

School Development Plan

2023 – 2024

VISION STATEMENT

TEAM TREFY:- Trust that we will always treat each other with care. Environment that is exciting and encouraging! Aspiring and active individuals. Motivated to make memories. Teulu a Cynefin. Respect all round. Experts in Mantle. Ffin Cymru a Lloegr. Ysgol unedig!

Knighton Church in Wales Primary School SDP

This document is based on the Welsh Government school improvement guidance, published June 2022

<https://hwb.gov.wales/evaluation-improvement-and-accountability/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability>






Timeline	Date	Staff Members and GB
Planning	Summer 2023/Autumn 2023	Charlotte Rimmer, Tara Jones, Jess Fielding, Jane Watts, Michelle Warner, Eirlys Spawton (CoG)
Reviewing	December 2023	All staff and full GB
Reviewing	March 2024	All staff and full GB
Reviewing	July 2024	All staff and full GB

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Contextual Information	
Workforce Planning: number of fte TEACHERS	<p>8 (including HT) Sian Evans- Reception & Y1 (4 days) Jilly Jenkins (1 day) Mandy Blower- Reception & Y1 (5 days) Jess Fielding- Y2 (5 days) Lauren Rees- Y3 (5 days) Jane Watts- Y4 (4 days) ALNCO (1 day) Ann Clarke- Y4 (1 day) Calum Evans-Williams- Y5/6 (5 days) Tara Jones- Y5/6 (4 days) Ann Clarke- Y5/6 (1 day) Charlotte Rimmer- HT</p>
Workforce Planning: number of fte SUPPORT STAFF	<p>Jackie Shaw- Y5/6 and RBSC (5 days) Nat Jeakings- Y4 and Interventions (5 days) Kath George- Y3 (5 days) Emma Wozencraft- Reception & Y1 (3 days) Y2 (2 days) Sally Humphries- Y2 (3 days) Pat Bywater- Reception & Y1 (5 days) Claire Bennett- Reception & Y1 (5 days)</p>
Pupil numbers and groups of learners	<p>Number of children on school roll, including 3s 191 (180 School and 11 Children's Centre) FSM children- 23 Children in Need (Care and support plans) 2 Children Looked After 0 English as an Additional Language 12 ALN 55 (School IDP 16, LA IDP 3, ULP 36)</p>

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Grant funding plan (to include PDG, RCSIG, PL, Accelerated Learning)	<div style="text-align: center;">    </div> <div style="text-align: center;"> <p>Accelerating Learning RCSIG grant Pupil Development</p> <p>Plan - September 2023 spending plan 2023.dGrant Strategy Statement</p> </div>
Targets	SDP Priorities for this year are:- <ul style="list-style-type: none"> • To develop pupils' problem-solving skills • To develop pupils' 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
Monitoring Evaluation and Review calendar	<div style="text-align: center;">  </div> <div style="text-align: center;"> <p>MONITORING TIMETABLE Autumn 2023</p> </div>
Professional Learning Plan	<div style="text-align: center;">  </div> <div style="text-align: center;"> <p>PROFESSIONAL LEARNING GRANT MONITORING</p> </div>

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Progress against previous inspection recommendations

Very good progress	Strong progress	Satisfactory progress	Limited progress
Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.

Progress against previous Estyn Recommendations	Progress (choose colour)
Recommendation 1: Ensure that all pupils are challenged to achieve to the best of their ability	
<p>Impact: Tasks are differentiated effectively, across the school, to ensure that pupils are supported and challenged appropriately and that the needs of ALN pupils are met:- Staff meeting time given for ALN transformation. New ALNCo has completed training to support them in their new role and has cascaded information to all staff regarding Tyfu and new ALN practice. They are the Cluster ALNCo (as of October 2021) and an ALNCO Champion. The school are on track for conversions.</p> <p>MAT policy amended and updated in March 2022, MAT Co-ordinator given time to support teachers in:-</p> <p>Helping children to establish what they already know, and what/how they can learn.</p> <p>Building on what is known and avoiding unnecessary repetition. Developing independent learning skills, particularly research, questioning and thinking skills. Providing opportunities for independent learning and individualised learning approaches. Allowing different starting points. Setting open-ended tasks. Asking open-ended questions. Encouraging imaginative and creative work. Allowing time to tackle extended tasks or individual interests. Varying grouping arrangements: working in ability groups, co-operative and mixed ability group work. Encouraging learners to explain how they have learned something. Providing enrichment and extension activities beyond the National Curriculum programmes of study. Using in-class support to provide additional learning opportunities for More able and rewarding quality by the use of Gwaith Gwych. Providing opportunities to experience a range of educational visits that further enrich and develop learning.</p> <p>Feedback from parent/carer questionnaire Spring 2022 found that 85.5% of parents/carers felt that the school was good or very good at helping their child with their learning; providing sufficient support and challenge to help them do well. 13% of parents/carers felt that the school was 'okay' at doing this, and 1.45% felt the school were poor at this. Feedback from the parental questionnaire in Spring 2023:- 96% of parents/carers felt that our school is good or very good at making their child feel happy and safe at school, 95% of parents/carers felt that</p>	Strong Progress

