

# **Trellech Primary School**



## **School Improvement Plan 2008-2011**

(Review Date: June 2009)

# School Improvement Plan

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This document was produced in August 2008 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 2008-9 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 2009 by all staff with the Headteacher leading. It has been agreed and approved by the school's Governing Body.

## **School Information**

<b>Number of pupils on roll</b>	173 (Spring Term 2009)
<b>Head Teacher</b>	Mr. Steve King (Since January 2008)
<b>Classification of School</b>	County Primary School
<b>Chairman of Governors</b>	Mr. Ken Jacob (Since September 2008)
<b>Local Education Authority</b>	Monmouthshire
<b>Senior Education Officer</b>	Mr. Andrew Keep Corporate Director of Lifelong Learning & Leisure Monmouthshire County Council County Hall Cwmbran NP44 2XG 01633 644644

## **School Staff**

<b>Assistant Head</b>	Mrs. Kate Peacock
<b>Teaching Staff</b>	Mrs. Dee Miles (Reception) Mrs. Claire Cotton / Mrs. Kate Peacock (Year 1) Miss. Natasha Burrows (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)
<b>Learning Support Assistants:</b>	Mrs. Julia Thomas Mrs. Sally Garbett Mrs. Tracey Worrell Mrs. Rhian Davies Mrs. Julie Evans Mrs. Jocelyn Morgan Mrs. Jan Horrell
<b>School Administrator:</b>	Mrs. Maria Appleton
<b>Caretaker:</b>	Mrs. Olwyn Richards
<b>Mid-day Supervisors:</b>	Mrs. Iris Tansill (Senior Mid-Day Supervisor) Mrs. Pam Cutter Mrs. Clare Tabb Mrs. Iris Morgan
<b>School Nurse:</b>	Mrs. Alison Hall
<b>Educational Welfare Officer:</b>	Ms. Vicky Cloade

## 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	Belonging
Welcoming	Encouragement
Respect	Self-Discipline
Nurturing	Creativity
Expecting Great Things	Confidence
Caring	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;
- 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 2007/8

	<b>Girls</b>	<b>Boys</b>	<b>All</b>
Total attendance (%)	94.9%	93.5%	94.2%
Authorised absences (%)	5.1%	6.5%	5.8%
Unauthorised absences (%)	0%	0%	0%

## National Curriculum Assessment - Results for Trellech Primary School 2008

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 - 24 pupils (9 girls, 15 boys) - each pupil = 4%)

#### Percentage of pupils achieving each level 2008 (Teacher Assessment)

	Working towards Level 1	Level 1	Level 2	Level 3	Level 2+
<b>English (School)</b>	<b>4</b>	<b>29</b>	<b>54</b>	<b>13</b>	<b>66</b>
Wales	3.5	14	63	20	82
<b>Mathematics (School)</b>	<b>0</b>	<b>8</b>	<b>83</b>	<b>8</b>	<b>92</b>
Wales	2	11	65	22	87
<b>Science (School)</b>	<b>0</b>	<b>8</b>	<b>92</b>	<b>0</b>	<b>92</b>
Wales	1	9	66	24	90

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

	Boys	Girls	All
<b>School</b>	<b>60</b>	<b>78</b>	<b>67</b>
Wales			81

### Key Stage 2 (End of Year 6 - 24 pupils (12 girls, 12 boys) - each pupil = 4%)

#### Percentage of pupils achieving each level 2008 (Teacher Assessment)

	Level 2	Level 3	Level 4	Level 5	Level 4+
<b>English (School)</b>	<b>0</b>	<b>21</b>	<b>50</b>	<b>29</b>	<b>79</b>
Wales	4	16	50	29	80
<b>Mathematics (School)</b>	<b>4</b>	<b>17</b>	<b>46</b>	<b>33</b>	<b>80</b>
Wales	3	15	50	30	81
<b>Science (School)</b>	<b>13</b>	<b>25</b>	<b>63</b>	<b>0</b>	<b>63</b>
Wales	2	12	52	32	86

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

	Boys	Girls	All
<b>School</b>	<b>50</b>	<b>58</b>	<b>54</b>
Wales			74

### Comparative Data

National (Wales) data is from 2007 and is the most recent data available.

