**Pen Pych Community Primary School 2016-17 (Draft)**



Insert school logo here…..

Insert

School Development Plan

*2016 – 2017*

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| --- | --- |
| **Contents** | **Page Numbers** |
| 1. General school information
 |  |
| 1. Staffing structure and responsibilities
 |  |
| 1. Vision and context
 |  |
| 1. Evaluation of School Improvement Priorities 2015/16 & 3 Year Strategic plan 2015/18
 |  |
| 1. Priorities for 2016 - 17
 |  |
| 1. SIP 2016 - 17
 |  |
| 1. PDG TEMPLATE
 |  |

1. **General School Information**

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| **Address** | Blaenrhondda Rd,Tynewydd,Trherbert Rhondda,CF42 5 SD |
| **Telephone** | 01443 771434 |
| **Fax**  | -  |
| **Email** | Head.penpychcom@rctednet.net |
| **Website** | www.penpych-primary.co.uk |
| **DES LA Number** | 6742369 |
| **Acting Headteacher** | Miss Patricia C Price |
| **Chair of Governors** | Mr Daniel Duggan |
| **Director of Education** | Mr C Bradshaw |

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| **Staffing Levels** | **Teaching** | **LSAs /HLTA** | **SEN SNSAs** | **Clerk** | **Caretaker****Cleaner** | **Midday Supervisors** | **Canteen Staff** | **Total** |
| 6 | 6/3 | 5 | 1 | 1 | 2 | 3 | 27 |

|  |  |  |  |  |  |  |  |  |  |
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| **Number on Roll** | **YN** | **YR** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Total** |
| **2016 - 2017** | 14 | 24 | 26 | 21 | 31 | 25 | 19 | 11 | **171** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Statemented Pupils** |  | **YN** | **YR** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Total** |
| No. of Pupils |  |  |  |  |  |  |  | 1 | 1 |
| % |  |  |  |  |  |  |  | 9.1% | 9.1% |

|  |  |  |  |  |  |  |  |  |  |  |
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| **SEN (SA&SA+)****Register** |  | **YN** | **YR** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Total** |
| No. of Pupils | **2** | **6** | **9** | **6** | **13** | **5** | **2** | **1** | **43** |
| % | **14.3%** | **25%** | **36%** | **27.3%** | **43%** | **20%** | **10.5%** | **9.1%** | **25.1%** |

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| **Free School Meals** |  | **YN** | **YR** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Total** |
| No. of Pupils | **4** | **13** | **13** | **10** | **15** | **11** | **6** | **5** | **77** |
| % | **28.57%** | **54.16%** | **50%** | **47.61%** | **48.38%** | **44%** | **31.5%** | **45.4%** | **45.02%** |

**These will vary over the year – I will update as we go through the year**

1. **Staffing Structure – Teaching Staff**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Position** | **Responsibilities**  | **Planned CPD training** | **Teaching position** |
| 1. **Patricia Price**
 | **HT** | **Management of the school** | **Inspection training** | **-** |
| 1. **Teifion Lewis**
 | **DHT** | **ARR and management**  | **Inspection training NPQH**  | **Yr 2** |
| 1. **Sandra Connolly**
 | **SLT** | **Maths and Leader of learning** | **LNF and Transition**  | **Yr 5/6** |
| 1. **Terri E Heath**
 | **SLT** | **FP Leader and ICT** | **Digital competency, e safety etc** | **R** |
| 1. **Patrick Milinczuk**
 | **SLT** | **AENco and ARR**  | **Middle management**  | **Yr 1** |
| 1. **Alison Morgan**
 | **Teacher/SLT** | **Literacy**  | **On long term sick**  | **Yr 3**  |
| 1. **Neil Evans**
 | **Teacher** | **Foundation subjects and Literacy till AM returns**  | **Micro soft training /e safety etc** | **Yr 4** |
| 1. **Tom Rouse**
 | **Teacher – supply for AM** | **PE and Music**  | **SFA and support for 1st year post NQT** | **Yr 3**  |
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**Staffing Structure – Support Staff**

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| **Name** | **Position** | **Responsibilities**  | **Planned CPD training** | **Leading** **Intervention for** | **Class support for:** |
| 1. **Cath Millard**
 | **HLTA** | **PPA cover /welsh /music** | **Welsh /music /First aid** | **welsh** | **FP/KS2** |
| 1. **Tina basset**
 | **HLTA** | **Intervention support** | **FP initiatives /First aid** |  | **KS2** |
| 1. **Clare Eddy**
 | **HLTA** | **Nursery leader/Family engagement oficer** | **FP initiatives/ First aid** | **Nursery plans** | **FP** |
| 1. **Jan Harris**
 | **.5 TA** | **Nursery**  | **FP initiatives /First aid** |  | **FP** |
| 1. **Daniel**
 | **.5TA** | **Nursery** | **FP initiatives /First aid** |  | **FP** |
| 1. **Rhian MItchinson**
 | **TA** | **Support reception** | **FP initiatives/ Clic/ First aid** |  | **FP** |
| 1. **Kim Shepherd**
 | **TA** | **Support Yr2** | **FP initiatives/ First aid** |  | **FP** |
| 1. **Sian Duggan**
 | **TA** | **Support Yr1** | **FP initiatives /First aid** | **On long term sick** | **FP** |
| 1. **Louise Preece**
 | **TA -ELSA** | **Interventions / support** | **Wellbeing/ First aid** | **Circle time**  | **KS2** |
| 1. **Tracey Bryant**
 | **TA** | **SNSA** | **First aid** |  | **FP/KS2** |
| 1. **Tanya Sidoli**
 | **TA** | **Support Yr1**  | **FP initiatives/ First aid** |  | **FP** |
| 1. **Kelly Knowles**
 | **assistant** | **SNSA/Dinner Lady/supply for SD**  | **First aid** |  | **FP/KS2** |
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**3. Vision and Context:**

The Vision for what the school is aspiring to achieve, set in the context in which it works.

