Rhws Primary School

Achievement for All * Llwyddiant i Bawb

School Improvement Plan

(2016/17)

Rhws Primary School
School Improvement (Costed) Plan 2016-2017

Education Improvement Grant (EIG)	**£134,105**
Pupil Deprivation Grant (PDG)	**£25,050**
LAC Pupil Deprivation Grant	**£5,593**

Name of School	**Rhws Primary School**
Head Teacher	**Louise Lynn**
Date Submitted	**September 2016**
Updated	

Signed: L. Lynn………………………………………………… (Headteacher)

Date: …………………………………………………..

Signed: M Lloyd………………………………………………… (Chair of Governors)

Date: …………………………………………………..

Rhws Primary School Aims

Achievement for All * Llwyddiant i Bawb

For all members of our school community we aspire to:

1. Nurture independent, confident, aspirational learners equipped with the skills necessary for a lifetime of learning

2. Provide opportunities for individuals to achieve their potential through the delivery of a relevant, flexible and innovative learning programme which celebrates success

3. Create a welcoming, happy, safe, healthy and environmentally friendly school in which all are listened to and valued for their contributions

4. Form positive relationships with families in order to develop personal responsibility, mutual respect and understanding through the promotion of clear moral and social values

5. Establish strong links with the locality and develop an appreciation of what it is to be a citizen of Wales, the United Kingdom and the global community

Last updated April 2016

Estyn Recommendations 2016

The following recommendations are cross referenced in the SIP;

Recommendation 1
Develop whole school curriculum planning to ensure appropriate coverage of all subjects and skills

Recommendation 2
Provide suitable opportunities for pupils to apply their numeracy skills across the curriculum

Recommendation 3
Improve attendance

Recommendation 4
Track decisions and action points derived from management meetings and self evaluation processes more systematically and evaluate their impact on standards and the quality of provision more effectively

National Priority: Raising Standards in Literacy

School's Key Areas for Improvement as identified in SER	Baseline (last set of results)	Targets/ Expected Outcomes 2015- 2016	Success Criteria
Improve boys end KS 2 writing at L4+	End KS2 result 2016 = 84.62%	End KS2 2017 = 90%+	- Accurate assessment of current standards and specific areas for development - Targeted support for identified pupils - Planned activities to engage boys interest - Lesson observations/work scrutiny exemplifies improved standards
Ensure the Literacy Framework skills form the basis of termly planning and are fully integrated across the curriculum **Estyn R1**	Literacy framework skills cross referenced in SoW/mid term and weekly planning	Clear plan of termly coverage	- Progressive development of skills - Weekly planning clearly identifies literacy skills and how they are to be developed - Range of literacy skills evidenced across the curriculum in pupils' books and lesson observations

School Aim	Key Actions What we need to do to bring about improvement and achieve our targets	Lead	Timescale		Monitoring Are we on track?	Developmental How does the activity enhance the capacity of the school? Collaborative Nature of collaboration and benefits to school Sustainable How will the work be developed & embedded	Funding			Evaluation Who, When, How
			Start Date	End Date			Staffing and Resources	Cost	Source	
	Identify KS2 boys underachieving in writing Provide suitable support and interventions to increase rate of progress and close the gap with their peers	Lit Leader and DHT Trained LSAs	Sept 2016	July 2017		D = early id of underachievement allows for specific, measurable interventions to be planned C = S = suitable interventions become embedded in practice and improve pupil outcomes	2 x days Training costs = TBC	£250	Budget Budget	Termly Lit Leader/DHT
1 2	Identify literacy framework skills to be taught each term in mid term plans and incorporate into cross curricular theme. Track coverage and individual pupil progress	Lit Leader	Sept 2016	July 2017	Termly	D = staff have clear, developmental termly plan upon which to base short term planning C = work alongside staff to id current, successful provision/activities S = review of current provision will provide a way forward for further improvements	3 x days	£375	Budget	Termly by Lit Leader and SLT
1 2	Review standards of literacy through book scrutiny (beginning with termly	Lit Leader	Sept 2016	July 2017	Termly	D = all staff are clear about standards achieved				