# Trellech Primary School

## School Improvement Plan



This document outlines the work of the school over the next three years and the current year 2008-2009 in detail:

The aims of the school are:

- TO PROVIDE A LEARNING ENVIRONMENT WHERE POTENTIAL IS MAXIMISED.
- TO NURTURE CONFIDENT INDIVIDUALS WHO VALUE THEMSELVES AND OTHERS.
- TO PROVIDE EACH CHILD WITH THE OPPORTUNITY TO DEVELOP SOCIALLY AS WELL AS ACADEMICALLY

### **Priorities 2008-2011**

- 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

2008 -2009

1. To continue to embed the Foundation Framework in Reception & develop this model of good practice across infant department.
2. To start implementing Curriculum 2008 across KS2.
3. To raise standards in spelling & reading.
4. To develop systems for tracking individual pupil progress and measuring 'added value'
5. To improve targeted support in literacy and numeracy for all children particularly more and less able.
6. To review deployment of teaching and non-teaching staffing across the school
7. To improve children's investigative skills in science.
8. To embed thinking skills into learning and teaching throughout the school.
9. To develop assessment for learning as a fundamental approach to learning and teaching.
10. To implement a new assessment & moderation framework for Maths, English & Science to raise teacher confidence in end of key stage judgements and further improve transition arrangements for pre-school, infant to junior and Key Stage 2 to 3.
11. To develop the use of bilingualism and incidental Welsh throughout the school including mid-day supervisors.
12. To upgrade the school's ICT infrastructure.
13. To achieve Eco-School Green Flag status (ESDGC – Sustainable Development)
14. To develop ESDGC through links to schools around the world. (ESDGC –Global Citizenship)
15. To further improve working links with Governing Body.
16. To continue to improve the quality of communication with parents and the local community.

# Trellech Primary School

## School Improvement Plan



### Priority 1

To continue to embed the Foundation Framework in Reception & develop this model of good practice across infant department.

### Persons Responsible

HT, Dee Miles (Rec. teacher), all KS1 teaching and support staff, Governing Body

### Action

To continue learning and teaching approach which is already embedded in Reception Class.

To re-deploy support staff allowing for a ratio of 1:14 (minimum) and in some lessons 1:10 or lower.

To work with Early Years colleagues in the cluster & elsewhere in the county to refine effective planning formats to ensure coverage and accountability for/of learning in Reception.

To develop staff awareness and confidence in assessment and recording methods for learning in Reception.

To further develop the outdoor learning environment.

To continue raising standards in literacy, numeracy and science.

To support staff aspirations to undertake training and networking through various providers and other local schools.

For teaching and support staff working in Years 1 and 2 to adopt these developments, approaches and formats in order to implement what we believe to be 'Early Years best practice' before statutory implementation date(s)

### Success Criteria

Colourful, engaging, vibrant, experience rich learning opportunities for children in Reception.

Staff successfully deployed and working effectively with class teacher.

Use of an effective planning format by staff which details areas of learning, learning activities, range and skills which staff feel is effective and which they are confident to use.

Clear format(s) for effectively observing children and assessing their learning which staff feel confident to use.

Additional play and learning equipment and grounds design.

Children attaining standards in these areas commensurate with those at the end of Reception in summer 2008.

Staff who are motivated and keen to develop their practice as part of a skilled, effective Early Years team.

Raised standards of learning across infant department.

### Resources / Budget Implications / CPD

Better Schools Fund allocation 2a 'Foundation Phase'  
 Training through LEA Foundation advisor  
 CPD Online opportunities  
 PTFA funding for further developing outdoor environment

### How monitored / Reported / Linked to School Evaluation Report

Governors' Meetings – Head teacher's report  
 SER –KQ1,2 and 3

### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 2

To start implementing Curriculum 2008 across KS2.

### Persons Responsible

HT, Key Stage 2 teaching and support staff, Governing Body

### Action

To address issue of four curriculum year groups taught in three classes in Junior department and re-design 'rolling programmes' for 'Range' in various subjects, ensuring continuity and progression.

