

Knighton C in W School FADE – Autumn Term Visit

Y ffurflen Monitro, Adolygiad a Gwerthusiad (FADE)

The Monitoring, Review and Evaluation Form (FADE)

Grwp yn Adolygu /Reviewing Group (Ysgol gyfan, adran, pwnc / Whole school, department, subject)	Autumn Term Visit
Gweithgaredd Monitro Monitoring Activity (Craffu ar waith, Taith Ddysgu, Adolygiad o ddata, cynhadledd dysgwyr a.y.b / Work Scrutiny, Learning Walk, Data Analysis, Pupil Conference, etc)	Autumn Term Visit <ul style="list-style-type: none"> • Interview with the headteacher • Review of SDP • Review evidence of self-evaluation • Listening to learners • Learning walk • Headteacher Performance Management completed with four governors
Dyddiad / Date	19 th October 2023 and 13 th November 2023
Adolygwyr / Reviewers	Kathryn Marshall, School Improvement Adviser
Ffocws / Focus (F) (Marcio, cyflwyniad, cysondeb, cynnydd a.y.b. Marking, presentation, consistency, progression, etc)	Evaluation of strategic documentation (school development plan, including grant expenditure, and self-evaluation processes). Agreed local authority support for 2023-2024.
Asesiad (dadansoddiad) / Analysis (A) (Nodi cryfderau a meysydd i'w datblygu Identification of both strengths and areas for development)	School Improvement <ul style="list-style-type: none"> • All required documents were sent to the School Improvement Adviser by the set deadline, and returned to the headteacher with comments, prior to the autumn term visit. The headteacher has acted on the advice and made amendments to the school development plan. • The school has a clear, detailed development plan, which meets statutory requirements. There are clear actions, milestones and quantifiable success criteria, and a rationale for each priority, based on evaluations from monitoring over the last year. A review of the impact of the previous year's actions is also included. This ensures that staff and governors have a clear understanding of the school's areas of strength and development. Each member of staff leads on at least one priority

	<p>and each priority has a link governor, ensuring distributed leadership across the school.</p> <ul style="list-style-type: none"> • The school has a detailed self-evaluation process, which includes a broad range of monitoring activities, for example, listening to learners, wall trawls, book looks and lesson observations. A detailed monitoring calendar is in place, which clearly identifies all the monitoring activities for the year. The focus for each monitoring activity is agreed and shared beforehand. This is linked to the school development plan and identifies who will carry out the monitoring and the focus of each monitoring activity. This enables the focus to evolve and meet the school development needs. Nearly all staff, governors and the LA contribute to the process, as evidenced in the school monitoring folder. Areas of strength and development are identified and key areas for improvement are included on the school development plan. Priorities for development are identified from the self-evaluation process and are clearly linked to school, local and national priorities and focus on raising standards for all groups of learners. As a result, all staff are accountable for achieving identified recommendations and school improvement. However, the headteacher recognises the need to monitor the impact of actions implemented as a result of monitoring, to ensure they are having the required impact. • The new school development priorities are: <ul style="list-style-type: none"> ➤ To develop pupils' problem-solving skills ➤ To develop pupils' extended writing skills ➤ To develop opportunities to improve pupils' learning in the outdoors ➤ To develop the school's approaches to assessment for the Curriculum for Wales ➤ To develop the role of governors as a critical friend • All staff have three performance management targets. Two are linked to the school development priorities and the third is a target of their choice, linked to their area of responsibility. All targets are linked to the teaching and leadership standards. As a result, school improvement is linked closely to the identified priorities. • All grant funding is used in accordance with the requirements of the grants. A detailed plan for each grant is included on the SDP, with a review of the previous year's actions. • In 2022-23, the school used the PDG funding to provide additional support for reading and numeracy across the school and to subsidise trips to develop resilience and engagement. Monitoring evidences that in years 2-6, nearly all eFSM pupils engage in purposeful learning within maths and most pupils are developing or using inference skills in reading. • In 2022-23, the school used the accelerated learning grant to provide targeted catch-up interventions for literacy and numeracy for older pupils, and well-being support for pupils across the school. Monitoring evidences that nearly all identified pupils made progress with spelling, reading and maths, and nearly all pupils demonstrate resilience; using the 6Bs strategy (Be Brave, Be Still, Backtrack, Bits & Bobs, Buddy and Boss). • ALN funding in 2022-23 was used to release the ALNCo and other staff for identified training needs. The ALNCo is also the cluster ALN Champion. She has supported all staff to complete paperwork, update
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TYFU, and liaise with the specialist centre and children's centre to ensure continuity across the school. Nearly all ALN pupils make progress and most make good progress from their individual starting points, as evidenced through the school tracking system.