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our school is good or very good at developing wellbeing and positive behavior in class, 93% of parents/carers felt that our school develops values and attitudes that have a positive impact on their child's learning.

Two members of staff took part in Olevi (Outstanding teacher programme) training Spring 2022.

Training from Gareth Coombes-Progress in learning, The 1,2,3 of Assessment and Progress, Understanding what progress looks like, and 'Maximising progress for learners'

New staff (2022-2023) were supported in using Mantle of the Expert- online training Autumn 2022 and demo days and twilight for all staff in June 2023 arranged.

Using Estyn's 'Effective approaches to assessment that improve teaching and learning' to amend and update our school marking, assessment and feedback policy in October 2022. Pupils2Parliament sessions and reports (Y5/Y6). TA completed HLTA training and passed in December 2021, another TA completed HLTA training in November 2022.

Professional development group for the cluster set up by CR to share ideas/good practice.

Cycle of assessment and progress developed and marking, feedback and assessment policy amended. The impact of this is evidenced from a range of monitoring:- effective questioning from teachers and TAs, listening to learners, book scrutinies.

Feedback from the parental questionnaire in Spring 2023:- 96% of parents/carers felt that our school was good or very good at helping their child with their learning; providing sufficient support and challenge to help them do well.

Recommendation 2: Extend the opportunities for outdoor learning in the foundation phase

Impact: Two members of staff Forest Schools trained, qualified Summer 2023..

Forest schools area developed up on school field and forest schools resources purchased.

Staff in the RBSC and in Reception/Y1 and Y2 liaising with Children's Centre to extend opportunities for outdoor learning- Forest Schools Sessions (external)

Quad area of school modified and open to Reception/Y1 classes at all times for outdoor learning.

Bikeability training completed by member of Reception/Y1 staff Autumn 2022, bikes used regularly on playground.

Playground and field development ideas from school council in 2022-2023 put forward to governing body and agreed. FOS committee raising funds towards a sensory garden Autumn 2023.

Limited progress with this as a priority last year because the certificates for the two members of staff that completed Forest Schools training did not come through until the Summer term and therefore they were not insured to take Forest Schools sessions

We have been fortunate to have been able to access Forest schools' sessions for Y2 and Y5/6 with Toni and Hels (external provider through grant money). The impact of improvements to show the opportunity for outdoor learning has been extended will be evidenced through listening to learners, a learning walk showing the use of the outdoors and evidence on the school website and Hwb of outdoor activities.

Limited Progress

Recommendation 3: Improve pupils' Welsh speaking skills, particularly in key stage 2

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Impact: Engagement with Welsh peripatetic team for resources and ideas to encourage Welsh speaking. Gruff and Tudur- Welsh yard games September 2022. Participation in Shwmae, Su'mae, October 2022. Pupils joining Urdd for activities- Y5/Y6 football October 2022. Tocyn laith- celebrating Welsh oracy skills in weekly achievement assemblies. Welsh assembly weekly with a brawddeg y wythnos for all pupils to practice- each class to present.

Criw Cymraeg- monitoring report about how well the school website promotes the Welsh language and culture 09/03/22.

School prayer in Welsh used weekly. Welsh used throughout school for register and dinner register, asking to go to the toilet or for a drink.

Purchased TRUGS (Teaching reading using games) for Welsh.

Listening to learners with Bethan Barlow (Welsh peripatetic team) 15/12/21.

Cynefin project 2023-2023. Many pupils have a positive attitude to Welsh and speak more confidently now. Deputy Head has been on Welsh sabbatical (Autumn 2022). CRIw Cymraeg leading Welsh assemblies and introducing 'brawddeg yr wythnos', worked with Menter laith to promote use of Welsh during playground games. Tric a Clic utilised with growing confidence in Reception, Y1 and Y2.