*‘At Pen Pych we will provide a holistic educational experience for both child and adult alike, where the fundamentals of Education, Care and Community can work together for the benefit of all.’*

 

In the words of the children:-

*“In Pen Pych Primary School we are united in work and play.Learning.loving,smiling together in a special way”*

*(School Council 2015)*

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The Pen Pych General Aims say that ‘it follows that the child’s time in school should incorporate within it opportunities to display whatever abilities and talents they possess’

*“United in Work and Play”*

**4. Evaluation of priorities for 2015 – 16 ( including PDG )**

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority**  | **Area of focus** | **Impact/ Progress** | **Next step** |
| **SIP 3** | *To ensure the implementation and use of the Big Maths strategies is effective and robust* | * To hold the lead for mathematics to account for the impact of Big Maths
* To ensure there is a consistent approach to the delivery of the strategy across each stage
* The GB to hold the lead to account for the impact of Big Maths – analysis and evaluation of data
* Standards to improve at all stages
	+ In the FP 90.63% of pupils to achieve O5+ in mathematical development
	+ In the FP at least 25% of pupils achieved O6+ in mathematical development
	+ In KS2 91.3% of pupils to achieve level 4+ in mathematics
	+ In KS2 39% of pupils to achieve level 5+ in mathematics

**All of these were an improvement on previous year**  | To link together abacus maths and Big maths with the LNF – in order to meet all the strands that need to be covered in maths.To make new links with Sig group this yearStandards to be achieved next academic year In the FP 91.6% of pupils to achieve O5+ in mathematical developmentIn the FP at least 20.8% of pupils to achieve O6+ in mathematical development with a challenge of 26%In KS2- 85.7% of pupils to achieve level 4+ in mathematics –with a challenge of 93%In KS2 – 35.7% of pupils to achieve level 5+ in mathematics with a challenge of 40%  |
| **SIP 2** | *To implement well-being strategies in the Foundation Phase to support and improve standards, particularly in PSD* | * Pupil questionnaires showed that pupils are happier in their learning environment and attitudes are more positive
* Parental questionnaires showed that parents are more involved and supportive in their children’s learning
* All school targets set for the Foundation Phase will be met or exceeded
	+ PSD – O5+ = 100%
	+ LLC – O5+ = 90.63%
	+ MD – O5+ = 90.63%
	+ FPI – O5+ = 90.63%
 | To continue to use questionnaires on a regular basis to ensure that all stakeholders feel valued and respected All school targets set for the Foundation Phase will be met or exceededPSD – O5+ = 95.8%LLC – O5+ = 91.6%MD – O5+ = 91.6%FPI – O5+ = 91.6%We will continue to target high and raise standards  |
| **SIP 3** | *To use creative arts to improve the well-being and standards of vulnerable groups of learners* | * Intervention maps are written and regularly reviewed – reports on impact to the GB termly
* There is robust identification of vulnerable groups of learners – all groups
* 67% of these pupils made expected progress in all areas of learning in a year (12/18 – pupils)
* Pupil voice demonstrated impact of the project
 | To continue to used interventions using the skills of our ELSA/FEO and Artist in Residence. we will use our artist in residence to lead new initiatives each term targeting the vulnerable ,social and emotional groups of pupils 90 % of pupils will make expected progress in all areas of learning in a year(18/20)Continue to use pupil voice to impact on projects  |
|  |  |  |  |

1. **3 Year Strategic Overview 2015 – 2018**

**(Priorities are subject to change if necessary to respond to changing need)**

|  |  |  |
| --- | --- | --- |
| Year 1 – Aims & Aspirations:2015/6 | Year 2 – Aims & Aspirations:2016/7 | Year 3 – Aims & Aspirations:2017/8 |
| ***Priority 1****To implement strategies to improve and raise standards especially MAT pupils ;-** 52.2%% of pupils will achieve L5 – English 24.2 % of pupils will achieve outcome 6 - LLC
* 39.1% of pupils will achieve L5 – Maths 21.2 % of pupils will achieve outcome 6 - MD
* 43.75 % of pupils will achieve L5 – Science 24.2% of pupils will achieve outcome 6 - PSD

***Priority 2****To ensure standards continue to rise in literacy ,maths and ICT* ***Priority 3****To implement well-being strategies in the Foundation Phase and KS 2 to support and improve standards, particularly in PSD and Science* ***Priority 4****To implement and use strategies to improve standards in welsh*  | To continue to raise standards with challenging targets and attain a green category school.To ensure that all pupils feel safe and happy in school To engender a challenging interdependent environment – where pupils aim high at everything they doTo make both pupil and staff digitally competent Targets are :-* 42.8 % of pupils will achieve L5 – English 20.8 % of pupils will achieve outcome 6 - LLC
* 35.7 % of pupils will achieve L5 – Maths 20.8 % of pupils will achieve outcome 6 - MD
* 42.8 % of pupils will achieve L5 – Science 50 % of pupils will achieve outcome 6 - PSD
 | To maintain green category, happy and independent learners.To achieve a school of excellence in both academic and sporting challenges. |

**Priorities for: 2016 – 17**

|  |  |  |  |
| --- | --- | --- | --- |
| **Targets** |  | **Why a priority?** | **Funding Allowance** |
| **Target 1** | To increase number of pupils achieving Level 5 at KS2 and outcome 6 in FP across all subject areas - | Mat pupils need to be challenged and school needs to address this  | EIG  |
| **Target 2** | To ensure standards continue to rise in literacy ,maths and ICT Especially through cross curricular writing /recording  | Need to ensure we are hitting our targets  | EIG & PDG  |
| **Target 3** | To continue to use interventions to support vulnerable pupils who need wellbeing support (FSM)- effective use of the Family Engagement Officer  | High level of FSM with wellbeing concerns  | PDG |
| **Target 4** | To improve standards in Welsh  |  To raise standards in spoken and reading welsh | EIG/PDG |
| **Target 5**  | To develop understanding and competency in digital learning  | To raise standards in digital learning  | EIG |

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| **Education improvement Grant the school has to spend for financial year 2016 – 17** | **£67,779** |

