

Trellech Primary School



“Living, Learning, Laughing”

School Improvement Plan 2009-2012

(Review Date: June 2010)

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This document was produced in August 2009 as a response to the school's Self Evaluation Report (SER), pupil, parent and staff surveys, lesson observations and staff performance management discussions. It lays out our aims and plans for the next three years in outline and details the key priorities for the next school year 2009-10 in detail. This document lays the path and highlights the actions needed to raise standards and develop the school. It will be referred to regularly; reviewed and updated in summer 2010 by all staff with the Headteacher leading. It has been agreed and approved by the school's Governing Body.

School Information

Number of pupils on roll	176 (Autumn Term 2009)
Head Teacher	Mr. Steve King (Since January 2008)
Classification of School	County Primary School
Chairman of Governors	TBC
Local Education Authority	Monmouthshire
Senior Education Officer	Mr. Andrew Keep Corporate Director of Lifelong Learning & Leisure Monmouthshire County Council County Hall Cwmbran NP44 2XG 01633 644644

School Staff

Assistant Head	Mrs. Kate Peacock Mrs. Dee Miles
Teaching Staff	Mrs. Dee Miles (Reception) Mrs. Kerry Schartz / Mrs. Kate Peacock (Year 1) Mrs Claire Cotton (Year 2) Mrs. Rhian Maunder / Mrs. Natasha Pisacane (Year 3/4) Miss. Jane Foster (Year 4/5) Mr. Darran Green (Year 5/6) Mr. Steve Rogers (PPA Cover) Miss. Natasha Burrows (maternity leave)
Learning Support Assistants:	Mrs. Julia Thomas Mrs. Sally Garbett Mrs. Tracey Worrell Mrs. Rhian Davies Mrs. Julie Evans Mrs. Jocelyn Morgan Miss. Sara Underwood Mrs. Deborah Llewellyn Mrs. Nicola Hickman Mrs. Dawn Morgan Mrs. Sandra Bennett
School Administrator:	Mrs. Maria Appleton
Caretaker:	Mrs. Olwen Richards
Mid-day Supervisors:	Mrs. Iris Tansill (Senior Mid-Day Supervisor) Mrs. Pam Cutter Mrs. Clare Tabb Mrs. Iris Morgan
School Nurse:	Mrs. Alison Hall
Educational Welfare Officer:	Ms. Annalisa Williams

Our Aims

- To give children opportunities to experience success and achievement
- To teach children the learning skills they will need in a modern, changing world
- To engender a sense of respect for ourselves and for others
- To give children opportunities to experience and explore every aspect of their character
- To ensure children's well-being and allow them to experience happiness
- To help children to become better at learning and take ownership of their learning
- To engage pupils in their learning by considering what and how they want to learn
- To help children to become resourceful, resilient, reflective learners who understand how to learn collaboratively
- To nurture individuals' and help them reach their potential
- To push and challenge children at a level appropriate for them
- To help children discover, appreciate and express their individuality
- To create and maintain a positive and stimulating learning environment
- To have high expectations of our learners
- To engender a sense of belonging to our school family
- To encourage children's independence and confidence
- To allow children opportunities to express themselves in a variety of ways

Our Core Values

Friendliness
Welcoming
Respect
Nurturing
Expecting Great Things
Caring

Belonging
Encouragement
Self-Discipline
Creativity
Confidence
Equality

What makes Trellech Primary School distinctive?

We believe we:

- use a wide range of teaching styles and approaches;
- offer a diverse curriculum with genuine emphasis on eco, healthy, environmental and global issues thus educating and developing much more than just academic skills;
- are polite and respectful to each other;
- understand the importance of practical learning as opposed to learning at a desk all day;
- are very committed and dedicated as a staff team;
- are very warm and welcoming to visitors and members of our school family;
- are very supportive of each other and visiting professionals;
- offer a lot of extra-curricular activities and clubs.
- have a wonderfully rich learning environment both indoors and outdoors and that we use it well.
- offer good childcare provision in addition to the school day with Breakfast Club and After School Club.
- Benefit from great parental support enabling us to do many of the 'extras' that we do.

