



School Improvement Plan 2022-2023





Central Primary School Development Plan

Sept. 2022 - July 2023 (Year 2 of plan)



Priority 1	To continue to develop the new curriculum	
	Why is this a priority?	Success Criteria – What will success look like?
	<p>In line with the school's vision for the new curriculum, we need to continue to meet the short-term needs of pupils but also meet the longer-term goal of developing citizens with skills and the ability to contribute positively and purposefully to their community, Wales and the wider world by developing the four purposes of Curriculum for Wales. We will achieve this by continuing to develop a curriculum, which supports pupil development of the four purposes.</p> <p>Last year, teachers received professional learning focused on curriculum development and creating a whole school vision. We need to ensure teachers implement a range of engaging teaching strategies to deliver the new curriculum effectively in order to support pupils to gain new knowledge and understanding.</p>	<ul style="list-style-type: none">• All staff will have a strong understanding of the expectations and pedagogical principles of the new curriculum.• Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding.• Teachers will strengthen their ability to provide pupils with engaging learning experiences that develop pupils' skills through purposeful authentic contexts• School leaders will have a strong understanding of how well pupils are developing the four purposes and will continue to adapt the school's curriculum accordingly• Staff will gain first-hand knowledge of effective curriculum practice on a global scale and will be able to strengthen our school curriculum accordingly.• 'Rich task' activities will be embedded in the school's curriculum, providing pupils with



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	<p>authentic and purposeful contexts for learning.</p> <ul style="list-style-type: none">• All teachers will strengthen an aspect of their pedagogy in an aspect they feel is in need of development. (linked to Performance Management)• Staff will deepen their understanding of assessment and progression in the new curriculum and the expectations within the progression steps.
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Year 3 High Level Targets

Year 3	<p>Nearly all teachers will be routinely delivering a bespoke curriculum and evolve pedagogy within the school in order to develop the four purposes within our pupils through providing opportunities for pupils to work independently, leading to a culture within classrooms that is dynamic, creative and engaging.</p> <p>Most pupils will be making good progress towards the realisation of the four purposes. Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning.</p>
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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meetings/INSET day to discuss this SIP target. Remind staff of why it is a priority and re-share the vision for the key principles of curriculum for Wales, the four purposes of the new curriculum and their key characteristics. Discuss what each key characteristic will look like in Central. Work with staff and governors to continue to develop a shared vision based on the four purposes at Central Primary school.	Mrs Hopkins	Sept 2022 Nov 2022 FGB meeting		
Professional Learning / Evolving Teaching Teachers to continue to share practice developing delivering the curriculum through 'concepts', Nursery-Yr3 staff to implement from September and support Yr4-6 for implementation in the Spring term. All teachers to receive professional learning from the school improvement team focused on effective strategies for developing a concept based curriculum. Senior leaders to provide opportunities for staff to collaborate and share examples of 'concept' planning.		March 2022 June 2022		



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<p>School to school: Bangladesh, Spain, Poland, Romania to observe how their curriculums are delivered effectively.</p> <p>Using the evidence from the 12 pedagogical principles and staff questionnaire, senior leaders will identify suitable Performance Management targets for teachers and identify appropriate future training needs.</p> <p>All teachers to receive professional learning on developing a Growth Mindset through 'Challenging Learning' with James Nottingham.</p> <p>SMT to receive a training in curriculum design and progression from the school improvement team, 'The Learning Partnership' and 'Challenging Learning'.</p> <p>Audit of pupil attitudes to learning – Challenging Learning</p> <p>All teachers to receive professional learning in curriculum design and progression from the school improvement team, 'The Learning Partnership' and 'Challenging Learning'.</p>		<p>2019-2020-2021</p> <p>Sept 2022</p> <p>Sept 2021 Jan 2022 March 2022</p> <p>March 2022</p> <p>Feb 2022 March 2022</p>		<p>Funded by Erasmus project</p> <p>£7,000 (4 x days of support)</p> <p>Supply £180 x 7 = £1,260</p> <p>(see above)</p> <p>£1,000</p>
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<p>Teachers to undertake action research on developing the new curriculum through 'concepts'.</p> <p>Teachers to be provided with the opportunity to share their action research with colleagues.</p> <p><i>*Actions in the SDP may evolve and adapt as a result of the impact of the action research.</i></p>				
<p>Curriculum Development</p> <p>Leaders to evolve their curriculum design to ensure all mandatory elements and purposeful opportunities for pupils to make progress with their integral skills.</p> <p>SH to attend relevant training on the new curriculum, for head teachers.</p> <p>Further develop staff's understanding of Curriculum for Wales through a 'concept' based approach.</p> <p>Rich tasks to be further developed in all classes in order to provide pupils with purposeful, authentic contexts for learning aligned to the four purposes.</p>		<p>March 2022</p> <p>Jan 2022</p> <p>March 2022</p> <p>April 2023</p>		