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| **Target 1 and 2 , 4 and 5** | *To implement strategies to improve and raise standards especially MAT pupils ;-**To ensure standards continue to rise in literacy ,maths and ICT* *To improve standards in Welsh**To develop competency in digital learning* |
| **Priority** – School  |
| **Target Leader:** | SMT | **Team Members & GB link member** | AM/SC/PM/ link Govs CG/CR/DD |
| **Success Criteria – MUST INCLUDE QUANTIFIABLE DATA**  |
| By the end of the academic year KS2 /FP* 42.8 % of pupils will achieve L5 – English 20.8 % of pupils will achieve outcome 6 - LLC
* 35.7 % of pupils will achieve L5 – Maths 20.8 % of pupils will achieve outcome 6 - MD
* 42.8 % of pupils will achieve L5 – Science 50 % of pupils will achieve outcome 6 - PSD
 |
|  | **Provide clear, succinct and specific actions to ensure the success criteria above will be met** | **Personnel Involved** | **Start & Completion dates** | **Budget****Allocation****Identify EIG/PDG/ Main Budget/ ANO.** | **MER** **times-frames** | **Impact of actions What difference did they make?** | **Evidence** |
|  | To raise standards in English.maths and science | TL/PM+PP | Sept - Sept | EIG |  |  |  |
|  | To raise standards in English.maths and PSD | TL/PM+PP | Sept - Sept | EIG |  |  |  |
|  | To run an after school club specifically for MAT pupils  | LH/SC | Sept- april | EIG |  |  |  |
|  | Additional support in classroom  | TA,s  | Sept- sept | EIG |  |  |  |
|  | Sfa  | All staff  | Sept- sept | EIG |  |  |  |
|  | Cluster moderation and support | TL / SC+PP | Sept- sept | EIG |  |  |  |
|  | Lesson a week via TCS | SC | Sept- sept | EIG |  |  |  |
|  | Cluster ARR  | PP/SC/TL | Sept- sept | **EIG** |  |  |  |
|  | Purchase of hand held devices to support ICT | PM/LH/TL | Sept- sept | PDG |  |  |  |

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| **Target 3** | *To continue to use interventions to support vulnerable pupils who need wellbeing support (FSM)* |
| **Priority** –School  |
| **Target Leader:** | PP +CE+LP | **Team Members & GB link member** | PP/LP/RD/- link Govs GT/NF |
| **Success Criteria – MUST INCLUDE QUANTIFIABLE DATA**  |
| By the end of the academic year* 100 % of FSM Pupils will meet their own personal targets set in FP (47% of FP (40/85) pupils are FSM)
* 100 % of FSM pupils will meet their own personal targets set in KS2 (43% of KS2 (37/86) pupils are FSM)
 |
|  | **Provide clear, succinct and specific actions to ensure the success criteria above will be met** | **Personnel Involved** | **Start & Completion dates** | **Budget****Allocation****Identify EIG/PDG/ Main Budget/ ANO.** | **MER** **times-frames** | **Impact of actions What difference did they make?** | **Evidence** |
|  | To use ELSA trained staff to lead interventions  | LP/TB | Sept- sept | PDG |  |  |  |
|  | To use specialist PE to deliver sporting /group /team building for vulnerable pupils  | PP/SM | Sept- sept | PDG |  |  |  |
|  | Artist in Residence advisor – to deliver interventions through the creative arts to support pupils with social/emotional and behaviour able issues  | PP/CB | Sept- sept | PDG |  |  |  |
|  | To support parenting classes within the school  | PP/CM/CE | Sept- sept | PDG |  |  |  |
|  | To work alongside community first projects for vulnerable pupils  | PP/LP/CE | Sept- sept | PDG |  |  |  |
|  | To provide ICt recourse to aid interventions  | LH/PP/CE | Sept- sept | EIG |  |  |  |
|  | To work collaboratively with TCS and Cluster colleagues to support independent and interdependent projects  | SMT | Sept- sept | PDG |  |  |  |
|  |  |  |  |  |  |  |  |
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**SIP Priority: In collaboration with TCS and Cluster schools -Independent & Interdependent Learning**