Attendance Figures 2008-9

	Girls	Boys	All
Total attendance (%)	94.8%	93.7%	94.2%
Authorised absences (%)	5.2%	6.3%	5.75%
Unauthorised absences (%)	0%	0%	0%

National Curriculum Assessment Results for Trellech Primary School 2009

It is expected that an average child should achieve Level 2 by the end of Key Stage 1 and Level 4 by the end of Key Stage 2. The following data is based on teachers' assessments. *Please note that since 2002 SATs Tests were not statutory for KS1 pupils (Since 2005 for Key Stage 2) in Wales.*

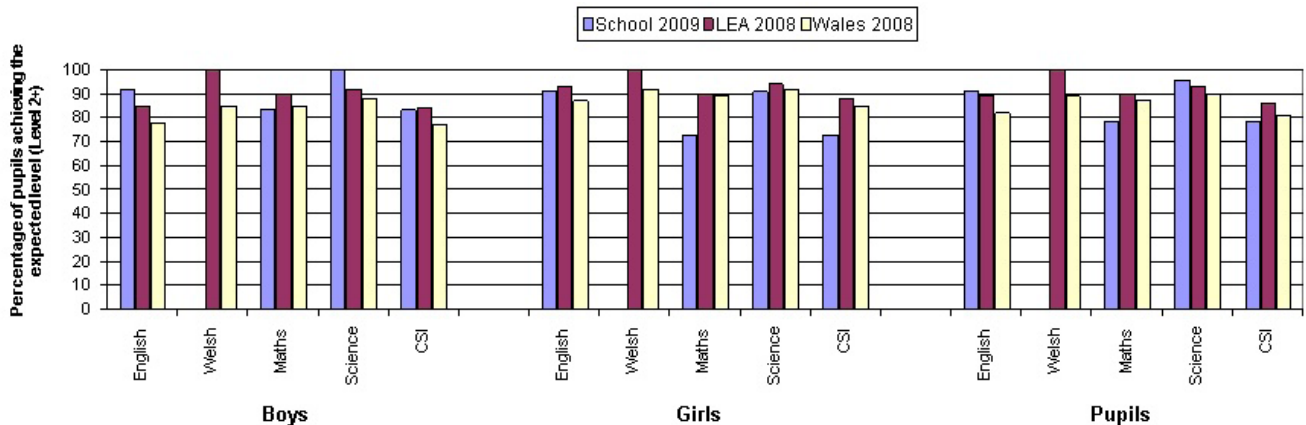
Key Stage 1 (End of Year 2 - 23 pupils (11 girls, 12 boys) - each pupil = 4.3%)

Percentage of pupils achieving each level - 2009 (Teacher Assessment)

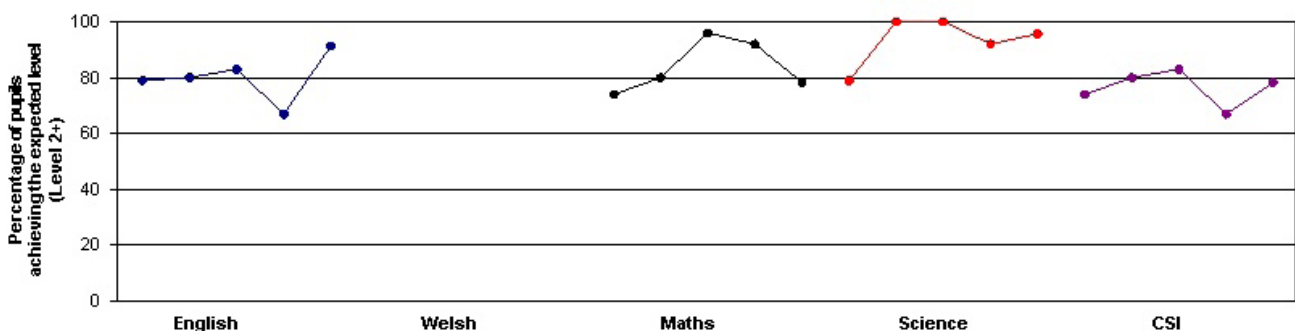
	Working towards Level 1	Level 1	Level 2	Level 3	Level 2+
English (School)	0	9	65	26	91
Wales	4	14	63	19	82
Mathematics (School)	0	22	61	17	78
Wales	2	11	65	22	86
Science (School)	0	4	74	22	96
Wales	2	9	66	23	90