The impact of work completed to improve Welsh speaking skills of staff will be evidenced through monitoring from Debbie Cornelius (Welsh peripatetic teacher) on 28/11/23- listening to learners and a learning walk with Criw Cymraeg.

Strong Progress

Recommendation 4: Strengthen the role of governors in evaluating the work of the school

Impact: Governors have taken part in effective governor monitoring training and fed back at governor meetings about the training Governor monitoring in school (reports in monitoring file):-February 2022 all year groups, literacy and maths, listening to learners read, in June 2022.

Governor learning walk 18/05/22- governors fed back at governors' meeting June 2022.

All governors have been assigned to AoLEs and liaised with the staff AoLE teams to improve the school prospectus and annual report to parents. Governors challenge appropriately at governor meetings- evidence in governor meeting minutes.

The governing body is proactive and supports the school's work well. Governors have a good understanding of the school's vision and its strengths and areas for development. Governors take an active role in supporting and challenging the school. Four governors were able to come into school between 21/03/23 and 24/03/23 to listen to learners across the school, regarding learners implementing inference skills effectively. The ALNCO governor met with our ALNCO on 27/10/22 to discuss the ALN transformation within Powys, training and the effectiveness of ALN intervention throughout the school. The Health & Safety governor completed an internal and external inspection of the school, with the HT, on 19/05/23. Evidence of challenge from governors in governors' meeting minutes. There have been several changes to the governing body over the last two years and, as such, there is a need for effective self-evaluation training for new governors, in order to support the school to improve further:- achieving the best for all pupils, engaging in continuous and ongoing processes. Governors will monitor, evaluate and review effectively, and hold the school to account for pupil progress- How well are we doing? How do we know? How can we improve?

Part of the menu of support from our SIA for Autumn term 2023 will be to support governors in effective questioning and challenge, and effective monitoring.

Strong progress

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School and Governing Body appraisal of the progress with 2022 / 2023 priorities

Very good progress	Strong progress	Satisfactory progress	Limited progress
Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.

Progress against 2022 / 2023 priorities	Progress (choose colour)	Carry forward to next year's plan?
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Priority 1: Ensure effective questioning is used by teachers and TAs so that it has a positive impact on pupils' learning

Success Criteria:

- **Strong progress for many learners**
- **High quality teaching and learning in every class**
- **Nearly all pupils responding to feedback to improve their work**

Ensure that standards remain high and that there is consistency in teaching and feedback across the school. Effective questioning, feedback and progress will be addressed at the Cluster Inset days on 21/09/23 and 22/09/23 and will be a focus for the Cluster in Autumn term 2023.

RADY embedded- Recognise the 'extra' (equity) that some will need (in order to reach higher end points, put in the necessary effort, come up with interesting ideas etc)

Impact: From monitoring report of effective questioning, many teachers used open-ended questions to move pupils' learning on and in nearly all lessons pupils engaged well with their learning and the tasks given.

From monitoring 21/03/23:- Y2/Y3 nearly all pupils demonstrated their engagement in purposeful learning within maths. Pupils demonstrated a clear understanding of what they were doing and why, using their books to explain examples of work. Most children could identify/show evidence of problem-solving strategies taught and most children were able to discuss/show evidence of using correct problem-solving strategies in their independent work. In Y4 nearly all pupils demonstrated their engagement in purposeful learning within maths. Many pupils demonstrated a clear understanding of what they were doing and why, using their books to explain examples of work. Most pupils could identify/show evidence of problem-solving taught and most children were able to discuss/show evidence of using correct problem-solving strategies in their independent work. In Y5/Y6 nearly all pupils demonstrated their engagement in purposeful learning within maths. Most pupils could identify/show evidence of problem-solving taught and most children were able to discuss/show evidence of using correct problem-solving strategies in their independent work.

Evidence from listening to learner sessions with staff, governors and SIA. Feedback from SIA Summer term FADE report:- 'Most pupils engage well in their learning.' Guided reading 'listening to learners' session (CR and MB) 24/03/23 pupils were keen to engage and discuss how they developed their reading skills. They were confident when speaking and able to give examples of how they used their inference skills in their reading. From lesson observations (23/11/22, 25/11/22, 13/12/22, 14/12/22) Nearly all pupils engaged well with their learning and the tasks given.