**PLEASE SEE ATTACHED TARGET SHEETS**

**7. PDG Template – THIS PAGE HAS BEEN PUBLISHED BY THE SCHOOL**



2016/7 -£63,852

£2500

£50,062

£5250

This includes £2000 for new TCS project



£2206

£1834

£2000

**Self-Evaluation Actions Timetable – Autumn Term**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Personnel** | **Link to CIF** | **Activity** | **Time frame**  | **Link to SER** |
| Whole School Assessment Tracking Data Analysis | All staff | All of Quality Indicator 1.1 | To analyse and set priorities  | sept |  |
| All Wales Core Data Analysis | SMT | All of Quality Indicator 1.1 | To identify strengths and needs | Sept –Oct  |  |
| CSC School and Individual Data Pack Analysis | PP/TL | All of Quality Indicator 1.1 | To assisit in looking at SER and SIP | Sept –Oct |  |
| Review KQ1 – SER | SMT | All of KQ1 | Review KQ1 | Jan |  |
| Individual and Cohort Target Setting | All Staff | 1.1.32.2.2 | Set targets and discuss | Sept - termly |  |
| SEN Provision Map for Interventions 2015-2016 (SEN & ALN) | AENco-PM/LP | 2.1.12.3.2&43.4.1&2 | Identify pupils groups and staff and needs | Sept - termly |  |
| MAT Provision 2015-2016 | All staff | 1.1.22.2.1 | Identify mat pupils across school – add different challenges and review  | Sept - termly |  |
| Draft SIP and Updated SER to Consortium Portal | PP/TL | All 3 KQs | Send SIP and SER to CSC and challenge advisor and GB | Sept 18th |  |
| Baseline Assessments | PM and FP staff | 1.1.2-4 | On entry to N and R  | Sept  |  |
| HT Report to GB & Final SIP Approval | PP/TL | 3.1.13.1.23.2.2 | To send ht report to GB | Nov |  |
| Year Group Information Evenings | All Staff | 3.3.1  | Meet the teacher  | Sept 22nd |  |
| IEP Target Setting | All Staff | 1.1.21.1.32.3.4 | Aenco to discuss with class teacher and parents  | Termly |  |
| Attendance Review | JTJ/PP/CE | 1.2.2 | To gather info for attendance team and cluster meetings  | Termly |  |
| GB and CSC Data Analysis Meeting | PP/TL/SC | All of Quality Indicator 1.1 | To meet for head to discuss data with challenge advisor and present to GB | Oct 19th |  |
| Literacy Leader to meet with Link Governor | TL/CG | 3.1.23.2.13.2.2 | To discuss SOW/ Targets and observe good practice | Dec  |  |
| Numeracy Leader to meet with Link Governor | SC/CR | 3.1.23.2.13.2.2 | To discuss SOW/ Targets and observe good practice | Dec |  |
| ALNCo to meet with Link Governors | PM/TB | 3.1.23.2.13.2.2 | To discuss SOW/ Targets and observe good practice | Dec |  |
| Tackling Poverty Leader to meet with Link Governor  | PP/GT | 3.1.23.2.13.2.2 | To discuss SOW/ Targets and observe good practice | Dec |  |
| Standardisation of pupils’ work | PP/TL/DD/NF | 1.1.31.1.42.2.2 | SMT to share and discuss findings in staff meetings | Termly |  |
| GB Standards and Curriculum Sub Committee to meet | PP/TL/SC/PM/and GB  | 3.1.2 | To revice standards and approve set challenging questions  | Termly |  |
| GB Finance Sub Committee to meet | PP and GB  | 3.1.2 | To review school budget and spending  | Termly |  |
| Parent Consultation Evening | All staff  | 3.2.1 | Timed 10 min discussions on progress and targets  | November |  |
| IEP Targets Monitoring | Pm / staff  | 1.1.21.1.32.3.4 | To revise and evaluate targets set and set new challenges  | December |  |
| HT PM Evaluation & Target Setting to Portal | PP and SC | KQ3  | To revaluate terms work and check if targets are met and discuss  | November |  |

**Self-Evaluation Actions Timetable – Spring Term (to be put on display and updated as we go along )**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Personnel** | **Link to CIF** | **Activity** | **Personnel** | **Link to SER** |
| End of Autumn Term SIP Update |  | 3.1.1 |  |  |  |
| All Wales Core Data Sets – Attendance and FSM / Non-FSM Data |  | 1.2.2 |  |  |  |
| CSC Primary Data Pack to include attendance |  | 1.2.2 |  |  |  |
| Progress on SIP  |  | All KQs  |  |  |  |
| HT Report to GB & Update on SIP |  | 3.1.13.1.23.2.2 |  |  |  |
| Pupils Progress Against Targets Meetings |  | 2.2.2 |  |  |  |
| Half Yearly Attendance Letters to Parents |  | 1.2.2 |  |  |  |
| Standardisation of pupils’ work |  | 1.1.31.1.42.2.2 |  |  |  |
| IEP Targets Review and Target Setting |  | 1.1.21.1.32.3.4 |  |  |  |
| Performance Management Interim Meetings |  | 3.1.13.4.1 |  |  |  |
| Budget Review & Plan 2015 – 2016 / 16 – 17 (Financial Year) |  | 3.4.13.4.2 |  |  |  |
| Premises Review 2015 – 2016 (Financial Year) |  | 2.4.23.4.1&2 |  |  |  |
| Review of PDG, EIG |  | 1.1.2&33.4.13.4.2 |  |  |  |
| Performance Management Lesson Observations |  | 1.1.22.2.1&22.4.1&2 |  |  |  |
| GB Sub Committees to meet |  | 3.1.2 |  |  |  |
| Review of Categorisation of teaching, assessment and safeguarding  |  | KQ2  |  |  |  |
| Review KQ2 & Update SER |  | All of KQ2 |  |  |  |

**Termly Self-Evaluation Actions Timetable – Summer Term (to be put on display and updated as we go along)**

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| --- | --- | --- | --- | --- | --- |
| **Activity** | **Personnel** | **Link to CIF** | **Activity** | **Personnel** | **Link to SER** |
| Review of Financial Year (Period 13) and finalise school budget for the year and approved by GB |  | 3.4.13.4.1 |  |  |  |
| HT Report to GB & Update on SIP |  | 3.1.13.1.23.2.2 |  |  |  |
| Governor Questionnaire, Training Needs Analysis & Skills Audit  |  | 3.1.23.2.1 |  |  |  |
| National Tests Administered |  | 2.2.2 |  |  |  |
| All school based assessments (AoL) |  | 2.2.2 |  |  |  |
| Cluster Moderation  |  | 3.2.32.2.2 |  |  |  |
| School Councillors presentation to GB |  | 1.2.33.2.1 |  |  |  |
| Y2/ Y6 EOKS Data submitted to DEWi |  | 1.1.1 |  |  |  |
| Moderation of pupils’ work |  | 1.1.31.1.42.2.2 |  |  |  |
| GB Premises Sub Committee to meet |  | 3.1.2 |  |  |  |
| GB Finance Sub Committee to meet |  | 3.1.2 |  |  |  |

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| Transition Arrangements |  | 3.3.13.3.2 |  |  |  |
| Evaluate PM Targets |  | 3.1.13.2.13.4.1 |  |  |  |
| Evaluate current SIP and review outcomes |  | 3.2.13.2.2 |  |  |  |
| Target Setting – compare with actual results  |  | 1.1.11.1.2 |  |  |  |
| Individual and Cohort School Based Tracking Spreadsheets Finalised |  | 1.1.22.2.2 |  |  |  |
| Link CAP/CPD Plan to SIP / PM Targets |  | 3.1.13.4.1 |  |  |  |
| Draft SER/ SIP 2015 – 2016 produced |  | 3.1.13.1.23.2.2 |  |  |  |
| End of Year Pupil Reports |  | 2.2.2 |  |  |  |
| Update School Prospectus |  | 2.3.2 |  |  |  |
| Meet with new parents |  | 2.3.2 |  |  |  |
| Y2/ Y6 EOKS Data, MAT and ALN information submitted to High School |  | 1.1.1 |  |  |  |
| IEP Targets Review  |  | 1.1.21.1.32.3.4 |  |  |  |
| Parent, Pupil & Staff Questionnaires |  | 3.2.1 |  |  |  |