Core Subject Indicator (Pupils achieving Level 2+ in English, Maths AND Science)

School	78.3
Wales	80.7



Key Stage 1 Performance 2005-2009



Key Stage 2

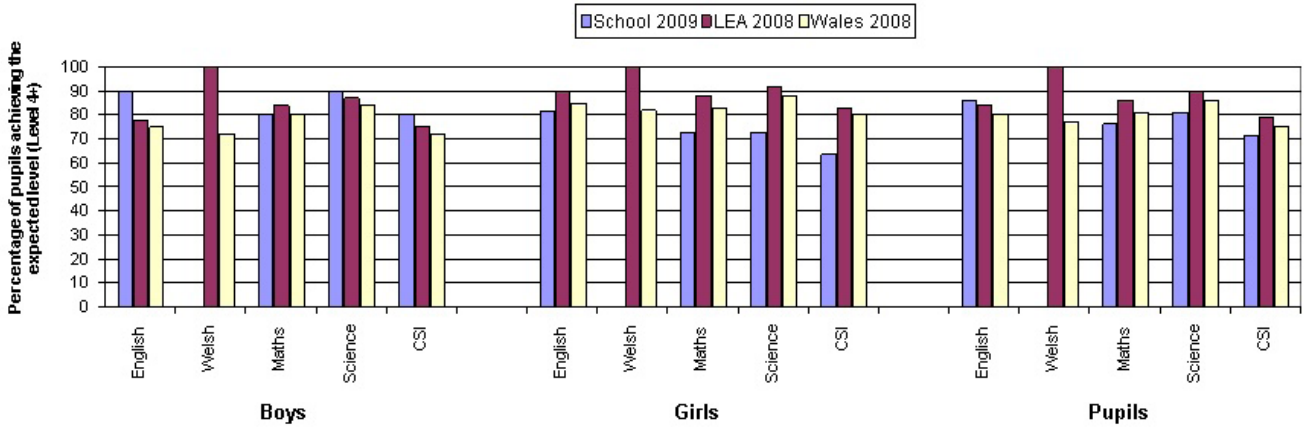
(End of Year 6 - 21 pupils (11 girls, 10 boys) - each pupil = 4.8%)

Percentage of pupils achieving each level - 2009 (Teacher Assessment)

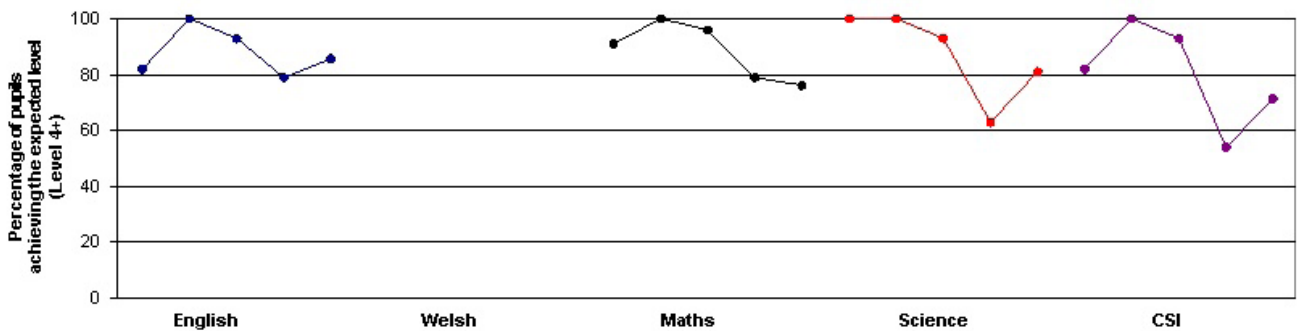
	Level 2	Level 3	Level 4	Level 5	Level 4+
English (School)	0	14	33	52	86
Wales	3	16	51	29	80
Mathematics (School)	0	24	33	43	76
Wales	3	15	51	30	81
Science (School)	0	19	48	33	81
Wales	2	11	54	32	85