	year group scrutiny) and lesson observation	SLT				and ways forward C = staff involved in self review and review of standards in other year groups S = regular, timetabled sessions embedded in school practice	6 days	£750	Budget	Termly by year group teams/whole staff/Lit Leader and SLT
1	Track individual pupil progress termly through scrutiny of pupil assessment/targeting data and discussion with class teachers	Lit Leader' DHT, FP Leader	July 2016	July 2017	Termly	D = Clear understanding of individual attainment/achievement and pupils requiring additional support C = Leaders and teachers collaborate to openly assess progress towards targets S = Robust system for assessment and tracking will lead to more individualised programmes of learning	LT meetings DHT/FP Leader non contact = 4 days	£500	Budget	Termly by Lit Leader and SLT

National Priority: Raising Standards in Numeracy

School's Key Areas for Improvement as Identified in SER	Baseline (last set of results)	Targets/Expected Outcomes 2015-2016	Success Criteria
Continue to improve pupil performance in National Numeracy Tests particularly Y5 girls	Procedural = 20.83% <85 Reasoning = 25.00% <85	85%+ girls achieve 85 -115 in both procedural and reasoning tests	• Pupils' good standards of reasoning/procedural skills reflected in test scores • Pupils in current year 5 groups compare favourably (at least top 50%) with other similar schools • Opportunities for numerical reasoning planned at least fortnightly throughout school
Improve performance of pupils in end of KS assessments at L5+	End KS assessments = 39.66% L5+	Target 2017 = 50%+	• Early identification of MAT pupils • Challenging curriculum/targets set for identified pupils • Lesson observations/work scrutiny exemplifies improved standards
Ensure that Numeracy Framework skills form the basis of termly planning and are fully integrated across the curriculum **Estyn R1/R2** **Whole School PM Target**	Numeracy framework skills cross referenced in SoW and weekly planning	Clear plan of termly coverage At least one "topic" lesson per week based on the development of numeracy skills	• SoW created around the progressive development of skills • Weekly planning clearly identifies numeracy skills and how they are to be practised/developed in lessons across the curriculum • Range of numeracy skills evidenced in pupils' books and

			lesson observations
Further roll out of the Numicon approach to Y1 . Fully embed in Nursery/Reception	Numicon strategy implemented in Nursery/Reception classes	Consistent Numicon approach embedded in N - Y1 classes	● All N - Y1 staff attend appropriate training ● Sufficient resources purchased for all classes involved ● Numicon strategy delivered consistently ● N-Y1 pupils improved number skills/bonds evident through lesson observation/book monitoring exercises

School Aim	Key Actions What we need to do to bring about improvement and achieve our targets	Lead	Timescale		Monitoring Are we on track?	**Developmental Collaborative Sustainable**	Funding			Evaluation Who, When, How
			Start Date	**End Date**			**Staffing and Resources**	**Cost**	**Source**	
1 2	Analyse pupil performance in National Tests/LA tests, identify areas for improvement and share outcomes with staff. Use of CSC diagnostic tool to analyse performance and areas for further development	Numeracy Leader	Sept 2016	Oct 2016	Aut Term LG	D = clear understanding of current strengths and areas for development S = series of suitably challenging lessons developed for each year group	1 x day cover	£125	Budget	Autumn Term Num Leader and SLT
1 2	Identify numeracy framework skills to be taught each term in mid term plans and incorporate into cross curricular theme. Ensure at least one "topic" lesson per week practises a significant numeracy skill Track coverage and individual pupil progress	Numeracy Leader	Sept 2016	July 2017	Termly LG	D = staff have clear, developmental termly plan upon which to base short term planning C = work alongside staff to id current, successful provision/activities S = review of current provision will provide a way forward for further improvements	3 x days	£375	Budget	Termly Num Leader and SLT