MER Calendar – classroom preparation drop ins meetings for MER observationsand discussions book scrutiny assessment week

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **August 2016** | **September 2016** | **October 2016** | **November 2016** | **December 2016** | **January 2017** |
| **1** | **Sa** |  | 1 | Tu |  | 1 | Th |  | **1** | **Su** |  | 1 | Tu |  | **1** | **Fr** | **New Year's Day** |
| **2** | **Su** |  | 2 | We |  | 2 | Fr |  | 2 | Mo |  | Wk 45 | 2 | We |  | **2** | **Sa** |  |
| 3 | Mo |  | Wk 32 | 3 | Th |  | **3** | **Sa** |  | 3 | Tu |  | 3 | Th |  | **3** | **Su** |  |
| 4 | Tu |  | 4 | Fr |  | **4** | **Su** |  | 4 | We |  | 4 | Fr |  | 4 | Mo |  | Wk 1 |
| 5 | We |  | **5** | **Sa** |  | 5 | Mo |  | Wk 41 | 5 | Th |  | **5** | **Sa** |  | 5 | Tu |  |
| 6 | Th |  | **6** | **Su** |  | 6 | Tu |  | 6 | Fr |  | **6** | **Su** |  | 6 | We |  |
| 7 | Fr |  | 7 | Mo |  | Wk 37 | 7 | We |  | **7** | **Sa** |  | 7 | Mo |  | Wk 50 | 7 | Th |  |
| **8** | **Sa** |  | 8 | Tu |  | 8 | Th |  | **8** | **Su** |  | 8 | Tu |  | 8 | Fr |  |
| **9** | **Su** |  | 9 | We |  | 9 | Fr |  | 9 | Mo |  | Wk 46 | 9 | We |  | **9** | **Sa** |  |
| 10 | Mo |  | Wk 33 | 10 | Th |  | **10** | **Sa** |  | 10 | Tu |  | 10 | Th |  | **10** | **Su** |  |
| 11 | Tu |  | 11 | Fr |  | **11** | **Su** |  | 11 | We |  | 11 | Fr |  | 11 | Mo |  | Wk 2 |
| 12 | We |  | **12** | **Sa** |  | 12 | Mo |  | Wk 42 | 12 | Th |  | **12** | **Sa** |  | 12 | Tu |  |
| 13 | Th |  | **13** | **Su** |  | 13 | Tu |  | 13 | Fr |  | **13** | **Su** |  | 13 | We |  |
| 14 | Fr |  | 14 | Mo |  | Wk 38 | 14 | We |  | **14** | **Sa** |  | 14 | Mo |  | Wk 51 | 14 | Th |  |
| **15** | **Sa** |  | 15 | Tu |  | 15 | Th |  | **15** | **Su** |  | 15 | Tu |  | 15 | Fr |  |
| **16** | **Su** |  | 16 | We |  | 16 | Fr |  | 16 | Mo |  | Wk 47 | 16 | We |  | **16** | **Sa** |  |
| 17 | Mo |  | Wk 34 | 17 | Th |  | **17** | **Sa** |  | 17 | Tu |  | 17 | Th |  | **17** | **Su** |  |
| 18 | Tu |  | 18 | Fr |  | **18** | **Su** |  | 18 | We |  | 18 | Fr |  | 18 | Mo |  | Wk 3 |
| 19 | We |  | **19** | **Sa** |  | 19 | Mo |  | Wk 43 | 19 | Th |  | **19** | **Sa** |  | 19 | Tu |  |
| 20 | Th |  | **20** | **Su** |  | 20 | Tu |  | 20 | Fr |  | **20** | **Su** |  | 20 | We |  |
| 21 | Fr |  | 21 | Mo |  | Wk 39 | 21 | We |  | **21** | **Sa** |  | 21 | Mo |  | Wk 52 | 21 | Th |  |
| **22** | **Sa** |  | 22 | Tu |  | 22 | Th |  | **22** | **Su** |  | 22 | Tu |  | 22 | Fr |  |
| **23** | **Su** |  | 23 | We |  | 23 | Fr |  | 23 | Mo |  | Wk 48 | 23 | We |  | **23** | **Sa** |  |
| 24 | Mo |  | Wk 35 | 24 | Th |  | **24** | **Sa** |  | 24 | Tu |  | 24 | Th |  | **24** | **Su** |  |
| 25 | Tu |  | 25 | Fr |  | **25** | **Su** |  | 25 | We |  | **25** | **Fr** | **Christmas Day** | 25 | Mo |  | Wk 4 |
| 26 | We |  | **26** | **Sa** |  | 26 | Mo |  | Wk 44 | 26 | Th |  | **26** | **Sa** | **Boxing Day** | 26 | Tu |  |
| 27 | Th |  | **27** | **Su** |  | 27 | Tu |  | 27 | Fr |  | **27** | **Su** |  | 27 | We |  |
| 28 | Fr |  | 28 | Mo |  | Wk 40 | 28 | We |  | **28** | **Sa** |  | **28** | **Mo** | **Substitute Day** | Wk 53 | 28 | Th |  |
| **29** | **Sa** |  | 29 | Tu |  | 29 | Th |  | **29** | **Su** |  | 29 | Tu |  | 29 | Fr |  |
| **30** | **Su** |  | 30 | We |  | 30 | Fr |  | 30 | Mo |  | Wk 49 | 30 | We |  | **30** | **Sa** |  |
| **31** | **Mo** | **August Bank H.** | Wk 36 |  |  |  | **31** | **Sa** |  |  |  |  | 31 | Th |  | **31** | **Su** |  |