To shift learning pedagogy to a more child centred approach where learning experiences are more relevant to and directed by the learner.

To develop 'project based learning' outside of more formal maths and Literacy lessons.

To improve 'continuous provision' in Key Stage 2 communal area making resources more accessible for children.

To develop the range of opportunities for participation in Physical Education.

To further develop skills acquisition in all learning opportunities (Developing thinking, developing number, developing communication, developing ICT).

To allow children to follow extended courses of skills development through 'Trellech University.'

To work with KS2 colleagues in the cluster & elsewhere in the county to refine effective short/medium/long term planning formats.

### Success Criteria

Clear long term plan for foundation subjects which ensure continuity and progression for learners as they move through Key Stage 2.

Children more involved in deciding what they will learn and given more opportunities to decide 'how' they want to plan, investigate and learn.

Children undertake more learning through thematic approaches and projects rather than discrete subject lessons.

Equipment commonly needed by pupils is easily available for them in the communal area allowing them to be resourceful and plan their learning.

Wider range of adventurous and residential activities, whole school progression in gym and dance through PPA deployment.

Schemes of work to clearly state opportunities for developing key skills and children having regular opportunities to learn these skills in activities.

Trellech University operating effectively every Friday afternoon (1-2.15pm). Children in mixed age groups undertaking ½ term courses (6 per year)

Use of an effective planning format by staff which details areas of learning, learning activities, range and skills which staff feel is effective and which they are confident to use.

### Resources / Budget Implications / CPD

Better Schools Fund allocation 2c, CPD Online courses / Cluster INSET day, cluster networking

### How monitored / Reported / Linked to School Evaluation Report

Governors' Meetings – Head teacher's report, SER – KQ 1,2 and 3

### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 3

To raise standards in spelling & reading.

#### Persons Responsible

Head, Dee Miles – Literacy co-ordinator, All teaching staff and support staff. 'Developing Communication' Governor team. Karen Christofi- School Improvement Officer (LEA)

#### Action

To implement 'Read Write Inc.' approach to teaching phonics, spelling, reading and writing throughout school.

To assess children in RGR to RG4 including 'children showing concerns' in RG5 and 6 in order to group them appropriately for RWI groups in September.

For Key Stage 2 teaching staff and any new staff in school to undertake two days RWI training (LEA)

To monitor implementation of programme termly.

To communicate aims, objectives and operational details of RWI to parents and provide evidence of their child's success after a year.

To revise and standardise approach to the use of spelling journals and guided reading throughout school.

To increase number of opportunities around the school for children to obtain reading material of interest to them.

#### Success Criteria

Children acquire skills of spelling, reading and writing earlier in their school career. Improvement in NFER GRT results in assessment week, May 2009 (YOY)

All children grouped according to their phonic understanding therefore in best learning setting at start of term.

All school staff have undertaken training for 2 days in RWI teaching methodology and confident to 'start' teaching the programme.

Literacy coordinator to report termly to HT and governing body on operational & attainment issues.

Parents given information about programme and feel informed about how and why it works. Opportunity for parents to observe a session. End of year 'data' supplied to parents.

Spelling journals used consistently throughout school (at least within departments) to improve spelling of misspelt words. Similarly approach to timetabled guided reading.

Children can borrow books on a variety of subjects around the school. Books are adjacent to displays therefore relevant and interesting. Library fiction books reallocated to class library shelves. Central reference library.

#### Resources / Budget Implications / CPD

Better School Fund allocation 1b, RWI funded & resourced (fully) by LEA, GTCW group bursary for release/review/training time, INSET by Karen Christofi,

#### How monitored / Reported / Linked to School Evaluation Report

SER – KQ 1 and 2 (& KQ3)

Termly reviews by literacy coordinator (communicated to governors)

Reports to parents at year end showing value added.

#### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 4

To develop systems for tracking individual pupil progress and measuring 'added value'

### Persons Responsible

HT

### Action

To collate, record and analyse NFER data for Progress in Maths, GRT, SWST

To create list of lower and higher achieving pupils in each year group and share with teachers in order to appropriately challenge individuals and groups of pupils.

