges to encourage pupils to read for pleasure in school and at home.		LB	Nov 2023	Resources	Monitoring or reading challenges (by Reading Ambassadors?) report to staff and governors how many pupils are reading for pleasure.					
7. Parents to access information on supporting their child with reading at home – leaflet, workshop etc, so that parents listen to their child read at home regularly and reinforce the school's positive approach to reading.		LB	Start of year Mid-year	Leaflet	Feedback from parents and pupils about usefulness and accessibility.					
<b>8. Evaluate the impact of RWI and Spelling Carousel on skill development.</b> <b>Adapt provision as needed to achieve the gains pupils need to make.</b>	All pupils make strong progress in their reading and spelling skills and application across the curriculum.	LB			RWI and Spelling Carousel data reflect strong progress. Carry out Schonell Spelling Assessment (Spelling Age).					
9a. Plan specific oracy lessons as part of the Oracy Phase unit of work (TfW).  9b. Plan purposeful oracy activities across all AoLEs, for example stimulated by a challenging text or in preparation for a writing task.	All pupils regularly engage in purposeful oracy activities that develop their skills systematically. Pupil make strong progress in their listening, speaking and collaboration skills.	Teacher s	Ongoing	Training	SLT, LB and governors learning walks and listening to learners identify pupils developing listening, speaking and collaboration skills well in purposeful activities.  Learner portfolios discussed with learners by staff/governors evidence the range of activities and skill development.					

10. Develop the use of differentiated Success Criteria for teaching text types.	All pupils can explain and use the SC effectively in planning and refining their writing.	Teacher s	Ongoing	Training	Work scrutiny and listening to learners show that progression of writing is mapped and evidenced across the school as pupils require less scaffolding to produce high quality writing.					
11a. Text types are taught during English lessons (one per half term) using Talk for Writing approaches.  11b. Plan authentic purposes for writing across the year, included extended writing.	Pupils are able to use learnt text types in their topic work, writing at the same standard in their English book and Topic book, demonstrating progress in skills each time the genre is revisited.				Spring Term and Summer Term: Internal standardisation and moderation meetings for Literacy across the curriculum to be undertaken to ensure consistency of teacher assessment.					
<b>Evaluation / Impact:</b> <b>Autumn:</b>  <b>Spring:</b>  <b>Summer:</b>										

**Priority 3: Improve the range and progression of digital skills across the school, particularly within Data and Computational Thinking.**

**Link Governor:**

**What does self-evaluation tell us needs to improve?**

In years 3-6, most pupils broadly plan their tasks and combine a variety of information and media when creating and developing their ideas, with a sense of purpose and audience. Pupils need more opportunities to develop the range of skills across the DCF, **for example, older learners do not yet learn how to use spreadsheets.**

Actions	Success Criteria	Who	When	Resources	Monitoring Milestones	RAG				
1. Carry out DCF audits of staff skills, competencies and confidence within the framework, and use of Hwb tools.	A clear overview of current strengths and needs is understood and forms the basis of detailed planning for professional learning and collaboration opportunities.	PJ	Oct 2023	LA Audit and Survey	September baseline.  Progress of actions below reported to staff and link governors.  Progress against baseline assessed April and July.					
2. Meet with LA digital adviser to discuss professional learning needs and improve access to suitable digital devices.  Map out potential systematic development of digital skills.	Monitoring of current provision and standards identifies a baseline and informs improvement planning, including professional learning programme.	PJ SR HB	Nov 2023	Investment in additional devices (SLA & £2000 community funding)	Oct Performance Development meetings identify individuals' professional learning needs  Jan – evidence of pupils using technology effectively to support learning and develop digital skills demonstrates early impact of PL. Developed further by Mar, May and July.					
3. Decide how resources will be stored for collaborative staff use with business continuity in mind.	All staff can access the reference resources they need, and any collaborative documents, to ensure a consistent approach.	PJ	Dec 2023	Time	Jan – all staff know how to access shared documents, and collaborate as needed					
<b>4. Define expectations – what would we expect to see in each year group e.g. j2e, Google Classroom? And how pupils will be taught to organise their own work within their own accounts.</b>	A clear progression of skills and experiences is mapped across the schools enabling all pupils to progress through well-considered, purposeful tasks.	PJ with all staff	Dec 2023- Jan 2024	Support from HB and Partneriaeth as needed	Jan – a clear map of expectations is understood by all  Jan – most pupils can organise their digital work in a logical way and explain how their work is organised  Mar, May and July monitoring demonstrates progress towards the map across all year groups.  By July <ul style="list-style-type: none"> <li>3-4 lessons of Citizenship per year group developed understanding successfully</li> <li>2-3 strong examples of both aspects of strand 4 across each year group</li> <li>Appropriate coverage of other strands</li> <li>Clear mapping informing planning for 2024-25, with a strong example of each strand at least once every half-term per year group</li> </ul>					