Feedback from the parental questionnaire in Spring 2023:- 96% of parents/carers felt that our school was good or very good at helping their child with their learning; providing sufficient support and challenge to help them do well.

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Priority 2: To develop opportunities for outdoor learning		
Success Criteria: <ul style="list-style-type: none"> • <i>High quality teaching in outdoor learning</i> • <i>Most pupils improve their communication skills</i> • <i>Most pupils demonstrate creativity, confidence and independence</i> • <i>Most pupils are able to participate in supported risk-taking</i> 		Yes, due to being unable to complete actions from Spring and Summer term.
Impact: The two teachers who completed their Forest Schools training did not receive feedback from their tutor until 07/02/23 and did not receive their certificates (without which they could not carry out Forest Schools sessions with the children) until the Summer term. We were fortunate to have been able to access Forest Schools' sessions for Y2 and Y5/Y6 through an external provider through grant money. The impact of these sessions were that pupils engaged well with their learning, co-operated with their peers, increased their resilience and increased their self-confidence.		
Priority 3: Welsh oracy		
Success Criteria: <ul style="list-style-type: none"> • Most pupils can converse effectively, at an appropriate level, in Welsh • Most staff are confident to teach Welsh at an appropriate level 		Continue to ensure that there is consistency in teaching across the school and that Welsh oracy skills continue to develop well.
Impact: SIA FADE report Summer term:- 'There has been steady progress made over the year to try to develop pupils' Welsh oracy skills....The lead for Welsh spoke confidently about the Cynefin project...Many pupils have a positive attitude to Welsh and speak more confidently now.' Focus on ensuring staff have the confidence to teach Welsh, which has been successful. The impact on learners will be evidenced through a visit by Debbie Cornelius, (Welsh peripatetic teacher), in Autumn 2023 to listen to learners and complete a learning walk with Criw Cymraeg. Deputy Headteacher returned from Welsh sabbatical in the Summer term and the Welsh co-ordinator returned from maternity leave on 10/07/23. Criw Cymraeg have worked with Menter Iaith to promote the use of Welsh during playground games.		

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<p>The Criw Cymraeg have been leading assemblies this year to introduce 'brawddeg yr wythnos' and work has begun on the silver award, however there are still elements from the bronze award that need to be embedded. Tric a Clic is being utilised with growing confidence in Foundation learning classes, but the lead for Welsh would like Y3 and Y4 to use more Tric a Clic resources. Autumn 2023 there will be two teachers leading Welsh- one is teaching in Y5/Y6 and one is teaching in Reception/Y1, this will enable them to more effectively monitor and track standards and teaching of Welsh and give them a better understanding of how best to support staff to improve Welsh at school. Y5/Y6 guided reading – need to improve how this is introduced as pupil feedback was not positive last year, the pupils wanted to read books that interested them. We need to maintain standards, enthusiasm and participation in Welsh games and Urdd activities.</p>		
Priority 4: To improve problem solving and inference skills across the school		
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Most pupils can identify and use correct problem solving strategies in maths • Most pupils are able to arrive at a certain conclusion using reasoning or evidence, at an appropriate level 		<p>LLC-The focus for this year will be to develop pupils' writing skills and develop opportunities to improve learning in the outdoors.</p>
<p>Impact: From monitoring 21/03/23:- Y2/Y3 nearly all pupils demonstrated their engagement in purposeful learning within maths, using skills at an appropriate level e.g. one Y4 pupil commented, 'This was a Comic Relief problem, we had to find the cost of making 10 cakes when we knew the cost of each ingredient for 20 cakes, so flour was 21p and eggs cost 45p, sugar was 35p and butter was 59p, it was confusing at first, but we had to halve the cost of the ingredients and that was the cost for 10 cakes. The way it's written is confusing but it's only halving!'. Pupils demonstrated a clear understanding of what they were doing and why, using their books to explain examples of work. Most children could identify/show evidence of problem-solving strategies taught and most children were able to discuss/show evidence of using correct problem-solving strategies in their independent work (Y3 pupils showed examples of Write Your Own Word Problems (WWP) in their books, not expected until Y4). In Y4 nearly all pupils demonstrated their engagement in purposeful learning within maths. Many pupils demonstrated a clear understanding of what they were doing and why, using their books to explain examples of work. Most pupils could identify/show evidence of problem-solving taught and most children were able to discuss/show evidence of using correct problem-solving strategies in their independent work. In Y5/Y6 nearly all pupils demonstrated their engagement in purposeful learning within maths. Most pupils could identify/show evidence of problem-solving taught and most children were able to discuss/show evidence of using correct problem-solving strategies in their independent work. Staff need to ensure that there is sufficient time given within lessons for group and individual feedback (see feedback policy) so that pupils are confident and have a clear understanding when explaining what they have been doing and why. Improving understanding of vocabulary linked to problem solving strategies needs to be a focus for next year. From the SIA FADE report from the Summer term 2023:- 'In mathematics, progress in addressing pupils' number skills in the past year has been positive. The school have identified that pupils now need more opportunities to apply their number skills in problem solving situations and tasks.'</p> <p>From monitoring report of guided reading 24/03/23:-</p>		<p>Maths- problem solving will remain as a priority for the 2023-2024 SDP</p>