Target setting updating policies updating policies

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **February 2017** | **March 2017** | **April 2017** | **May 2017** | **June 2017** | **July 2017** |
| 1 | Mo |  | Wk 5 | 1 | Tu |  | 1 | Fr |  | **1** | **Su** |  | 1 | We |  | 1 | Fr |  |
| 2 | Tu |  | 2 | We |  | **2** | **Sa** |  | **2** | **Mo** | **Early May B. Hol.** | Wk 18 | 2 | Th |  | **2** | **Sa** |  |
| 3 | We |  | 3 | Th |  | **3** | **Su** |  | 3 | Tu |  | 3 | Fr |  | **3** | **Su** |  |
| 4 | Th |  | 4 | Fr |  | 4 | Mo |  | Wk 14 | 4 | We |  | **4** | **Sa** |  | 4 | Mo |  | Wk 27 |
| 5 | Fr |  | **5** | **Sa** |  | 5 | Tu |  | 5 | Th |  | **5** | **Su** |  | 5 | Tu |  |
| **6** | **Sa** |  | **6** | **Su** |  | 6 | We |  | 6 | Fr |  | 6 | Mo |  | Wk 23 | 6 | We |  |
| **7** | **Su** |  | 7 | Mo |  | Wk 10 | 7 | Th |  | **7** | **Sa** |  | 7 | Tu |  | 7 | Th |  |
| 8 | Mo |  | Wk 6 | 8 | Tu |  | 8 | Fr |  | **8** | **Su** |  | 8 | We |  | 8 | Fr |  |
| 9 | Tu |  | 9 | We |  | **9** | **Sa** |  | 9 | Mo |  | Wk 19 | 9 | Th |  | **9** | **Sa** |  |
| 10 | We |  | 10 | Th |  | **10** | **Su** |  | 10 | Tu |  | 10 | Fr |  | **10** | **Su** |  |
| 11 | Th |  | 11 | Fr |  | 11 | Mo |  | Wk 15 | 11 | We |  | **11** | **Sa** |  | 11 | Mo |  | Wk 28 |
| 12 | Fr |  | **12** | **Sa** |  | 12 | Tu |  | 12 | Th |  | **12** | **Su** |  | 12 | Tu |  |
| **13** | **Sa** |  | **13** | **Su** |  | 13 | We |  | 13 | Fr |  | 13 | Mo |  | Wk 24 | 13 | We |  |
| **14** | **Su** |  | 14 | Mo |  | Wk 11 | 14 | Th |  | **14** | **Sa** |  | 14 | Tu |  | 14 | Th |  |
| 15 | Mo |  | Wk 7 | 15 | Tu |  | 15 | Fr |  | **15** | **Su** |  | 15 | We |  | 15 | Fr |  |
| 16 | Tu |  | 16 | We |  | **16** | **Sa** |  | 16 | Mo |  | Wk 20 | [16](http://www.calendarpedia.co.uk/) | Th |  | **16** | **Sa** |  |
| 17 | We |  | 17 | Th |  | **17** | **Su** |  | 17 | Tu |  | 17 | Fr |  | **17** | **Su** |  |
| 18 | Th |  | 18 | Fr |  | 18 | Mo |  | Wk 16 | 18 | We |  | **18** | **Sa** |  | 18 | Mo |  | Wk 29 |
| 19 | Fr |  | **19** | **Sa** |  | 19 | Tu |  | 19 | Th |  | **19** | **Su** |  | 19 | Tu |  |
| **20** | **Sa** |  | **20** | **Su** |  | 20 | We |  | 20 | Fr |  | 20 | Mo |  | Wk 25 | 20 | We |  |
| **21** | **Su** |  | 21 | Mo |  | Wk 12 | 21 | Th |  | **21** | **Sa** |  | 21 | Tu |  | 21 | Th |  |
| 22 | Mo |  | Wk 8 | 22 | Tu |  | 22 | Fr |  | **22** | **Su** |  | 22 | We |  | 22 | Fr |  |
| 23 | Tu |  | 23 | We |  | **23** | **Sa** |  | 23 | Mo |  | Wk 21 | 23 | Th |  | **23** | **Sa** |  |
| 24 | We |  | 24 | Th |  | **24** | **Su** |  | 24 | Tu |  | 24 | Fr |  | **24** | **Su** |  |
| 25 | Th |  | **25** | **Fr** | **Good Friday** | 25 | Mo |  | Wk 17 | 25 | We |  | **25** | **Sa** |  | 25 | Mo |  | Wk 30 |
| 26 | Fr |  | **26** | **Sa** |  | 26 | Tu |  | 26 | Th |  | **26** | **Su** |  | 26 | Tu |  |
| **27** | **Sa** |  | **27** | **Su** |  | 27 | We |  | 27 | Fr |  | 27 | Mo |  | Wk 26 | 27 | We |  |
| **28** | **Su** |  | **28** | **Mo** | **Easter Monday** | Wk 13 | 28 | Th |  | **28** | **Sa** |  | 28 | Tu |  | 28 | Th |  |
| 29 | Mo |  | Wk 9 | 29 | Tu |  | 29 | Fr |  | **29** | **Su** |  | 29 | We |  | 29 | Fr |  |
|  |  |  | 30 | We |  | **30** | **Sa** |  | **30** | **Mo** | **Spring Bank Hol.** | Wk 22 | 30 | Th |  | **30** | **Sa** |  |
|  |  |  | 31 | Th |  |  |  |  | 31 | Tu |  |  |  |  | **31** | **Su** |  |