1 2	Review standards through book scrutiny and lesson observation	Numeracy Leader LT	Sept 2016	July 2017	Termly LG	D = all staff are clear about standards achieved and ways forward C = staff involved in self review and review of standards in other year groups S = regular, timetabled sessions for MER embedded in school practice	6 days	£750	Budget	Termly Num Leader and SLT
1	Track individual pupil progress termly through scrutiny of pupil assessment/targeting data and discussion with class teachers.	Numeracy Leader DHT LT	April 2015	April2 016	Termly LG	D = Clear understanding of individual attainment/achieve ment and pupils requiring additional support C = Leaders and teachers collaborate to openly assess progress towards targets S = Robust system for assessment and tracking will lead to more individualised programmes of learning	3 days	£375	Budget	Termly Num Leader and SLT
1	Provide suitable Numicon training	Numeracy	Sept	April	LG/YH/KB	D = number				

2	for Nursery/Reception/Y1 staff	Leader	2015	2016	termly	recognition/formation systematically taught to Nursery pupils (when ready) C = observe practice in other settings S = allows Reception pupils to make a secure start and accelerated numerical skills	Resources	£1500	Budget	Termly Num Leader and SLT
12	Further develop pupils' numerical reasoning skills through planned, regular timetabled activities from Nursery - Y6 Continued use of RUCSAC method to teach specific strategies consistently	Numeracy Leader	Sept 2016	July 2017	LG termly	D = opportunities for pupils to develop skills taught as regular part of timetable C = activities devised with SIG 6 S = portfolio of activities/moderated work established. Planning for progression document devised				Termly Num Leader and SLT
12	Work alongside staff in Y5 to identify pupils to target for further improvement. Develop appropriately challenging activities/targets to achieve necessary progress.	Numeracy Leader Y2/3/4/6 teachers	Sept 2016	July 2017		D =provide opportunities for targeted groups of pupils to achieve greater progress C = cross year group	1.5 x days cover	£190	Budget	Termly Num Leader SLT

					S = Greater consistency in achievement across year groups and between girls and boys				

National Priority: Closing the Gap

School's Key Areas for Improvement as identified in SER	Baseline (last set of results)	Targets/ Expected Outcomes 2015-2016	Success Criteria
Continue to improve attendance rates, especially for pupils identified as vulnerable **Estyn R3**	2015 -16 = 95.1%	2016 - 17 = 95.6%	• Whole school attendance rate improves • Pupils with attendance less than 92%, patterns of absence, poor punctuality identified and followed up • Disadvantaged pupils' attendance monitored • Attendance rates for disadvantaged pupils/groups improve
Continue to provide specific support and appropriate intervention programmes for identified pupils particularly FSM/LAC	Identify specific needs of pupils through teacher assessments/data/tracking/target setting	As above	• Appropriate literacy/numeracy intervention programmes provided • Identified pupils/groups meet or exceed targets set
Further extend the provision of emotional literacy support through the development of a Nurture Group	Pupils identified as requiring ELSA, receive appropriate individual/small group support.	Regular, timetabled Nurture Group sessions twice weekly	• Identification of vulnerable pupils through NBAR/liaison with external agencies/staff observation etc. • Provision of regular, timetabled sessions by trained member of staff • Appropriate and bespoke support provided • Improved well being of individuals

School Aim	PDG Area of Focus	Key Actions What we need to do to bring about improvement and achieve our targets	Lead	Timescale		Monitoring Are we on track?	Developmental Collaborative Sustainable	Funding			Evaluation Who, When, How
				Start Date	End Date			Staffing and Resources	Cost	Source	
4	1	Identification of vulnerable groups/individuals through the robust interrogation of data	SLT = HT, DHT, FP Leader ALNCo	Sept 2016	July 2017	Termly tracking of pupils	D = improved outcomes for identified pupils C = collegiate approach to the id of vulnerable pupils S = Robust process for the id of needs of vulnerable/all pupils	All class teachers SLT ALNCo	Inset PPA		Class teachers in collaboration with colleagues id pupils SLT monitor progress termly
1 2 4	2	Track the progress of vulnerable pupils through the use of Classroom Monitor and internal target setting/tracking process	SLT = HT, DHT, FP Leader ALNCo	Sept 2016	July 2017	Termly tracking of pupils	D = improved outcomes for identified pupils Clear tracking process in place C = collegiate approach to the setting of appropriate	All class teachers SLT ALNCo DHT - non contact time	Inset PPA		Class teachers track progress of pupils termly DHT monitors progress termly and