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Most pupils in Reception/Year 1 are developing their inference skills through their guided reading sessions, Most pupils are able to use inference skills taught in Y2/Y3, Most pupils are using their inference skills accurately in Y4,Y5 and Y6 and many pupils are extending their inference skills in Y5 and Y6. Evidence from listening to learners, direct quotes, looking at guided reading folders and referring to Giglets work. Areas for development are:- avoiding generic comments such as 'good, steady reading' as feedback to pupils, making sure that staff refer to objectives in comments, ensuring that guided reading sessions are 20 minutes in length, and ensuring that groups rotate so that each group reads with a teacher and TA. On 03/10/23 a teacher and HLTA attended 'Giglets' training and all teachers and TAs took part in online Giglets training on 18/10/23. The impact of this will be that pupils enjoy their reading, improve their comprehension skills and language acquisition. Giglets is particularly useful as stories from around the world are available in 38 languages, allowing EAL pupils to develop their skills in their home language as well as in English. The LLC team will complete a scrutiny of guided reading folders and reading records, as well as listening to learners, to ensure to address the areas for development identified above.

Priority 5: Develop leadership structure and skills

Success Criteria:

- **Effective leadership structure established**
- **Effective monitoring and challenge from the governing body**
- **Established lines of accountability**

Impact:

Feedback from the staff questionnaire in Spring 2023:- 100% of staff felt that they got support from the SLT/HT at school, 100% of staff said that the SLT/HT offer support, 97% of staff felt that communication from the SLT/HT was clear and effective, 96% of staff felt that they were kept informed about matters that affected them, 97% of staff felt that they were kept well-informed of any changes to school policies and procedures, 100% of staff understood their responsibilities in relation to such policies and procedures and 100% of staff felt they were supported by colleagues/co-workers if and when they needed it.

- New staff members (4) were supported by an internal mentor (NQTs) and/or by the SLT/HT for planning and implementing the new curriculum effectively. A range of monitoring showed that strong progress was made by most learners (lesson observations from IM/EM, HT/SIA, book scrutinies, listening to learners).
- ALNCO was supported in implementing the ALN transformation, creating a provision map and agreeing intervention strategies to be put in place across school. Most ALN pupils in the Summer term had made good progress. Release time for ALNCO to liaise with HT, ALNCO cluster group and external agencies, release time for new staff to become familiar with ALN transformation and intervention strategies. ALNCO became ALNCO champion for cluster.
- Deputy Headteacher appointed in Summer 2023. An effective leadership has been established and there are clear roles and responsibilities (refer to FADE report from the Summer term).
- All stakeholders aware of their roles and take responsibility for SDP priorities- very good progress. ALNCO, Welsh co-ordinator, DHT/Maths co-ordinator and FP lead took part in the Summer term SIA core visit.
- **Governors effectively challenge (highlighted in governor meeting minutes as evidence) and the role of the governing body will be developed further with training and support for monitoring, where applicable**

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Three-Year Priorities 2023 – 2026

	Learning	Well Being /Attitudes to Learning	Teaching and Learning Experiences	Care, Support and Guidance	Leadership
2023-24 (high level priorities)	Writing Problem Solving (Maths)	Outdoor Learning	Assessment	ALN Transformation and guidance RADY- Raising the Attainment of Disadvantaged Youngsters	Monitoring Governance
2024-25 (high level priorities)	Oracy Standards of MAT	Engagement in learning	Review of provision and opportunities for learning	Review of pastoral care	Review staffing structure and leadership support
2025-26 (high level priorities)	Development of independence in practical activities- Science	Behaviour- Restorative Justice	Cross-cutting themes	Development/ embedding of School of Sanctuary (RVE)	Developing skills of AOLE leads