To enter collated data onto an Excel spreadsheet which uses colours to track progress and value added.

To develop a system where stagnant and downward trends are identified and addressed.

To share all performance data (in-house and local / national comparative data) with all staff in order that they make informed decisions and plan for improvement.

### Success Criteria

Clear, easy to access listings of pupil performance data using NFER test results.

Clear lists which teachers use to identify and plan for higher and lower achieving pupils.

Clearly accessible spreadsheet which shows how individual pupils have progressed over their school career.

Children who show little or no progress are identified routinely and action is taken by their class teacher to improve their performance.

Staff are informed and aware of whole school and pupil performance and the part they play in raising these levels.

### Resources / Budget Implications / CPD

Working with Eira Meredith – LEA School Data Analyst

Payment for NFER Assessment materials – Assessment Week, May 2009

Microsoft Excel

BSF Allocation 2b

### How monitored / Reported / Linked to School Evaluation Report

Report to governing body – Headteacher's Report

Data sent to / discussed with staff annually, class lists distributed, SER KQ 1 and 2

### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 5

To improve targeted support in literacy and numeracy for all children particularly more and less able.

### Persons Responsible

Kate Peacock, AHT, All teaching & support staff, LEA literacy support

### Action

For children to be taught in ability groups for literacy and numeracy in Key Stage 2.

Clearer identification of lower and higher performing children (see priority 4)

To re-deploy support staff to provide consistent support for less and more able pupils in core subjects each morning.

Introduce a new framework for producing Individual Education Plans (IEPs) – one per term, timetabling issue, review and consultation with parents.

To improve the quality, relevance and effectiveness of IEPs.

To develop and refine rigorous and robust opportunities for challenging More Able & Gifted children.

To revise and develop school's approach towards challenging more able learners.

To increase the number of pupils in Years 5 and 6 identified as more able writers who participate in LEA Writing Squads.

### Success Criteria

Children taught in literacy ability groups through RWI and in maths, taught in 3 ability based classes.

Statemented children supported appropriately and remaining support staff deployed so that they are working regularly with same class. Focus on support for core subjects in mornings.

Clear time frame for creation, distribution and review of IEPs throughout the school year.

Clearer targets on IEPs, more closely tailored to individual's progress and 'next steps,' with detailed review & evaluation of outcomes.

More able pupils differentiated for clearly and effectively in lesson planning. Sessions exist in weekly timetable for MAG pupils' additional input.

Updated policy for More able and Talented pupils' learning. More able learners challenged in lessons and in additional sessions.

Increased uptake of places on Monmouthshire LEAs 'Writing Squad' programme.

### Resources / Budget Implications / CPD

Staff meeting time. BSF Allocation 2d. Funding for release time (policy), CPD Online course for developing MAT (practical strategies), purchase of 'Challenging the More Able' resources by Barry Teale. Approx £1500 TLR 2 position-school budget.

### How monitored / Reported / Linked to School Evaluation Report

SER Key Question KQ1,2 and 3. Monitored as part of SEN / IEP framework, Pupil tracking data

### Evaluation

# Trellech Primary School

## School Improvement Plan



**Priority 6**

To review teaching and non-teaching staffing across the school

**Persons Responsible**

HT, Governing Body

**Action**

To review curriculum coordinator roles.

To review roles and job descriptions of learning support staff

To create a TLR post with responsibility for Special Needs (SENCo) – role currently held by Headteacher.

**Success Criteria**

Each curriculum area and aspect/theme throughout the school will be coordinated by a named member of staff.

Support staff contracts and job descriptions will reflect their current roles and responsibilities in school.

New SENCo appointed

**Resources / Budget Implications / CPD**

Main staffing budget implications, guidance from Personnel Dept (LEA), CPD opportunity for SENCo position. Better School Fund allocation 4a (Training)

**How monitored / Reported / Linked to School Evaluation Report**

SER Key Question KQ 5,6 and 7, coordinator subject reviews, performance management process

**Evaluation**

# Trellech Primary School

## School Improvement Plan



### Priority 7

To improve children's investigative skills in science.