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<p>Senior leaders to evaluate how well rich tasks and authentic contexts for learning are embedded.</p> <p>Staff develop and promote strategies to improve independent learning through the 'Successful, Ambitious, Independent Learners' provision (SAIL) where pupils will make informed choices about what and how they learn.</p> <p>Further develop staff understanding of the role of assessment and progression in the new curriculum. Explore the expectations for learners in each area of their learning relating broadly to ages 5, 8, 11, 14 and 16.</p> <p>SH and SMT to attend LA training on developing the curriculum and evolving learning and teaching.</p>	<p>Sian Smith Stacey Morgan</p> <p>Samantha Hopkins, Sian Smith, Stacey Morgan, Anna Parsons</p>	<p>March 2023</p> <p>Summer 2023</p> <p>June 2022 Sept 2022</p>		
<p>Performance Management</p> <p>Teachers to be provided with performance management target linked to developing the new curriculum and training to meet their individual needs</p>	<p>SMT</p>			



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Monitoring Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving the SDP target. Revise action plan based on areas identified for improvement. Senior leaders to work alongside the ESO to evaluate how well pupils are developing the four purposes. Initial focus will be on how well pupils are developing as 'Ethically Informed Citizens'. <i>*Information gathered will be used to inform adaption to the school's curriculum.</i> Standards Leaders and governors monitor and evaluate literacy and numeracy skills, independent learning and higher order thinking skills across the whole school and report to FGB on the progress made in addressing these priorities.	SMT	Feb 2023		
	ESOs Mrs Hopkins	Jan 2020		
	Sian Smith Stacey Morgan	Nov 2022 FGB feedback		
Total Cost				£9,260



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Priority 2	To improve pupils literacy skills, in particular phonics and reading	
	Why is this a priority?	Success Criteria – What will success look like?
	<p>Teachers provide pupils with appropriate opportunities to develop their literacy skills in the foundation phase. These include sessions that focus on developing pupils' understanding and application of phonics. However, these sessions are not as effective as they could be in developing pupils' reading and writing skills. There is not a comprehensive or consistent approach to the teaching of phonics and teachers require effective professional learning in the delivery of a proven and successful phonics programme, to ensure pupils make effective progress in their literacy skills.</p> <p>For many learners the pandemic has negatively impacted their standards and progress with their literacy skills. We need to ensure we continue to strengthen the progress pupils achieve and to support pupils' development as capable learners.</p> <p>Following a period of research into the a range of possible approaches to the teaching of early literacy skills, leaders have decided to implement Read, Write, Inc. (RWI) as this will ensure a comprehensive and consistent approach to the teaching of phonics, provide staff with highly effective professional learning in the delivery of a proven and successful phonics programme and ensure pupils make effective progress in their literacy skills.</p> <p>Baseline Data to be gathered when starting RWI (% of pupils at the expected level or above): Will be populated in Dec 2022</p> <p>Reception Pupils – **% Year 1 Pupils – **% Year 2 Pupils – **% Year 3 Pupils – **% Year 4 Pupils – **% Year 5 Pupils – **%</p>	<p>Pupil-centred Success Criteria *This success criteria will be set following on from the summative data gathered on commencement of the school's new phonics programme.</p> <p>End of year 1 (% of pupils at the expected level or above): Will be populated in Dec 2022</p> <p>Reception Pupils – **% Year 1 Pupils – **% Year 2 Pupils – **% Year 3 Pupils – **% Year 4 Pupils – **% Year 5 Pupils – **% Year 6 Pupils – **%</p> <p>Provision focused Success Criteria Most staff will deliver highly effective teaching of phonics.</p> <p>Most staff will ensure pupils make effective progress in the development of their literacy skills.</p>



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Year 6 Pupils – **%

The information gathered from this monitoring activity will provide the school with a baseline and ensure we are able to identify appropriate success criteria to measure the impact of this plan.