Core Subject Indicator (Pupils achieving Level 4+ in English, Maths AND Science)

School	71.4
Wales	75.5



Key Stage 2 Performance 2005-2009



Trellech Primary School

School Improvement Plan



This document outlines the work of the school over the next three years and the current year 2009-2010 in detail:

Priorities 2009-2012

- To further reduce surplus spaces within school and investigate growing the school to reach its designated 210 standard number (max. 7 classes of 30 children).
- To significantly raise standards in literacy, maths and science.
- To develop and maintain systems for monitoring and evaluating pupil performance.
- To review provision of ICT systems and plan for future investment.
- To fully implement and embed Foundation Framework and Key Stage 2 curriculum 2008.
- To develop school's eco, sustainable, global and fair-trade profile.
- To improve and refine understanding of usefulness of assessment for and by pupils to improve effective learning.

Trellech Primary School

School Improvement Plan



Priorities

2009 -2010

Recommendations from Estyn Report March 2009

- Raise standards in English in Key Stage 1 and science, geography and music in Key Stage 2. (R1)
- Further improve the quality of teaching, such as for more able pupils, so that it is of a consistently high standard throughout the school. (R2)
- Further develop assessment procedures, including the involvement of learners, in order to improve all pupils' achievements.(R3)
- Develop the roles and responsibilities of leaders and managers. (R4)

(Read the report on our website www.trellechprimary.co.uk > School Office > Key School Documents)

In June 2009, staff undertook school self-evaluation, identifying achievements and areas for development. The Estyn recommendations were incorporated and the following priorities were identified for 2009-10:

1. To continue to raise standards in English, maths, science, geography and music
2. To further develop children's investigative skills and raise standards in science
3. To continue planning for more able pupils and evaluating impact on learning across the school
4. To continue to develop assessment procedures by and for learners and teachers.
5. To improve staff awareness, understanding and use of questioning as a key tool for delivering & assessing learning.
6. To develop the role of the newly formed school leadership team.
7. To develop the monitoring and evaluating role of subject coordinators.

Trellech Primary School

School Improvement Plan



Priority 1

To continue to raise standards in English, maths, geography and music

Lead Staff

Subject Coordinators, Headteacher (Steve King), Class teachers

Action

Introduce ability sets for maths learning across Key Stage 2.

Employ additional learning support staff in Key Stage 2

Use assessment data and shared teacher knowledge to clearly identify less able and more able groups for each class from September 09

Introduce structured X tables programme from years 1 – 6

Improve range and quantity of maths learning resources

Procure additional learning support material for more able pupils throughout Year 2 - 6

Develop action plans for curriculum subjects

Continue regular monitoring, evaluation and reassessment of pupils in RWI

Success Criteria

Pupils make more progress in new grouping arrangement which results in a narrower range of ability in maths classes. Learning and attainment is based more on stage not age. Where appropriate / possible, children moved up a group to reflect progress. Progress measured in Summer 2010 NFER tests.

Additional LSAs in post and supporting less able pupils in lower two KS2 maths groups proactively.

Staff meeting held where each child in each class is considered on ability and grouped accordingly as SEN/LA/Average/MA. Support for each group put in place

Fortnightly focus on a X Table with involvement of pupils, staff, parents and incorporation within school day/routines. Improved confidence & awareness of tables & therefore clearer / quicker understanding in other areas of maths. Measurable in NFER tests Summer 2010.

Maths resources upgraded & improved. All common equipment easily available to children.

Staff have fuller range of support material for working with more able children without repeating use of existing resources.

All curriculum subject have clear & detailed action plans using common format.

RWI Manager & KS2 leader meet regularly to oversee, monitor & evaluate learning with RWI.

Resources / Budget Implications / CPD

Better School's Fund – 1b 'Addressing Basic Skills'
 Use of budget surplus for 2 additional LSAs for 1 year
 HT to lead X Tables project. Use of on-line learning capacity
 Staff Meeting time

How monitored / Reported / Linked to School Evaluation Report

Termly summary evaluation of progress to parents in newsletter 'special edition' & in governors' meeting. Full evaluation – Summer Term 2010. Ultimate success criteria improved maths Y2 & Y6 results in 2010-2012 & beyond.