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Year 1 Priorities 2023 – 2024

	SIP Priority	Rationale	SLT Lead	Governor Link
Priority 1:	<ul style="list-style-type: none"> To develop pupils' problem-solving skills 	Through monitoring and assessment we have identified that pupils now need more opportunities to apply their number skills in problem solving situations and tasks.	Tara Jones Jess Fielding	Eirlys Spawton
Priority 2:	<ul style="list-style-type: none"> To develop pupils' writing skills 	Reading focus last year, now need to see how these skills are being transferred into writing across school- vocabulary, grammar, sentence construction and imagination/creativity.	Charlotte Rimmer Jane Watts	Judy North
Priority 3:	<ul style="list-style-type: none"> To develop opportunities to improve pupils' learning in the outdoors 	Engaging pupils in all AOLEs and promoting exploration, risk taking, social and technical skills through Forest Schools sessions. Developing opportunities to improve pupils' learning in the outdoors was an Estyn recommendation and has not been fully embedded as yet. Further development is required to promote risk taking and exploration.	Jess Fielding Jane Watts	Marty Jones
Priority 4:	<ul style="list-style-type: none"> To develop the school's approaches to assessment for the Curriculum for Wales 	Cluster schools' focus- Utilising learning intentions and success criteria to support learner progress effectively, development of planning and assessing processed for the Curriculum for Wales.	Charlotte Rimmer Tara Jones	Eirlys Spawton
Priority 5:	<ul style="list-style-type: none"> To develop the role of governors 	There have been several changes to the governing body and, as such, there is a need for effective self-evaluation training for new governors, in order to support the school to improve further:- achieving the best for all pupils, engaging in continuous and ongoing processes. Governors will monitor, evaluate and review effectively, and hold the school to account for pupil progress- How well are we doing? How do we know? How can we improve?	Charlotte Rimmer	Vanessa Scott

Knighton Church in Wales Primary School SDP Priorities for 2023 – 2024

Priority 1 <ul style="list-style-type: none">To develop pupils’ problem-solving skills					Link to Estyn Inspection Area(s)			
					Learning (Standards)			
					SLT Priority Lead: HT & Tara Jones (DH & Maths AOLE lead)			
Success criteria: <ul style="list-style-type: none">i. Most pupils can identify correct problem solving strategies in Mathsii. Most pupils can use correct problem solving strategies in Mathsiii. High quality maths teaching and learning in every classiv. Strong progress for many learners								
Actions		Who?	By when?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs (including LA support with number of planned days)	Source of Finance and Cost
1.1	Conduct monitoring in classes to establish effective teaching of Maths is Put in place support for effective teaching where required Listening to learners to find out pupils’ responses to their learning and progress in Maths	TJ and JF	30/11/23	By the end of November visit all classes and evaluate how effective teaching of Maths is All staff will have ‘buddy taught’ a Maths lesson this term	Listening to learners (governors & HT) will show us that- many pupils are able to say what they are learning and how they are learning, and how they have made progress	Book scrutiny will show that most pupils are able to use strategies effectively in Maths problem solving Listening to learners will show us that- most pupils are	Staff meeting time for staff development in teaching problem solving strategies Use of effective resources Release time for Maths team to conduct monitoring Where appropriate- staff released to work with specific groups of pupils to support	Professional Learning Grant Accelerated Learning Grant PDG Grant RCSIG Grant

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					in problem solving	able to say what they are learning and how they are learning, and how they have made progress in problem solving	understanding of problem solving strategies and how to use them effectively	
Termly progress report / impact assessment								
Very good progress		Strong progress			Satisfactory progress		Limited progress	
Community Links: Governors' listening to learners session, reporting on progress at FGB								

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Priority 2 • To develop pupils’ extended writing skills					Link to Estyn Inspection Area(s)			
					Learning (Standards)			
					SLT Priority Lead: HT & Jane Watts (ALNCO)			
Success criteria: i. Most pupils are able to identify and demonstrate a range of writing skills at an appropriate level ii. Most pupils are able to discuss how they have improved their extended writing (cold and hot writes)								
Actions		Who?	By when?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs (including LA support with number of planned days)	Source of Finance and Cost
2.1	Listening to learners- self-assess effectively and know how to improve their work	CR SE	17/11/23	Listening to learners session with governors & HT (13-17 th November)- focus on how pupils have made progress in their writing and how they know	Book scrutiny Many pupils are able to use effective devices in their writing	Listening to learners session with SIA & HT- most pupils are able to identify a range of writing skills that they have implemented to improve their writing	Staff meeting time-effective SA strategies and good examples from pupils Opportunities for feedback factored in and for assessment, marking and feedback policy to be reviewed regularly Where appropriate- staff released to work with specific groups of pupils to support effective SA of work and understanding of next steps	Accelerated Learning Grant PDG Grant RCSIG Grant