							targets for pupils S = Robust process for tracking the progress of vulnerable/all pupils				reports to SLT
1 2 4	2 3 5 6	Provide targeted support for identified pupils to achieve targets through - providing in class support in streamed teaching sessions, specific interventions eg Catch Up Literacy, Springboard Maths, individual RWInc tuition, individual basic skills maths	SLT = HT, DHT, FP Leader ALNCo	Sept 2016	July 2017	Termly tracking of id pupils	D = improved outcomes for identified pupils C = support staff work collaboratively with class teachers to raise standards S = Interventions firmly embedded	LSAs	£24,500	PDG	HT, DHT, FPL, ALNCo to monitor progess made by supported groups termly
4 5	3 7 9	Continue to improve attendance rate through the identification and tracking of all pupils falling below 92%, but with particular reference to those who are vulnerable/in receipt of FSM. Continue to use the Callio	HT	Sept 2016	July 2017	Half termly tracking	D = improved attendance rate for identified pupils/whole school C = collaboratively with other cluster schools S = robust	HT Admin support	£500	PDG	HT/admin to track attendance half termly. report to GB termly

		programme. Follow up all cases of persistent low attendance and refer to EWO when necessary Continue to celebrate good attendance through congratulatory letters (green category) and weekly class trophy.					system for the tracking of attendance rates				

Additional School Priority: Improving the Quality of Learning and Teaching

School's Key Areas for Improvement as identified in SER	Baseline (last set of results)	Targets/ Expected Outcomes 2015-2016	Success Criteria
Further embed a consistent and developmental approach to the marking of and feedback to pupils' work	Introduction of "tickled pink" (WWW) and "growing green" (EBI) established but inconsistencies in written teacher feedback. Generation of rubrics/guidelines to aid a consistent approach	Consistent approach to written feedback from all staff. Use of internally devised rubrics/guidelines to ensure consistency	● Lesson observations/work scrutiny exemplifies consistent approach ● Consistent use of rubrics/guidelines by all staff when scrutinising books ● Staff written comments consistently identify next steps for learning

S c h o o l A i m	Key Actions What we need to do to bring about improvement and achieve our targets	Lead	Timescale		Monitoring Are we on track?	Developmental Collaborative Sustainable	Funding			Evaluation Who, When, How
			Start Date	End Date			Staffing and Resources	Cost	Source	
1 2	Improve pupil performance through the implementation of a formative, consistently applied whole school approach to the marking of and written feedback to pupils' work	HT/SLT	Sept	July 2017	HT/SLT	D = A consistent approach is established and pupils understand and act on targets given C = Teaching staff review/monitor pupils books in year group teams/cross phase. Listening to learners exercise. S = Policy updated to reflect changes.	Book monitoring exercises completed in INSET or as part of subject leader monitoring (as previously costed)	N/A	Budget	Year group teams/whole staff/SLT Termly

Additional School Priority: Improving ICT

School's Key Areas for Improvement as identified in SER	Baseline (last set of results)	Targets/Expected Outcomes 2015-2016	Success Criteria
Improve staff skill levels and confidence when delivering ICT related learning/activities	Expertise of staff varies. Progression of pupils' skills uneven.	Identified needs catered for in a series of relevant training workshops	- Clear identification of individual training needs - Opportunities for staff to improve skills in areas where they lack confidence - Improved staff skills lead to improved teaching and pupil outcomes
Familiarise staff with Digital Competency Framework skills and begin to incorporate into current, cross curricular themes	2 members of staff currently trialling elements of DCF with staff from 4Schools	All teaching staff familiar with the DCF. Skills from DCF evident in planning	- Introductory staff training for DCF undertaken - Knowledge from current working group cascaded to staff - Provision of on going staff training as necessary - Skills from DCF incorporated into dedicated ICT lessons/SoW and lessons across the curriculum