Curriculum Development

Curriculum for Wales

- The school has a strong, co-constructed agreed vision for the Curriculum for Wales, which is shared with all stakeholders. This is reviewed annually and underpins all aspects of school life.
- The school has worked with all stakeholders to review their curriculum summary, which is published on the school website. The curriculum summary has been shared with, and agreed by, the governing body, as evidenced in the governors' meeting minutes.
- The school has worked closely with cluster schools to develop a shared understanding of the curriculum. As a result, there is a clear, agreed progression of skills and knowledge for nearly all 'What Matters' statements. The staff have reviewed this to ensure it is relevant to the school and created 'Sparks', which are specific to Knighton C in W School and map all aspects of the Curriculum for Wales. This is now feeding into medium and short-term planning, developing an appropriate, relevant and challenging curriculum for all pupils. However, the headteacher has identified that this needs further development and links made with the Mantle of the Expert planning.
- The cluster has a detailed transition plan, developed, agreed and updated by all cluster schools. This is shared with governors and reviewed termly, resulting in appropriate transition activities planned in advance. A good example of this is the music and French teachers providing lessons for Year 6 and a netball tournament for the cluster, facilitated by the sports ambassadors from the high school. Around half of the pupils leaving move to the cluster high school and half move to other schools. Additional visits are organised for these pupils to ensure a smooth transition. The headteacher reports that nearly all pupils enjoy these activities and feel confident about moving to high school. Year 6 pupils and their families are well supported moving into high school, as evidenced by pupil voice.

Professional Development

- The Professional Learning grant is used effectively and linked to school development priorities to ensure all staff have access to relevant professional development and are up to date with mandatory training. For example, this year support staff have accessed digital training from the LA, and all teaching staff and support staff have had Giglet training to support EAL learners. Staff have accessed AoLE network training and AoLE cluster meetings. The headteacher reports that this has provided opportunities to share good practice. All professional development supports school improvement and is linked to performance management.

Leadership and Professional Pathways

- The school currently does not have any members of staff accessing the leadership and professional pathways.

Well-being

- Monitoring by the school identifies well-being as a strength of the school and is addressed in all staff meetings. The school has a welcoming, caring ethos, evident throughout the school. The headteacher has developed a strong collaborative ethos within the school where all staff and nearly all pupils feel valued and confident to contribute. Behaviour of nearly all pupils is very good and staff have positive relationships with pupils resulting in a caring, positive learning environment. The school uses the JIGSAW program to develop pupils' mental health and well-being and all 'Sparks' have a health and well-being element planned into them. A good example of this is 'The Changes' project in Reception and Year 1, encouraging empathy. Pupils discussed building on a meadow and the impact this would have on wildlife living in the meadow and on people needing houses. Nearly all pupils are confident and happy, and many engage enthusiastically in their learning. Pupil questionnaires evidence that nearly all pupils feel safe and happy in school and know what to do if they have a concern and nearly all parents asked said their child feels safe in school. Staff well-being questionnaires evidence that all staff are happy and feel well supported.

Closing the gap

- The school provides a range of extra-curricular activities to engage all groups of learners. The school uses part of its PDG funding allocation to subsidise trips and experiences to ensure all pupils can engage with the opportunities on offer. A good example of this is the residential trip to Oaker Wood. Pupils worked together to complete group activities and tried new physical challenges. For example, the zipwire. Pupil questionnaires evidence that most eFSM pupils said they found the experience helped to develop their confidence, resilience and team building skills. Staff have accessed Giglet training to support EAL pupils, resulting in nearly all EAL pupils making progress from their individual starting points, as evidenced through the tracking system.