Evaluation

Trellech Primary School

School Improvement Plan



Priority 2

To further develop children's investigative skills and raise standards in science.

Lead Staff

Science Coordinator (Darran Green), Class Teachers

Action	Success Criteria
<p>Increase the number of investigations carried out by children</p> <p>Raise children's awareness of common scientific concepts and language throughout the school</p> <p>Improve range and quantity of science learning resources</p> <p>Improve children's ability to accurately and effectively communicate the results of their investigations.</p> <p>Improve children's ability to draw and communicate conclusions from their investigations</p>	<p>Children learning more through planning, undertaking and recording investigations.</p> <p>Children able to explain common scientific concepts at appropriate level and in their own language in each year group. Children able to explain their learning using scientific language.</p> <p>Improved equipment and materials for children to undertake scientific investigations appropriately.</p> <p>Increase in the quality and accuracy of children investigation reports - evidenced in their science books</p> <p>Increase in the quality and accuracy of the children's conclusions of their learning through investigations - evidenced in their science books</p>

Resources / Budget Implications / CPD

Staff meeting time
 Equipment purchases from school budget
 Better Schools Fund – 2b “The Revised 3-19 Curriculum”

How monitored / Reported / Linked to School Evaluation Report

Termly summary evaluation of progress to parents in newsletter ‘special edition’ & in governors’ meeting. Full evaluation – Summer Term 2010. Ultimate success criteria improved science Y2 & Y6 results in 2010-2012 & beyond.

Evaluation

Trellech Primary School

School Improvement Plan



Priority 3

To continue planning for more able pupils and evaluating impact on learning across the school

Lead Staff

School Leadership Team, Class Teachers

Action

Identify NFER progress scores of children who have undertaken More Able timetabled sessions this year (2008-9)

Use assessment data and shared teacher knowledge to clearly identify More Able groups for each class from September 09

Continue timetabled More Able session each week in each class.

Implement ability teaching for maths from Years 3-6

Nominate children who show flair for writing for LEA's Writing Squad in summer 2010

Success Criteria

Children who were involved in MA groups each week in each class show a measurable improvement year on year in their NFER scores.

Clearly & collaboratively produced more able group lists for each class to inform differentiation and MA provision.

Weekly timetabled sessions take place with nominated LSA each week in each class.

Pupils make more progress in new grouping arrangement which results in a narrower range of ability in maths classes. Learning and attainment is based more on stage not age. Where appropriate / possible, children moved up a group to reflect progress. Progress measured in Summer 2010 NFER tests.

Children with above average writing skills take part in the Writing Squad activities organised through LEA LLL team.

Resources / Budget Implications / CPD

Better Schools Fund – 1b “Addressing Basic Skills”

Deployment of learning support staff

Staff Meeting time

How monitored / Reported / Linked to School Evaluation Report

Termly summary evaluation of progress to parents in newsletter ‘special edition’ & in governors’ meeting. Full evaluation – Summer Term 2010. Ultimate success criteria improved maths, English, Science & CSI Y2 & Y6 results in 2010-2012 & beyond.

Evaluation

Trellech Primary School

School Improvement Plan



Priority 4

To continue to develop assessment procedures by and for learners and teachers.

Lead Staff

Headteacher (Steve King), Asst. Headteacher (Kate Peacock), Maths, English & Science coordinators.

Action

Continue to embed termly levelled assessments in maths, English & science.

Further improve teachers' & teaching assistants' familiarity with National Curriculum level descriptions by clarifying timetable / process for agreeing levels for pupil profiles in maths, English & science

Produce clear plan for formative assessment opportunities and occasions when this information is reviewed to inform teaching and learning decisions.

To increase range and use of self assessment tools employed routinely by learners.

Increase learners' awareness of National Curriculum level descriptions enabling them to identify next steps in their learning more clearly.

Success Criteria

Clear timetable for assessments of genres with tracking sheets which contain reliable data and are increasingly useful as a tool for tracking progress.

Clear timetable for levelling / moderating learners' work. Raised teacher / Assistant confidence in recognising the various NC levels in maths, English & science.