Year 2 and Year 3 High Level Targets

Year 2	School leaders to outline the Success Criteria for Year 2 following the gathering of the summative data on commencement of the school's new phonics programme.
Year 3	School leaders to outline the Success Criteria for Year 3 following the gathering of the summative data on commencement of the school's new phonics programme.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meeting to discuss this SIP target; why is it a priority? Develop a shared understanding and vision for effective teaching of early literacy skills, particularly reading through a high quality, consistently taught and comprehensive phonics programme.	Samantha Hopkins	June 22	June 22	Nil
Curriculum Development Following on from research and school visits, school leaders decided to purchase and implement Read, Write, Inc. As a result, pupils will have daily access to high quality, consistently taught phonics provision to support their development of their key literacy skills, including oracy, reading and writing.	SMT	Oct 22	Ongoing	£20,000 approx. RCSIG/school budget



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Professional Learning / Evolving Teaching All leaders to receive a development day from the programme consultant to ensure the programme is implemented successfully and led and managed effectively in the long term. All relevant staff to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective teaching strategies and assessing/measuring progress. School 'Reading Leader(s)' to receive professional learning and coaching from Helen Harris (RWI) to support their ability to effectively lead the delivery of the programme. Opportunities to be provided for staff to observe effective practice in the delivery of high quality phonics teaching through observing model lessons. Staff to receive ongoing coaching in the effective delivery of the programme from the school's Reading Leader and coaching from the programme consultant as part of 'Development Days'. <i>*Further details on professional learning to follow when the school leaders are provided with the exact details on the official training support available from RWI</i> .	SMT	Oct 22	Ongoing	Costs for professional learning included in the cost of the programme (see above)
	SMT	Nov 22	Ongoing	9 days supply x £180
		Feb 23		=£1,780



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Parents & Carers Senior leaders and programme consultant to provide information to parents and carers on the school's new approach to the teaching of phonics and to share strategies on how they can support their child's progress at home.	SMT Programme Consultant	Nov 22 Jan 23	Nov 22 Jan 23	
Performance Management Teachers and TA's to be provided with performance management target linked to the provision of highly effective delivery of phonics and pupils progress in developing their phonological awareness and reading skills.	SMT	Oct 21 May 22		Supply cover X7 days =£1,260
Monitoring Learning walks, work scrutiny, pupil progress meetings and listening to learners' activities with members of the governing body to evaluate: A. How effective is classroom provision of phonics? B. Do learners make effective progress relative to their starting point? Revise action plan based on areas identified for improvement.	SMT	Nov 21 Feb 22 June 22		Supply cover X4 half days £720
Total Cost £ 23,760				



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Priority 3	To develop pupils' number skills	
	Why is this a priority?	Success Criteria – What will success look like?
	<p>Monitoring in the Foundation Phase highlights that, 'Most pupils use number facts and relationships at an age appropriate level. Pupils have a strong understanding of place value and read and write numbers effectively. However;</p> <ul style="list-style-type: none">• Many pupils are not as confident with halving numbers in comparison with their ability to double.• Many pupils need to strengthen their understanding of multiplication. For example, pupils in Year 2 are unfamiliar with the 'x' symbol and its meaning, while pupils in Year 1 when asked to count pairs of cubes count them individually rather than in 2's.• Most pupils have a limited understanding of measurement and are unable to estimate length appropriately.• Many pupils need to strengthen their strategies for undertaking appropriate subtraction calculations. <p>Monitoring in KS2 highlights that, 'Pupils are working at an age appropriate level in place value. All pupils in year 4 understand the value of digits in three digit numbers (with most working to four digit numbers) and can explain the importance of the zero digit. Year 6 pupils work confidently with six digit numbers and decimals to two places. However;</p> <ul style="list-style-type: none">• Most pupils are not confident with mathematical language. For example in year 4 pupils do know the meaning of multiples and were unsure of the term 'the difference', and in year 6 the meaning of factors and ratio. When pupils are explaining their methods, they do not often use precise mathematical language.	<p><u>Provision</u></p> <p>Many teachers will understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <p><u>Learning</u></p> <p>Many pupils will be able to:</p> <ul style="list-style-type: none">• represent concepts in multiple ways (concrete, visual, digital and abstract)• use precise mathematical language to explain their thinking• make up examples (and non-examples)• identify efficient strategies for calculations• independently apply concepts to new problems in unfamiliar situations _