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							Release time for LLC team to listen to learners and support staff where needed	
2.2	Use of new monitoring and assessment sheets for identified pupils	JW	Termly review of impact of interventions	ALN support for writing reviewed by all staff	A majority of pupils are making good progress from their starting point, in writing Evidence from records of interventions and impact for identified vulnerable pupils (RADY), in line with non-vulnerable pupils	Many pupils are making good progress from their starting point, in writing Evidence from records of interventions and impact for identified vulnerable pupils (RADY), in line with non-vulnerable pupils	ALN twilight- to support staff development regarding ALN needs and interventions Release time for ALNCO to support staff development and to monitor and review impact of interventions Resources to support identified pupil needs	Professional Learning Grant PDG grant RADY training (CR)
2.3	All year groups to ensure that Alan Peat sentences are a specific focus when teaching writing skills	CR SE	Reviewed termly	A majority of pupils are using Alan Peat sentences in their independent writing, at an appropriate level	Many pupils are using Alan Peat sentences in their independent writing, at an appropriate level	Most pupils are using Alan Peat sentences in their independent writing, at an appropriate level	Where appropriate- staff released to work with specific groups of pupils to support effective use of Alan Peat sentences and understanding of next steps Release time for LLC team to listen to learners and support staff where needed	Accelerated Learning Grant PDG Grant RCSIG Grant
Termly progress report / impact assessment								

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Very good progress	Strong progress	Satisfactory progress	Limited progress
Community Links: Governors' listening to learners session, reporting on progress at FGB, Mantle Commission planning with Tim Taylor			

Priority 3 <ul style="list-style-type: none">To develop opportunities to improve pupils’ learning in the outdoors					Link to Estyn Inspection Area(s) Well-being and Attitudes to Learning			
					SLT Priority Lead: Jess Fielding (Health & Well-being AOLE lead)			
Success criteria: <ul style="list-style-type: none">i. A range of areas outdoors that will allow most pupils to improve their communication skills, creativity, confidence, supported risk-taking and independenceii. Daily opportunities for younger children to engage in purposeful activities outdoorsiii. Older pupils to have at least weekly opportunities to engage in purposeful activities outdoorsiv. Evidence of weekly opportunities for outdoor learning in planning by staff								
Actions		Who?	By when?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs (including LA support with number of planned days)	Source of Finance and Cost
3.1	Forest Schools Training	JF and TJ		Nearly All staff released to observe	Forest schools session- HT and lead	Forest schools session-	Supply cost- release time for forest schools trained staff to work	RCSIG Grant PDG Grant

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				forest schools sessions with JF/TJ	governor have attended	parents/carers have attended Feedback-evidence of impact from planning	with other classes and for staff within school to be released to observe forest schools' sessions by trained staff	
3.2	Monitoring of outdoor teaching and learning-effective feedback from monitoring informs next steps for all teachers Listening to learners	HT		Through monitoring activities (HT) evidence will show how effectively opportunities are developed for outdoor learning in each class	Listening to learner monitoring will show us that-many pupils are able to demonstrate creativity, confidence and independence and are able to participate in supported risk taking in outdoor learning Many pupils have improved their communication skills through outdoor learning	Listening to learner monitoring will show us that-most pupils are able to demonstrate creativity, confidence and independence and are able to participate in supported risk taking in outdoor learning Most pupils have improved their communication skills through outdoor learning		
3.3	Planning and development of outdoor area to support outdoor learning	All staff Community Project staff (GEEK) Friends Of School		Nearly all pupils have contributed to identifying resources to contribute to outdoor development	A sensory garden for pupils has been established	A vegetable plot has been established		

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Termly progress report / impact assessment								
Very good progress		Strong progress			Satisfactory progress		Limited progress	
Community Links: Tom Johnson (Growing Edibles for Everyone in Knighton), governors and parents/carers taking part in Forest Schools sessions, 'Friends of School'								