Clear timetable for standardised & in-house assessment opportunities which includes planned meetings for discussing progress and learners needing additional support.

Children regularly review & evaluate their learning becoming more aware of how to improve and raise their own standards.

Children regularly review their work tasks against increasingly familiar targets / NC level descriptions and more able to identify next steps in their learning.

Resources / Budget Implications / CPD

Better Schools Fund – 2b “Supporting Teacher Assessment” & 1a “Effective Transition”
 Staff Meeting time
 Cluster working (?)

How monitored / Reported / Linked to School Evaluation Report

Processes reported to governors' annually as part of an 'assessment – how we know' presentation.
 Termly summary evaluation of progress to parents in newsletter 'special edition' & in governors' meeting.
 Long term – raising of standards in reported National Curriculum areas.

Evaluation

Trellech Primary School

School Improvement Plan



Priority 5

To improve staff awareness, understanding and use of questioning as a key tool for delivering & assessing learning.

Lead Staff

Headteacher (Steve King), Asst. Headteacher (Dee Miles)

Action

Introduce Bloom's taxonomy of questioning to staff

Lesson observations focussing on use of questions

More able children challenged with more higher order type questions to encourage the use of thinking skills strategies.

Introduce Bloom's taxonomy of questioning to children in children's language

Success Criteria

Staff have working knowledge and awareness of different types / hierarchy of questions. Staff use higher level questions as an inclusion tool.

Staff use more complex questions routinely and implicitly in their delivery and in all stages of lessons when observed.

Higher order questions used increasingly as a basis for differentiating work for more able pupils.

Children understand and ask different types of questions / show greater awareness of a range of questions. Questioning pyramids are visible in classrooms.

Resources / Budget Implications / CPD

Better Schools Fund – 2c "The Revised 3-19 Curriculum"
Staff Meeting / INSET Day training time.

How monitored / Reported / Linked to School Evaluation Report

Termly summary evaluation of progress to parents in newsletter 'special edition' & in governors' meeting.

Impact on standards across school but particularly in More Able pupils – reflected in end of key stage judgements.

Evaluation

Trellech Primary School

School Improvement Plan



Priority 6

To develop the role of the newly formed school leadership team.

Persons Responsible

Headteacher (Steve King), Assistant Headteachers (Kate Peacock & Dee Miles), SENCo (Claire Cotton)

Action

Establish programme of regular weekly meetings

Establish areas of responsibility (inc. Monitoring of standards & aspects of school work) for two Assistant Headteachers.

Identify training needs within and beyond LEA for Assistant Headteachers & SENCo

Communicate the work of the team to the larger school staff team effectively and on an ongoing basis.

Success Criteria

Leadership team meets regularly for strategic oversight meetings

All aspects of the school and curriculum are overseen / line managed by a member of the SLT

Staff involved will have undertaken training that meets their aspirations and requirements to fulfil their role on the SLT.

All staff in school are aware of the role of SLT and the process by which they work.

Resources / Budget Implications / CPD

Better Schools Fund 3a "Promoting Attendance, positive behaviour and Equal Opps" & 3b "Safeguarding & Child Protection"

Leadership Team Meeting time

Non-contact time for leaders

How monitored / Reported / Linked to School Evaluation Report

Termly summary evaluation of progress to parents in newsletter 'special edition' & in governors' meeting. Reported to governing body via twice termly Headteacher's Report to governors.

Performance Management Review Cycle

Evaluation

Trellech Primary School

School Improvement Plan



Priority 7

To develop the monitoring and evaluating role of subject coordinators.

Lead Staff

School Leadership Team, Subject Coordinators

Action

Establish timetable for review of subjects each year

Build in timetable for coordinator to report on standards in the area to the governing body.

Establish timetable for review of pupils' written work (book sweep)

Establish process whereby observed standards are fed back to SLT & full school staff.

Agree criteria communally for monitoring & evaluating standards of writing & subject overview. Including monitoring & reviewing observations from previous sweep.

Create a clear 'Subject Coordinator' job description

Success Criteria

Timetable established and operating effectively

Timetable created with regular presentations to governing body

Timetable created, written learning reviewed and fed back effectively

Process in place, staff feel aware of how to develop subject areas. Process monitored and recorded to inform future practice.