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- Most pupils have limited depth of understanding. For example, all pupils in year 4 can use partitioning to find half of 246, but cannot use partitioning to find half of 150. Many pupils use column methods of calculation regardless of the nature of the values they are faced with. For example, in year 4 using column methods to add 22 to 359 instead of using near values and adjusting. Similarly, in year 6 when adding 357 and 295, all pupils chose column method and did not see that 295 was near to 300.
- Nearly all pupils in year 4 do not use inverse operations for checking calculations and simply repeat the same calculation. No pupils use estimation as a way of checking the reasonableness of their calculations.

See Monitoring report Jan 2022 for further details

These areas identified for development are in line with the principles of progression, including the mathematical proficiencies, within the Mathematics and Numeracy AoLE.

Year 2 and 3 High Level Targets	
Year 2	<p>Most teachers will understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <p>Most pupils will be able to:</p> <ul style="list-style-type: none">• represent concepts in multiple ways (concrete, visual, digital and abstract)• use precise mathematical language to explain their thinking• make up examples (and non-examples)• identify efficient strategies for calculations• independently apply concepts to new problems in unfamiliar situations
Year 3	<p>The school's approach to the teaching of number through conceptual understanding using verbal, concrete, visual, digital and abstract approaches will be embedded.</p> <p>Most pupils will be proficient with their number skills.</p>



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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meeting to discuss this SDP target. Discuss why it is a priority and share the vision for pupils' mathematics and numeracy skills in line with the principles of progression and how pedagogy needs to evolve in order to develop pupils' mathematical proficiencies as outlined in Curriculum for Wales.	Samantha Hopkins Anna Parsons Sharon Robathan	Jan 2022		
Professional Learning / Evolving Teaching All teachers to receive professional learning from the school improvement team focused on developing an understanding of the mathematical proficiencies. Staff to consider how this will impact on their teaching approaches within mathematics. All teachers to receive professional learning from the school improvement team focused on how to develop pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.	Samantha Hopkins Anna Parsons Sharon Robathan Debbie Thomas Andrew Herbert	Jan 2022 Oct 2022 Feb 2023		



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Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of learning experiences to support the development of pupils' conceptual understanding and to consider how progression will be ensured. Senior leaders to provide opportunities for staff to share effective practice through observations.		March 2023		
Resources Purchase access to WRM website and support Leaders to purchase manipulatives to support the development of pupils' conceptual understanding. For example, Dienes base ten, place value counters, Cuisenaire rods etc.	Sharon Robathan Anna Parsons Sharon Robathan	Sept 2022 May 2022 Sept 2022	July 2023	£500 £5,000
Curriculum Development Teachers to implement the development of pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches. Teachers to ensure they explicitly use and model the identified mathematical language associated with the concept they are teaching.	Teaching staff Non-teaching staff	Sept 2022		



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Teachers to ensure they provide the time for pupils to construct their own mathematical problems and to share strategies to solve problems and identify the most efficient strategy.				
Performance Management Teachers to be provided with performance management target linked to developing pupils' number skills and be provided with professional learning to meet their individual needs.		Sept 2022	Sept 2023	
Monitoring Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving this SDP target. Revise action plan based on areas identified for improvement.	Anna Parsons Sharon Robathan June Thomas, Governor	March 2023		
Total Cost				£5,500



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Priority 4	To continue to develop pupils' higher order thinking skills (HOTS)	
	Why is this a priority?	Success Criteria – What will success look like?
	<p>In line with the school's vision for the new curriculum, we need to continue to strengthen pupils' higher order thinking skills in order to support their development of the four purposes. In particular, pupils' ability to apply, analyse, evaluate and create (higher order thinking).</p> <p>Last year, teachers received professional learning focused on HOTS and implemented explicit teaching of analysis (and evaluate) skills, provided opportunities for pupils to practise these skills and to begin to apply them independently. However, due to the impact of covid on staffing levels, the need to continue to embed the explicit teaching of analysis skills and to implement the explicit teaching of 'evaluate and create' remains a priority.</p> <p>Many teaching strategies do not provide effective opportunities for pupils to develop their integral skills. Teachers need to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills through explicitly modelling these skills and providing regular opportunities for pupils to practice these skills.</p> <p>Furthermore, we need to ensure teachers implement a range of engaging teaching strategies to support pupils to gain new knowledge and understanding.</p>	<p>Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently.</p> <p>All staff will explicitly use the language of thinking skills with pupils.</p> <p>Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills.</p> <p>Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding.</p> <p>Many pupils will develop effective higher order thinking skills - analyse, evaluate and create.</p> <p>Many pupils will explicitly use the language of thinking skills within their learning</p>