and training for their peers and younger learners.	digital tips, and celebrate success around the school.														
<b>Evaluation / Impact:</b>  <b>Autumn:</b>  <b>Spring:</b>  <b>Summer:</b>															

<p><b>Priority 4: Improve mathematical skills, including number bonds and times tables, and develop Numeracy skills across the curriculum.</b></p>	<p><b>Link Governor:</b></p>
<p><b>What does self-evaluation tell us needs to improve?</b></p> <p>A minority of pupils find it difficult to calculate mentally because they are not yet confident with number bonds and times tables. They still need to use support materials. Pupils are able to create a range of tables and charts to present data, but analysis of test data shows they need more experience of analysing and interrogating data. Opportunities to develop Numeracy skills across the Curriculum need to be improved and more frequent.</p>	

Actions	Success Criteria	Who	When	Resources	Monitoring Milestones	RAG				
<b>1. Review the school's curriculum for mathematics. What do personalised assessments and other evidence identify as strengths? Areas for development?</b>	A clear overview of current strengths and areas for development.	CB	Autumn	Non-contact	Strengths and Areas for development shared with staff and governors.					
<b>2. Review current pedagogy for teaching mathematics mastery against the 12 pedagogical principles.</b>	Identify what strategies are working well and what needs further development.	T	Ongoing	Staff meeting	Staff report becoming more confident with pedagogy for teaching mathematics.					
3. Implement Big Maths 'Beat It' and CLIC weekly tests.	Classes using weekly / fortnightly tests to improve skills and track progress.	T	Ongoing	Big Maths resources	Pupils Progress Meetings termly to discuss progress being made. Weekly test data highlights pupils making progress and those still needing support.					
4. All classes to regularly practise multiplication tables, including chanting and ensure pupils are developing skills in line with expectations.	Regular and consistent practise of multiplication tables. Progress tracked by teacher.	T	Daily / weekly	Whiterose Maths	Learning walks – SLT, Governors. Listening to learners – SLT, Governors.					
5. Develop use of the mental-oral starter in the daily maths lesson to reinforce previous learning.	Regular use of mental-oral starter to reinforce previous learning.	T	Daily	Whiterose Maths Abacus	Listening to learners Learning walks – SLT and Governors Teacher assessment feeding into planning					
<b>6. Map opportunities that ensure that skills taught in the Maths lessons are developed meaningfully cross AoLEs.</b>	Book scrutiny shows application of Maths skills across the curriculum.	T	Ongoing Autumn Spring Summer	Support from Partneriaeth	Book scrutiny Medium Term plan monitoring					

7. Develop focussed teaching and learning experiences for data handling across the curriculum.	Pupils develop data handling skills across the curriculum.	T	Summer	Non-contact time	Personalised Assessments demonstrate an improvement in how data handling questions were answered.						
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<p><b>Evaluation / Impact:</b></p> <p><b>Autumn:</b></p> <p><b>Spring:</b></p> <p><b>Summer:</b></p>
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