Communally agreed template in place for monitoring standards or written work and subject overall.

Generic job description created & followed by subject coordinators.

Resources / Budget Implications / CPD

Better School Fund – 2a "Foundation Phase" & 2c "The Revised 3-19 Curriculum"

Staff Meeting time

Non-contact time for audits

How monitored / Reported / Linked to School Evaluation Report

Termly summary evaluation of progress to parents in newsletter 'special edition'. Coordinators reporting to governing body.

Performance Management Review Cycle

Evaluation

Trellech Primary School

School Improvement Plan - Premises



2009-10	2010-11	2011-12
<ul style="list-style-type: none"> • Evaluate switching grounds maintenance to Robinsons GM for 2 years. • Signage in parking area and entrance (School Travel Plan) • Upgrade drinking water access • Replace mesh fencing surrounding KS1 playground • Complete willow fencing in KS1 area • Replace external doors (LEA planned maintenance programme) • Paint entrance gates • Creation of additional classroom, equip & commission • LEA bid for WAG funding to extend Reception / Foundation classroom & enlarge existing classrooms. 	<ul style="list-style-type: none"> • New hard standing area for refuse bins • Redecorate hall • Remarking of infant and junior playgrounds • Redevelop outdoor quadrant area • Create action plan for items identified in School Conditions Survey • Redecorate building's external wall 	<ul style="list-style-type: none"> • Repair or remove perimeter fencing at front of school boundary • Upgrade main corridor carpets
<p>Ongoing</p> <ul style="list-style-type: none"> • PAT Testing • Fire alarm maintenance • Intruder alarm maintenance • Fire fighting equipment survey 	<p>Ongoing</p> <ul style="list-style-type: none"> • PAT Testing • Fire alarm maintenance • Intruder alarm maintenance • Fire fighting equipment survey 	<p>Ongoing</p> <ul style="list-style-type: none"> • PAT Testing • Fire alarm maintenance • Intruder alarm maintenance • Fire fighting equipment survey
<p>Evaluation</p>		



Identified Training List

(from Performance Management Targets)

Name	Course	Funding	Responsibility
Dee Miles	LEA Deputy / Assistant Headteacher network group	Budget / Management NCT	HT / DM
Dee Miles	RWI Spelling programme / RWI Manager training & networking	BSF	HT / DM
Steve Rogers	Control Technology	BSF	SR
Darran Green	Science investigations / Raising standards in science	BSF	DG
Darran Green	Office 2007	Budget In-house	DG / Staff Meeting
Kerry Schartz	Eco Schools	PPA BSF	KS / HT
Claire Cotton	SEN / SEN Cluster Meetings / Networking	SEN SENCO Time	CC
Rhian Maunder	Observing good practice in maths / raising standards in maths	PPA BSF	RM
Rhian Maunder	Welsh Week 1 Training	BSF	DG / RM
Jane Foster	Raising standards in Literacy	BSF	JF
Jane Foster	Welsh Week 2 Training	BSF	DG / JF

Natasha Piscane	ASA Swimming Course	BSF	NP / HT
Sally Garbett	Welsh for LSAs	BSF	DG / SG
Sally Garbett	ICT hardware/software	Budget In-house	SK / SG / Staff Meeting
Sally Garbett	SENCO support	BSF	SG / CC / SK
Julie Evans	Forest School networking	Budget BSF / NCT	JE / SK
Julie Evans	Welsh for LSAs	BSF	DG / JE
Julie Evans	RWI awareness & observing lessons / working with RWI leader	NCT BSF	JE / DM
Rhian Davies	Dyslexia	BSF	RD / SK / CC
Rhian Davies	Emotional well being for pupils	BSF	RD / SK
Julia Thomas	RWI networking / support from RWI Manager	BSF NCT	JT / DM
Julia Thomas	Dyslexia	BSF	JT / SK / CC
Julia Thomas	School Council training	BSF NCT	JT
Tracey Worrall	Visits to observe display standards in other schools	NCT	TW
Tracey Worrall	Welsh for LSAs	BSF	DG / TW
Maria Appleton	Budget Monitoring training	County	MA
Maria Appleton	Clerical software training	County	MA