Year 3 High Level Targets	
Year 3	Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practise these skills and apply them independently, leading to a culture within classrooms that is dynamic, creative and engaging.



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Most pupils will be able to use their higher order thinking skills effectively and as a result most pupils will be making good progress towards the realisation of the four purposes. Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meetings/INSET day to discuss this SDP target. Remind staff of why it is a priority and re-share the vision for pupils' higher order thinking skills and how pedagogy needs to evolve in order to develop the four purposes at Central Primary School.	Samantha Hopkins	Oct 2021		
Professional Learning / Evolving Teaching Teachers to continue to share practice developing pupils' analysis skills including increasing the range of strategies they use to support pupils' ability to analyse. (see ' <i>How to develop thinking skills and AfL in the classroom?</i> ' for range of strategies) All teachers to receive professional learning from the school improvement team focused	Samantha Hopkins Jess James Samantha Hopkins Andrew Herbert	Jan 2023 Oct 2021		



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<p>on effective strategies for developing pupils' ability to evaluate. For example, Most Likely, Diamond Ranking; JUDGE etc. (see '<i>How to develop thinking skills and AfL in the classroom?</i>' for a wider range of strategies)</p> <p>All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to create. For example, Mind Mapping; ABC Graffiti; Placemat Activities etc. (see '<i>How to develop thinking skills and AfL in the classroom?</i>' for a wider range of strategies)</p> <p>All teachers to receive professional learning from the school improvement team focused on ensuring they provide effective opportunities for pupils to progress with their integral skills including solving problems; overcoming challenges; investigating and developing their higher order thinking skills.</p> <p>Senior leaders to provide opportunities for staff to collaborate and share examples of learning experiences to support the development of pupils' higher order thinking skills both internally and with other schools to ensure progression.</p>	<p>Samantha Hopkins Andrew Herbert</p> <p>Samantha Hopkins Andrew Herbert</p>	<p>Spring term 2023</p> <p>Oct 2021</p> <p>Ongoing</p> <p>Ongoing</p>		
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<p>All teachers to continue to model effective questioning and feedback, to support the development of pupils' higher order thinking skills. (see '<i>How to develop thinking skills and AfL in the classroom?</i>' – particularly around teacher behaviours)</p> <p>All teachers to engage in professional learning on teaching strategies to enable pupils to progress with their knowledge and understanding e.g 'Runs', 'Boats', 'Scavenger Hunts' etc. (Teacher Toolkit).</p> <p>Teachers to undertake action research on an aspect of developing pupils' higher order thinking skills.</p> <p>Teachers to be provided with the opportunity to share their action research with colleagues.</p> <p><i>*Actions in the SIP may evolve and adapt as a result of the impact of the action research.</i></p>		Summer Term 2023		
<p>Curriculum Development</p> <p>Leaders to evolve their curriculum design to ensure all mandatory elements and purposeful opportunities for pupils to make progress with their integral skills.</p>	<p>Samantha Hopkins Jess James Anna Parsons</p>	June 2022	Ongoing	



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<p>Teachers to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills.</p> <p>Teachers to ensure they explicitly use and model the identified language associated with analysing, evaluating and creating with their respective classes.</p> <p>Teachers to continue to embed the 3-part structure to their teaching of HOTS – explicit teaching; opportunities to practice the skill and opportunities for independent application.</p> <p>All teachers to implement engaging teaching strategies for pupils to develop their lower order thinking skills (Knowledge and understanding) using the Teacher Toolkit.</p>	<p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p>			
<p>Performance Management</p> <p>Teachers to be provided with performance management target linked to developing pupils' higher order thinking skills and training to meet their individual needs.</p>	<p>SMT</p>	<p>Sept - Sept</p>		



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Monitoring Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving the SDP target. Revise action plan based on areas identified for improvement.	SMT	Ongoing		