#### Persons Responsible

Darran Green, Science Coordinator, all staff

#### Action

To ensure that the 'range' of content in Key Stage 1 and new Key Stage 2 National Curriculum is mapped out across the school ensuring continuity and progression.

To re-establish investigations as the main learning approach in science lessons.

To develop a standard format for planning and recording scientific investigations.

To improve the quality of pupils' interpretation and communication of results.

To standardise the skills and vocabulary required to undertake investigations.

#### Success Criteria

Clear rolling plan for coverage of science topics across the school which ensures that all pupils experience the intended breadth of the subject's 'range' with opportunities to revise & develop skills year on year.

Children regularly (routinely) carrying out investigative work in their learning.

Standard template (modified for age differences) in use throughout school. Effective, comprehensive approach to investigations.

Pupils able to effectively and appropriately interpret and communicate the results of their investigations.

Increased awareness and understanding of common investigative vocabulary and concepts.

#### Resources / Budget Implications / CPD

CPD-Online – Newport LEA course "Developing investigation skills in Science" - £350- Release time for coordinator - BETTER SCHOOLS FUND allocation 2c and 1b  
Staff meeting, re-resourcing of common measuring / investigative equipment

#### How monitored / Reported / Linked to School Evaluation Report

Assessment/moderation framework, book sweep by science coordinator  
Report to Governing body / Headteacher's report  
SER KQ 1 and 2 (& KQ 3)

#### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 8

To embed thinking skills into learning and teaching throughout the school.

### Persons Responsible

HT, All staff, Governing Body

### Action

For staff to continue to embed BLP (Building Learning Power), thinking maps and thinking hats into pupils' learning activities.

To develop children's opportunities to use thinking skills in their learning.

To ensure that the range of thinking skills and strategies are evident visually around the school.

To raise the profile of thinking skills on-line on the school website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk)

To fully embed the Skills Framework's "plan, do, reflect cycle" in every child's learning process and raise its profile around the school.

Continue communication of this area with parents

### Success Criteria

Planning details range of thinking strategies that are used in lessons & topics.

Children use strategies in the planning of their work both written and orally.

Evidence of displays in each classroom and communal areas which explicitly explain thinking strategies as well as displays of pupils' work which shows evidence of using thinking strategies in planning /presentation.

Well developed section on school website explaining range of thinking skills and strategies as well as increased numbers of learning blogs and input from learners of all ages.

Cycle is evident around the school and in plenary sessions as well as when talking to children about their learning. The cycle plays a central part to the acquisition of skills and knowledge and to each child's learning process.

Parents feel confident in why and how we teach thinking strategies. Evidence of correspondence.

### Resources / Budget Implications / CPD

Display materials? CP-Online opportunities for 'developing thinking' courses.

Staff training and awareness for newer staff members (Kerry Shartz, Jane Foster, Tash Pisacane)

BETTER SCHOOLS FUND allocation 2d

### How monitored / Reported / Linked to School Evaluation Report

SER – KQ1,3 and 4.

Governing Body – 'Developing Thinking' Team

Thinking skills audit – summer term 2009

### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 9

To develop assessment for learning (AFL) as a fundamental approach to learning and teaching.

### Persons Responsible

HT, All staff

### Action

For staff to understand the important of AFL as the key approach to effective learning.

For staff to undertake training and gain a wide range of practical strategies for effective AFL.

To raise the profile of AFL and embed its use in everyday learning activities throughout the school.

To communicate the principles of AFL, the school's approach and practical advice to parents.

Update Assessment Policy to highlight importance of AFL in how children learn.

To map AFL opportunities into schemes of work.

### Success Criteria

Regular use of AFL strategies in teacher planning and pupil learning. AFL central to 'learning' philosophy.

Staff confidence and awareness raised – Staff understand importance of AFL as a central approach to learning and have clear strategies for using AFL across the curriculum with their pupils.

As above

Parents feel confident in why and how we use Assessment for Learning as a key approach to developing learning skills. Evidence of correspondence.