SIP 2016– 17

 **1. SIP Priority: Independent & Interdependent Learning Lead Manager:**

**a) Independent & Interdependent Learning Link Governor(s):**

| **Target /** **Success Criteria** | **Action/ Activities** | **Expected Impact & Milestones** | **Staff responsible** | **Timescale** | **Resources/ Cost/ Funding Stream** | **Monitoring impact/ Evaluation arrangements & evidence sources** |
| --- | --- | --- | --- | --- | --- | --- |
| 1a -1) Pupils use and develop Independent Learning Skills within lessons and through cross curricular-activities1a- 2) Pupils are provided with a physical environment conducive to Independent and Interdependent learning1a-3) Pupils receive support and challenge through school to school working | 1a-1a) Create an INSET plan to ensure that staff are up-skilled to employ the principles of coaching to develop independence & interdependence1a-1b) Amend Lesson Map & R&D documentation to embed principles of coaching throughout the curriculum 1a-1c) Investigate ‘Flipped Learning’ to improve quality of differentiation, feedback and independence in lesson1a-1d) Share best practice relating to differentiation & independent learning1a- 1e) Amend R&D programme to incorporate evaluation of coaching, independent learning, high quality feedback and cross-curricular work1a- 1f) Achievements of Independent learners rewarded in Awards Evening1a- 2a) Classrooms and departmental spaces are neat and uncluttered1a- 2b) Create learning/ teaching/ coaching spaces that can be used for Independent & Interdependent learning by all departments1a- 2c) Create and use differentiated digital resources that allow pupils to develop Independent Learning skills (critical thinking, problem solving, planning & organising, creativity & innovation, personal effectiveness, WWO)1a-3a) Pupils participate in ‘school to school’ Independent Learning workshops as part of the TCS School Hub | Staff have the skills to produce independent learners who have the ability to identify their strengths/weaknesses and goals for improvement. Lessons differentiated to provide greater challenge for independent learners. High quality feedback provided to learnersStaff become coaches for learning & lessons are pupil led & focused on independent learningGreater consistency when planning and delivering lessonsAll lesson include strategies to develop independent learnersRaise profile of Independence and interdependence within wider school communityMore and better space for independent learning activitiesHigh quality environment for excellent teaching and learning SoW in place. Pupils and staff use digital resources to enhance pupils learning to improve digital competency. Pupil’s confidence, resilience and aspirations improve.  |  | Sep 2016Sep 2016-Dec 2016Sep 2016-Dec 2016Apr 2017-Jul 2017Sep 2016-Dec 2016Sep 2016Sep 2016Sep 2016Sep 2016-Dec 2016Sep 2016-Jul 2017 |  | INSET ProgrammeR&D Programme Lesson ObservationsLesson Planning documentationMinutes of meetingsINSET ProgrammeR&D DocumentationAwards Evening ProgrammeAudit of Learning Environment Audit of Learning Environment Audit of Learning Environment Pupil FeedbackStaff Evaluations |



SIP 2016– 17

 **1. SIP Priority: Independent & Interdependent Learning Lead Manager:**

**b) Staff Development Link Governor(s):**

| **Target /** **Success Criteria** | **Action/ Activities** | **Expected Impact & Milestones** | **Staff responsible** | **Timescale** | **Resources/ Cost/ Funding Stream** | **Monitoring impact/ Evaluation arrangements & evidence sources** |
| --- | --- | --- | --- | --- | --- | --- |
| 1b- 1) Staff have the skills required to develop pupils as Independent Learners1b- 2) Leadership Skills of all staff developed through in house and school to school working1b- 3) Share and develop existing range of high quality teaching strategies | 1b- 1a) Staff identify own areas for development relating to coaching and digital competency to inform Performance Management objectives1b- 1b) Bespoke INSET Programme on coaching and developing resilience delivered by external provider (see 1a- 1a)1b- 1c) Workshops/programmes and courses provided through TCS Improvement Hub to develop staff skills that ensure pupils develop ‘thinking skills’ and Independence e.g:- NQT & ITT- ITP & OTP- Welsh Hub Support- Emerging Technologies (Microsoft Courses)1b- 2a) Leadership skills developed at all levels through participation in the following programmes/offers:* Aspiring Middle Level Leaders
* Aspiring Senior Level Leaders
* School to School working

1b- 2b) Leadership skills developed through opportunities to lead/ facilitate: * Bespoke consultancy, programmes & workshops
* PLCs
* School to school working

1b- 2c) Coaching skills developed through bespoke INSET used to identify personal training needs and opportunities see 2b- 3c1b- 2d) All CPD activities evaluated and best practice investigated1b- 3a) Further develop OTP principles and practice so that all departments are involved in the OTP programme* Principles of DRICE facilitation exercise in leadership forum
* DRICE included in planning guidance to underpin outstanding teaching
* DRICE and key models poster displays in classrooms
* Learning 3s (Triangle Observation) undertake non-judgemental peer learning walk rounds, discuss best practice and receive coaching
* Best practice shared with all staff – staff meetings/Use of Iris technology
 | Staff have the skills to produce Independent Learners who have resilience, confidence and aspiration See 1a- 1a. Planning undertaken Summer Term 2016, programmes delivered during calendared INSET DaysStaff employ Independent Learning skills strategies in lessons to improve teaching and learning and outcomes for pupilsStaff develop skills to evaluate their own practice and areas of responsibility to improve teaching and learning and outcomes for pupilsStaff develop strategic planning skills to lead task and finish groups.Improved Performance Management objectives with specific training needs identified Oct 2016Excellent CPD identified and teaching and learning enhancedLessons include high quality coaching and differentiated strategies for ‘deepening thinking’ to create independent learners who are critical thinkers. Leaders drive the strategy within departments |  | Sep 2016-Oct 2016Oct 2016- Jun 2017Sep 2016-Jul 2017Sep 2016-Jul 2017Sep 2016-Jul 2017Sep 2016-Jul 2017Sep 2016-Jul 2017Sep 2016-Jul 2017 |  | Performance Management objectivesEvaluation of CPDEvaluation of CPDEvaluation of CPDR&D Programme Lesson observationsEvaluation of CPDR&D Programme Lesson observationsPerformance management objectivesEvaluation of CPD. Proposals brought to SMTList of Staff CPD.Minutes of meetings.Note sharing of best practice.Lesson Planning documentation. Lesson Observations.Learning Environment Audit.Staff evaluation of peer teaching programme.Minutes of meetings. |