Priority 4 <ul style="list-style-type: none">To develop the school's approaches to assessment for the Curriculum for Wales				Link to Estyn Inspection Area(s)			
				Teaching and learning experiences			
				SLT Priority Lead: Charlotte Rimmer (HT)			
Success criteria: <ul style="list-style-type: none">i. Nearly all staff are able to explain how to construct learning intentions and use them in order to effectively move learning on for pupilsii. Nearly all staff are able to provide purposeful feedback to enable pupils to identify next stepsiii. Nearly all pupils are able to explain how they have made progress in their learning							
Actions	Who?	By when?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs (including LA support with number of planned days)	Source of Finance and Cost

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4.1	<p>Monitoring of baseline assessments and recording of next steps throughout school, within cluster of schools</p> <p>Meet with the Cluster to review the baseline assessment that was agreed in the Summer term</p> <p>Agree how next steps are being recorded</p>	All staff		<p>Completed Baseline assessments</p>	<p>Recording progress from learner profile on tracking system</p> <p>Discussion with children and adding to profile</p> <p>Cluster schools Review method of recording next steps and amend where necessary</p> <p>18/01/23</p>	<p>Review method of recording assessment and pupil progress across school and share with cluster to ensure consistency</p>	<p>Staff released to work with staff from other schools and to attend training regarding AOLE, assessment and progress</p> <p>Staff meeting time to review and amend assessment, marking and feedback policy, and to agree recording of progress across the school</p>	Professional Learning Grant
4.2	<p>Reviewing cycle of progress and assessment and ensuring that effective feedback informs next steps</p>	HT		<p>INSET day training 21/09/23 and 22/09/23 to establish how our school is moving forwards regarding recording assessment and progress made by pupils</p> <p>Discussion with other schools in Cluster (21/09/23) and within own school (22/09/23)</p> <p>Most staff to attend AOLE</p>	<p>A variety of monitoring evidence will show that Many staff are using learning intentions and success criteria effectively to move learning on</p> <p>Many children respond to feedback and know that feedback informs their next steps</p>	<p>A variety of monitoring evidence will show that Most staff are using learning intentions and success criteria effectively to move learning on</p> <p>Most children respond to feedback and know that feedback informs their next steps</p>	<p>Staff released to work with staff from other schools and to attend training regarding AOLE, assessment and progress</p> <p>Staff meeting time to review and amend assessment, marking and feedback policy, and to agree recording of progress across the school</p>	Professional Learning Grant RCSIG Grant

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				training this term				
4.3	Listening to learners to find out pupils' responses regarding assessment and progress	HT		Evidence from books will show that pupils have become familiar with the updated marking, assessment and feedback policy and the part that they play in the cycle of progress and assessment	Listening to learners will show us that many pupils are able to understand assessment as a tool to support their progress in their learning	Listening to learners will show us that most pupils are able to understand assessment as a tool to support their progress in their learning	Staff meeting time to look at constructing learning intentions	

Termly progress report / impact assessment

Very good progress	Strong progress	Satisfactory progress	Limited progress
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Community Links: Working with Cluster schools

Priority 5	Link to Estyn Inspection Area(s) Leadership and Management
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To develop the role of governors					SLT Priority Lead: Charlotte Rimmer (HT)			
Success criteria: i. All governors who take part in the self-evaluation process ask challenging questions ii. Appropriate training for governors								
Actions		Who?	By when?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs (including LA support with number of planned days)	Source of Finance and Cost
5.1	Governors to visit school to complete monitoring	Governors	Ongoing	A majority of governors complete monitoring for their SDP priority	Many governors complete monitoring for their SDP priority	Most governors complete monitoring for their SDP priority	Lead staff released to work with governors to evaluate the evidence	
5.2	Governors to complete 'effective self-evaluation processes for governors-supporting schools to improve' provided by Powys 25 th Jan 2024 6-8pm Eventbrite	All governors	End of academic year	A majority of governors that have completed training are asking challenging questions	Many governors that have completed training are asking challenging questions	Most governors that have completed training are asking challenging questions	Powys governor training	Free
5.3	SIA to provide training on effective monitoring (e.g. Lynne Sharratt questions)	Governors SIA		Completed training	Monitoring report evidence will show that when governors monitor, their training on effective monitoring is	Monitoring report evidence will show that when governors monitor, their findings contribute to the self-		

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					used as part of the monitoring activities	evaluation process		
Termly progress report / impact assessment								
Very good progress		Strong progress			Satisfactory progress		Limited progress	
Community Links: Governors								