School Aim	Key Actions What we need to do to bring about improvement and achieve our targets	Lead	Timescale		Monitoring Are we on track?	Developmental Collaborative Sustainable	Funding			Evaluation Who, When, How
			Start Date	End Date			Staffing and Resources	Cost	Source	
1 2 3	Carry out analysis of staff training needs. Devise a suitable programme of training to further improve staff competence and confidence.	DHT ICT Consultant	Sept 2016	July 2017	DHT	D = Staff expertise developed, skills more effectively taught across the curriculum C = S = Future training needs identified and planned into staff development plan	1 x DHT day Consultant costs Twilight INSET as necessary	£650	Budget	SLT
	Continue to work with 4Schools Pioneer Schools group to further develop knowledge of DCF and its application across the curriculum Arrange whole staff training for DCF and its implications for teaching/curriculum planning	DHT LO'C/GW G. Morgan	May 2016 Oct 2016	July 2017	DHT	D = Increased understanding of DCF and its practical application C = 4Schools collaboration S = Early trials inform roll out of DCF in school	3 x days L'OC/GW	£500	Pioneer Schools grant	SLT

Additional School Priority: Curriculum Development

School's Key Areas for Improvement as identified in SER	Baseline (last set of results)	Targets/Expected Outcomes 2015-2016	Success Criteria
Develop whole school curriculum planning to ensure appropriate coverage of all subjects and skills **Estyn R1**	Estyn recommendation	Updated approach to mid term planning demonstrating coverage of all necessary skills	● Thorough review of current SoWs - updated as necessary by subject leader ● Re organisation of mid term planning to incorporate all relevant skills in cross curricular themes ● Introduction of areas of learning for mid term planning ● Monitoring exercises demonstrate appropriate coverage of skills in all subject areas/areas of learning
Continue involvement in New Deal and Curriculum Pioneer Schools networks	Early investigations/trials into impact of "Successful Futures" on curriculum organisation and implications for staff	Opportunities to further re develop curriculum to incorporate 4 purposes and areas of learning Opportunities to consider the impact on staff organisation and training needs	● Evidence of updated, skills led approach to curriculum planning in planning documents ● Evidence of opportunities for all staff to contribute to re development through appropriate training/INSET sessions ● Evidence of collaboration with 4Schools and other Pioneer Schools

School Aim	Key Actions What we need to do to bring about improvement and achieve our targets	Lead	Timescale		Monitoring Are we on track?	Developmental Collaborative Sustainable	Funding			Evaluation Who, When, How
			Start Date	End Date			Staffing and Resources	Cost	Source	
	Thorough review of current SoW, including feedback from staff, review of pupils' books and review of current format Subject leaders ensure coverage of all FP/NC/LNF skills for termly topics and offer suggested activities for delivery Introduction of areas of learning to planning documents Monitoring of planning, book scrutiny and lesson observation evidences appropriate coverage of skills in all subject areas	Subject leaders Subject leaders SLT	Sept 2016	July 2017	Termly	D = Builds on the school's innovative curriculum while demonstrating coverage of necessary skills C = 4Schools and other Pioneer Schools S = Forms a solid base for curriculum change in light of Successful Futures	2 x twilight INSET 3 x INSET days	N/A		Staff, LT termly review GB termly report
	Continued attendance at National Pioneer events Re development of curriculum planning approach (see above)	LT Subject leaders	Sept 2016	April 2017	Termly	D = Opportunity to further develop innovative approaches to curriculum	8 x days	£1000	Pioneer Schools Grant	LT termly GB termly

					development and teaching practices in the light of Successful Futures			report
Involvement in appropriate research and development projects as decided following National Pioneer meetings	Approp riate staff					8 x days	£1000	
					C = 4Schools and other Pioneer Schools			
Regular collaboration with colleagues from 4Schools partnership and other Pioneer Schools	Head				S = School trials innovative approaches for National roll out			