SIP 2016– 17

 **1. SIP Priority: Independent & Interdependent Learning Lead Manager:**

**c) Literacy & Numeracy Link Governor(s):**

| **Target /** **Success Criteria** | **Action/ Activities** | **Expected Impact & Milestones** | **Staff responsible** | **Timescale** | **Resources/ Cost/ Funding Stream** | **Monitoring impact/ Evaluation arrangements & evidence sources** |
| --- | --- | --- | --- | --- | --- | --- |
| 1c- 1) Track levels of pupil understanding within each strand of the LNF1c- 2) Literacy skills of learners are improved across the curriculum1c- 3) Numeracy skills of learners are improved1c- 4) Targeted differentiated interventions result in better learner progress in Literacy and Numeracy | 1c-1a) Set up and implement a bespoke LNF Tracker to support high quality feedback for pupils1c-1b) CPD to ensure effective use of LNF Tracker across the curriculum1c- 1c) Pupil progress report to parents containing high quality feedback (on areas of strength and targets for improvement only) supported by LNF Tracker 1c- 2a) Staff employ whole school reading strategies effectively and respond to the recommendations of the Literacy Review * Literacy Hour
* ERIC
* Newspaper Strategy

1c- 2b) Staff undertake SMOG test to ensure new reading materials provided to pupils are suitable (readability of texts)1c- 2c) Spelling and vocabulary tests to take place once a fortnight to improve independent learning1c- 2d) Differentiated whole school writing strategy (Alan Peat sentence writing) to be implemented 1c- 2e) Collation of exemplar Literacy work to construct Learner profiles of work across the curriculum to inform high quality feedback1c 3a) Specific differentiated teaching of numeracy in Mathematics lessons1c- 3b) Investigate and implement strategies to develop the numerical reasoning skills of pupils across the curriculum1c- 3c) Develop digital competency skills that support the development of pupils’ numeracy skills1c- 3d) Collation of exemplar Numeracy work to construct Learner profiles of work across the curriculum to inform high quality feedback1c- 3e) Launch the TCS Numeracy Toolkit to ensure consistent methodology across the curriculum1c- 4a) Use National Reading and Numeracy Tests to help identify pupils for differentiated interventions1c- 4b) Track progress of pupils and add/remove pupils from interventions as necessary | Improved use and better knowledge of Tracker capabilities – Oct 2016All curriculum areas input pupil results into tracker termly. Each strand of the LNF trackedParents of pupils in KS2 well informed about their child’s LNF strengths and areas for development by July 2017.Improved performance in National Literacy and Numeracy testsDepartments respond to recommendations of Literacy Hour Review from Sep 2016 Use of SMOG tests from Sep 2016High quality feedback to pupils on how to improve spelling and vocabulary. From Sep 2016Investigation of strategy Sep 2016Staff CPD by Dec 2016Implementation of strategy to improve sentence construction and grammar by Apr 2017Identification of pupils in Sep 2016 and collation of work in Dec 2016 and Apr/May 2017Implementation from Sept 2016Investigation from Sep 2016Implementation from Jan 2017Investigation from Sep 2016Implementation from Jan 2017Identification of pupils in Sep 2016 and collation of work in Dec 2016 and Apr/May 2017Use of toolkit in lessons following re-launch by Oct 2016Analysis of data from Reading and Numeracy tests by Sep 2016Use of Lit and Num tracker and other data to analyse progress in Nov 2016 and Apr 2017 |  | Sep 2016-Oct 2016 Sep 2016-Dec 2016 Sep 2016-Jul 2017Sep 2016-Jul 2017Sep 2016-Jul 2017Sep 2016Sep 2016-Apr 2017Sep 2016-May 2017Sep 2016-Jul 2017Sep 2016-Jul 2017Sep 2016-Jul 2017Sep 2016-May 2017Sep 2016-May 2017Sep 2016-Jul 2017Sep 2016-Jul 2017 |  | LNF Tracker functionalCompleted LNF Tracker for Years 7 – 9Reports to parentsImproved pupil performance in Lit Reading and Num testsImproved reading skills in pupils’ work identified through R&D programme, LNF Tracker and in National Literacy testsReadability as identified in R&D cycleImproved spelling and vocabulary identified in books through R&DINSET plan.Identification of strategy being used in lessons through R&DPupil profiles ready for cross phase and cross curricular moderation sessions. Minutes of moderation meetings Minutes of meetings.Improved use of numeracy skills in lessons.Improved results in National Numeracy testsINSET programmeIdentification of skills developed and their impact through R&DPupil profiles ready for cross phase and cross curricular moderation sessions. Minutes of moderation meetingsToolkit in use in lessonsDiagnostic tool for Reading and Numeracy tests.LNF tracker data.LNF tracker data.Register of interventions |



SIP 2016– 17

 **1. SIP Priority: Independent & Interdependent Learning Lead Manager:**

**d) Assessment for Learning Link Governor(s):**

| **Target /** **Success Criteria** | **Action/ Activities** | **Expected Impact & Milestones** | **Staff responsible** | **Timescale** | **Resources/ Cost/ Funding Stream** | **Monitoring impact/ Evaluation arrangements & evidence sources** |
| --- | --- | --- | --- | --- | --- | --- |
| 1d- 1) Pupils actively involved in assessment and tracking progress (see also 2d- 4a) and 1a- 1b) | 1d- 1a) Develop new whole school formative feedback and tracking approaches to ensure that pupils receive high quality feedback1d- 1b) Incorporate the tracking of AfL targets and high quality feedback in the new Learning Coach sessions 1d- 1c) Develop use of self and peer assessment to enable more independent and interdependent learners1d- 1d) Employ coaching dialogue (high quality feedback) with pupils to develop Independent Learners | Pupils fully involved in responding to and tracking formative assessment by Oct 2016.Procedures trialled until Jan 2017. Procedures reviewed, amended and adopted from Jan 2017Differentiated Learning Coach session activities ready by Sep 2016Focus on self and peer assessment in INSET programme in Nov 2016. Self and peer assessment clearly identified in pupils’ work from Nov 2016 onwardsOn-going focus on coaching methodology in series of INSET sessions from Sep 2016 |  | Sep 2016-Jul 2017Sep 2016-Apr 2017Nov 2016Sep 2016-Jul 2017 |  | Book reviews.Pupil & teacher feedbackLC session plansand resources.R&DINSET programmeBook reviewsObservation of practice in lessonsINSET programmeR&D |