



School Improvement Plan

Year End Evaluation

2008/9 Priority	Progress
1.To continue to embed the Foundation Framework in Reception & develop this model of good practice across infant department.	<i>Review of resources and provision in Reception classroom. Staffing redeployment this year, additional staff appointed for September 2009 to give 1:8 adult:child ratio in Reception. Foundation/KS1 joint planning day held July 09. The recent Estyn report judged that, "overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes".</i>
2.To start implementing Curriculum 2008 across KS2.	<i>New KS2 curriculum, whole planning day & 1 day training undertaken by all KS2 staff. New schemes of work in development. The recent Estyn report judged that, "the school is making a number of exciting innovations to the curriculum and is increasingly providing a wide range of learning experiences that effectively meet the needs and interests of learners."..."the school has revised schemes of work in order to plan for the new key stage 2 curriculum. In most classes, schemes of work are imaginatively used to provide experiences that promote pupils' learning."</i>
3.To raise standards in spelling & reading.	<i>Read Write Inc. strategy introduced throughout school. All staff have undertaken 2 days training. Interim and year end results very positive & pleasing. (See table below)</i>

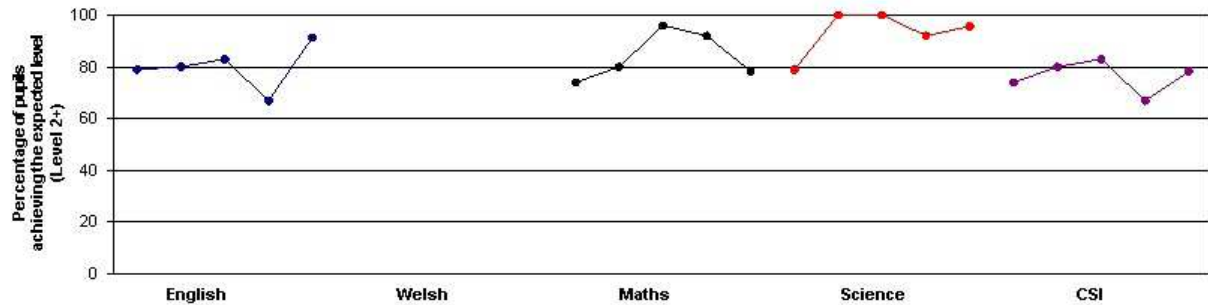
Summer 2009 – Teacher Assessment of standards (%) in English in Year 2 (Key Stage 1) and Year 6 (Key Stage 2)

Key Stage 1 (%)	Working towards Level 1	Level 1	Level 2	Level 3	Level 2+
English (School)	0	9	65	26	91
Wales	4	14	63	19	82

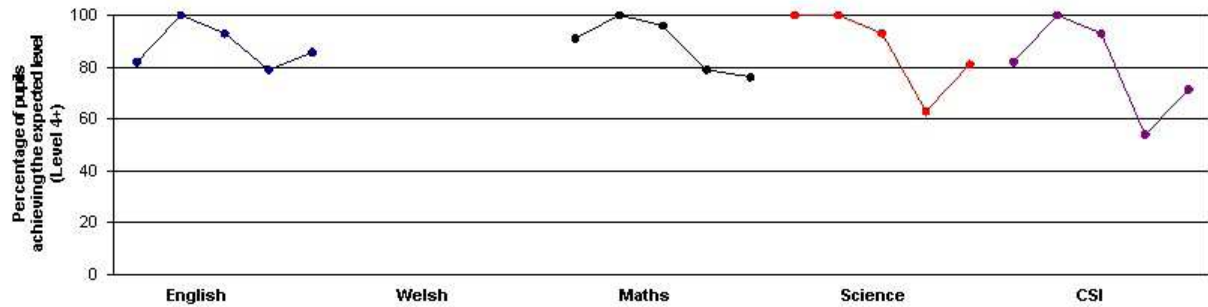
Key Stage 2 (%)	Level 2	Level 3	Level 4	Level 5	Level 4+
English (School)	0	14	33	52	86
Wales	3	16	51	29	80