Additional School Priority: Improving Quality

School's Key Areas for Improvement as identified in SER	Baseline (last set of results)	Targets/Expected Outcomes 2015-2016	Success Criteria
Track decisions and action points derived from management meetings and self evaluation processes more systematically and evaluate their impact on standards and the quality of provision more effectively **R4**	Estyn Recommendation	Detailed minutes, with clear action points are kept from all staff, LT and GB meetings All action plans, including those for curriculum areas, are monitored and updated at least termly	- Standard proforma/procedure developed for the recording of staff/LT/GB meetings - Action points and those responsible highlighted - Curriculum action plans monitored, evaluated and updated by staff responsible on a termly basis using RAG rating and annotation - A clear paper trail of improvement ie established

School Aim	Key Actions What we need to do to bring about improvement and achieve our targets	Lead	Timescale		Monitoring Are we on track?	Developmental Collaborative Sustainable	Funding			Evaluation Who, When, How
			Start Date	End Date			Staffing and Resources	Cost	Source	
1 2 3	Develop a standard proforma for the recording of staff/LT minutes highlighting actions/outcomes. Share with relevant staff. Ensure action points are recorded in GB minutes and are followed up in subsequent meetings Ensure all action plans are reviewed and evaluated at least termly and that progress is recorded using RAG rating/ongoing notes/evaluations	DHT/ HT Chair/ Clerk LT, subject leader	Sept 2016	July 2017	Termly	D = Clear, easy to follow format. Lines of responsibility clear S = Paper trail exemplifies improvement journey	N/A	N/A	N/A	LT/GB - Ongoing following meetings

3 Year School Improvement Priorities 2016-2017

Area for Improvement	Key Actions
1. Improve standards of literacy across the curriculum	Ensure opportunities for the development of literacy skills are mapped out in cross curricular plans and are evident in pupils' work Early identification of pupils underachieving through rigorous data analysis; suitable interventions employed Early identification of MAT pupils; suitable interventions employed Rigorous target setting/assessment/tracking for individual progress
2. Improve standards of numeracy across the curriculum	Ensure opportunities for the development of numeracy skills are mapped out in cross curricular plans and are evident in pupils' work Early identification of pupils underachieving through rigorous data analysis; suitable interventions employed Early identification of MAT pupils; suitable interventions employed Rigorous target setting/assessment/tracking for individual progress
3. Close the gap in performance for vulnerable pupils	Early identification of vulnerable pupils through rigorous data analysis Targeted use of grant funding eg PDG to support vulnerable learners Use of suitable intervention programmes to improve pupil progress and emotional well being Rigorous target setting/assessment/tracking for individual progress outcomes
4. Improve ICT skills and their use across the curriculum	Familiarise staff with the Digital Competence Framework and its implications for teaching and learning Ensure opportunities for the development of ICT skills are mapped out in cross curricular plans Develop a programme of professional training based on needs analysis Develop a costed spending plan to procure necessary hardware software/hardware to deliver SoW/cross curricular skills
5. Improve	Ensure opportunities for the development of Welsh/bilingual skills are mapped out in cross curricular plans

standards of Welsh/bilingualism	Develop a programme of professional training based on needs analysis Rigorous target setting/assessment/tracking for individual progress
6. Re develop the curriculum in line with the "Successful Futures" Report	Provide suitable staff training and opportunities for research and development Research and develop approaches to re developing the curriculum using current thematic approach Collaborate with 4Schools Hub to continue to provide professional learning opportunities for colleagues across the consortium Develop the use of creativity to enhance the teaching of basic literacy/numeracy skills (Lead Creative Schools)
7. Improve the quality of learning and teaching through the sharing of good practice and school to school support	Continue to provide opportunities for staff to share good practice internally eg learning triads, co coaching, dedicated INSET etc Continue to provide professional development opportunities for CSC schools through the 4Schools Hub and as a New Deal/Curriculum Pioneer School