Learning & Teaching

- A broad range of monitoring activities evidence that teaching across the school is good. Most pupils engage well with, and talk confidently about their learning, and are happy to participate in a variety of new experiences. Many pupils show resilience and learn from their mistakes.
- The school uses the Mantle of the Expert and the Philosophy4Children approach to develop questioning and provide opportunities for pupils to deepen their understanding, thinking skills and problem solve. This links closely with the 'Big Questions' used in RVE and enables pupils to explore and develop their own views and opinions, based on evidence. Most teachers use open-ended questions effectively, supporting pupils' learning. As a result, the headteacher reports that nearly all pupils are

now more able to explain their learning more confidently. However, monitoring has identified that this now needs to be embedded across the school to ensure that all pupils know what and why they are learning something and how they are making progress. This will be addressed through priority 4 on the SDP.

- The school has made good progress in developing pupils' number skills. Monitoring by the headteacher evidences that pupils now need more opportunities to apply their number skills in problem solving situations and tasks. This will be addressed through priority 1 on the SDP.
- Support staff are used effectively to support pupils' learning and lead learning for small groups of identified pupils. As a result, nearly all identified pupils make progress from their individual starting points.
- The school uses a range of assessment and feedback strategies to support pupils to make progress in their learning. Formative and summative assessments contribute to a whole school tracking system, which enables all teaching staff to monitor progress and identify appropriate interventions. A good example of this is the Single Word Spelling Test for older pupils. Test results are analysed, and appropriate spelling patterns are then taught. Feedback is informative and has an impact on pupil progress, as evidenced in books.
- All staff have recently reviewed how they report to parents, which includes two written reports and two parent consultations. This year they are further developing this by including pupils in the parent consultation meetings, to give their views on their learning and progress. Feedback from parents has been very positive and most parents say they are well informed of their child's progress.
- Collaboration is a strength of the school. There are close links with cluster schools, enabling the sharing of expertise and resources. All staff have worked closely with cluster school staff to develop concept plans, ensuring an agreed progression of skills and knowledge within each AoLE. The headteacher has worked with cluster colleagues to develop a baseline assessment, and a whole school tracking system linked to the Curriculum for Wales. This has resulted in a shared understanding of expected levels, progress of skills and knowledge and an agreed system for recording attainment across the cluster. However, the headteacher reports that this needs further development to ensure it is relevant for their school. This will be addressed in priority 4 of the SDP.

Areas for development

- To monitor the impact of actions implemented as a result of monitoring, to ensure they are having the required impact.
- To link concept planning to Mantle of the Expert planning.
- Develop pupils' understanding of what and why they are learning something and how they are making progress.

<p>Camau Gweithredu a Gynllunnir ar gyfer Datblygu /</p> <p>Planned Action for Development</p> <p>Beth byddwn yn ei wneud? /</p> <p>What will we "Do?" (D)</p>	<p>What the school will do</p> <ul style="list-style-type: none"> • Complete headteacher performance management paperwork and submit to the LA by November 30th 2023 • Implement professional learning logs for all staff to evidence professional development and the impact on learning and teaching by Dec 2023 <p>Record of agreed support:</p> <ul style="list-style-type: none"> • 2 half days support from the SIA to monitor with the senior leadership team with a focus on maths problem solving and writing-spring term 2024 • 1 staff meeting with the SIA to support planning for concepts-Nov 2023 • 2 half days support from the Professional Learning Team to develop assessment and progression-spring term 2024
<p>Dyddiad yr Adolygiad / Date for Review</p> <p>(Yn ddibynnol ar raddfa'r gweithredu</p> <p>Dependent on the scale of action)</p>	<p>Spring term 2024</p>
<p>Gwerthusiad o'r Effaith</p> <p>Evaluation of Impact (E)</p> <p>(Ailadroddwch y gweithgaredd i weld pa wahaniaeth y mae'r camau gweithredu wedi'i wneud</p> <p>Repeat the activity to see what difference the actions have made)</p>	