4.To develop systems for tracking individual pupil progress and measuring 'added value'	<i>Year-on year progress tracker developed using 'Assessment Week' data. This has been used for identifying underperforming children, measuring progress and arranging groupings within classes.</i>
5.To improve targeted support in literacy and numeracy for all children particularly more and less able.	<i>Redeployment of support staff – this year all classes have consistent support in morning sessions (literacy & maths). New weekly session timetabled for each class for 'more able' learners working with teaching assistant. (See 4 above). Special Educational Needs Coordinator appointed, improved support for underperforming pupils. Clear SEN strategy developed focussing on early identification. Recent ESTYN inspection noted, "recent developments in assessment procedures enable staff to identify pupils' strengths and shortcomings and to highlight areas to be developed"</i>
6.To review teaching and non-teaching staffing across the school	<i>All teaching and support staff now have updated job descriptions clarifying roles and identifying agreed responsibilities. Special Needs Coordinator appointed. Subject coordinator roles reviewed and in some cases changed.</i>
7.To improve children's investigative skills in science.	<i>Staff meeting with input from co-ordinator about a standard approach to investigations & concepts. Improvement seen in end of key stage performance in science (particularly of more able pupils at level 3 (Year 2) and Level 5 (Year 6). (See table below). This priority continues for 2009-10.</i>

Key Stage 1 Performance 2005-2009



Key Stage 2 Performance 2005-2009



8. To embed thinking skills into learning and teaching throughout the school.	<i>Increased visibility of strategies around school. New planning formats reflect use of strategies.</i>
9. To develop assessment for learning (AFL) as a fundamental approach to learning and teaching.	<i>Training undertaken by all staff on AFL with practical strategies offered. AFL puts children at centre of learning process, improving their engagement & understanding. Continued into 2009-10.</i>
10. To implement a new assessment & moderation framework for Maths, English & Science and further improve transition arrangements for pre-school, infant to junior and Key Stage 2 to 3.	<i>Survey of new Reception parents / pupils undertaken (autumn 08). Results informed 2009 induction programme. Recent ESTYN inspection noted, "a newly implemented assessment timetable has been established for the core subjects of English, mathematics and science to ensure that the school has a developing picture of each pupil's progress and achievements."</i>
11. To develop the use of bilingualism and incidental Welsh throughout the school including mid-day supervisors.	<i>Phrase of the week & raised profile of incidental Welsh through daily life & routines. Recent ESTYN inspection noted, "standards in bilingualism throughout the school have good features and no important shortcomings. By the end key stage 2, most pupils have a good level of language acquisition...aspects of bilingualism in KS2 are 'outstanding'."</i>
12. To upgrade the school's ICT infrastructure.	<i>New wireless network installed (phase1) and class & staff workstations (Phase 2) all networked. Investment in 2Simple software suite & various hardware. Training undertaken on various hardware and software. New ICT support contract signed. New support contract is very effective & beneficial.</i>
13. To achieve Eco-School Green Flag status (ESDGC – Sustainable Development)	<i>Achieved March 2009.</i>
14. To develop ESDGC though links to schools around the world. (ESDGC –Global Citizenship)	<i>All classes now linked to partner schools around world, Opportunities for children to learn (through questioning) about Polar Bears in Canada (Mr Rugg visit), British Antarctic Survey (Dai the Dragon) and Malawi (Mr King visit Jan 09). Multicultural Week June 2009. School awarded School Partnership Reciprocal Visit Grant for 2009/10.</i>
15. To further improve working links with Governing Body.	<i>'Learning Walks' introduced. Governors' induction programme, new parent & community governors. Higher profile of governors & their role on school website. Termly meetings between governor and teacher teams to discuss developing thinking, communication, number and ICT. These improved links deemed by staff and governors as 'invaluable' and 'excellent.'</i>
16. To continue to improve the quality of communication with parents and the local community.	<i>Fortnightly newsletter often includes Eco-News and Community Corner. Communication of key school issues 'How we teach literacy' booklet. Website expansion. Transparency and honesty over school evaluation, pupil performance data & school improvement planning. Recent ESTYN inspection noted, "Links with parents are built on very extensively and are now outstanding. The school website is outstanding, kept fully up to date and is exceptionally informative and interesting."... "There are outstanding links with parents and the community, which are very effective in helping the school in many ways. "</i>