Policy updated.

### Resources / Budget Implications / CPD

BETTER SCHOOLS FUND Allocation 2c and d

Cluster INSET Day with guest speaker, Head Teachers' AFL conference (SE Wales Consortium)

CPD Online opportunities

Release time for policy update (BETTER SCHOOLS FUND)

### How monitored / Reported / Linked to School Evaluation Report

Headteacher's report to governors.

SER KQ 1,2 and 3

Section on school website – on 'Click to Learn' page

### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 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.

#### Persons Responsible

HT, Dee Miles (Literacy Coordinator), Jane Foster (Maths Coordinator), Darran Green (Science Coordinator), all staff

#### Action

To develop a timetable for teaching staff to assess and moderate pieces of work in core subjects each term.

To raise teacher confidence in the (new) National Curriculum level descriptors and their ability to 'level' a piece of work confidently.

To raise confidence and assure accuracy of judgements of end of key stage assessment by working with colleagues across the LEA to moderate samples of work. (See Transition Plan)

To ensure all staff judgements are in line with colleagues across the cluster. (See Transition Plan)

#### Success Criteria

Timetable in use and scheduled into staff meeting programme. Moderation of agreed tasks carried out.

Staff feel confident in attaching a level to a piece of work using new assessment criteria (level descriptors)

Year 2 and 6 teachers attend LEA moderation and standardisation training days.

All teaching staff attend three cluster moderation sessions for core subjects.

#### Resources / Budget Implications / CPD

BETTER SCHOOLS FUND allocation 2b – release time for LEA moderation  
Staff meeting time

#### How monitored / Reported / Linked to School Evaluation Report

SER Key Question 1 and 2

Headteacher's report to governors

Review in-house of school judgements and agreement/amendments made by cluster/LEA colleagues.

End of year Teacher Assessment (Year 2 and 6)

Portfolio of previously moderated samples by cluster colleagues

Portfolio of samples of work from new framework

#### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 11

To raise profile of Welsh and bilingualism across the school.

#### Persons Responsible

Darran Green – WSL Coordinator, all staff, Welsh Advisory Service Support Teacher

#### Action

To increase children's opportunities to speak in Welsh conversationally with each other and with adults.

To increase opportunities for staff to use Welsh in marking and when giving feedback to pupils.

To raise the profile and amount of written Welsh around the school (displays and signage)

To increase the use of instructional Welsh during daily class and whole school routines.

To raise the profile and availability of Welsh reading books around the school.

The raise teacher confidence in teaching Welsh in lessons and speaking with children incidentally around the class and school each day.

To establish 'Welsh Week' around St. David's Day and expand cultural opportunities and experiences encompassed within Eisteddfod.

#### Success Criteria

Staff making incidental conversation in Welsh during daytime. Children replying in Welsh.

Welsh comments evident in marking of written work (in moderation) as well as evident as verbal feedback in lesson observations.

Welsh labels are clearly visible around the school. Welsh labels, headings and questions are common place on displays around the school.

Teachers use Welsh instructions in class, in daily routines and in whole school events. Welsh terms and phrases are common place and 'normal' throughout each learner's day.

Children see and can read and borrow texts from high(er) profile displays around the school.

Staff regularly use Welsh in their daily work and 'think Welsh', maximising opportunities to raise its profile in writing and oral situations.

Welsh themed week gives children many experiences of aspects of Wales's culture, society, heritage and values.

#### Resources / Budget Implications / CPD

BETTER SCHOOLS FUND Allocation 5b and a. Staff can also access GTCW funding for Welsh training.

Advisory Service advisor

Staff meetings, 'word of the week' and input from coordinator

#### How monitored / Reported / Linked to School Evaluation Report

Welsh Week featured in depth on school website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk)

SER Key Question 3

Coordinator to work with advisor to seek advice. Advisor to work with staff.

#### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 12

To upgrade the school's Information Communication Technology (ICT) infrastructure

### Persons Responsible

HT, Natasha Burrows – ICT Coordinator, Governing Body, Julien Morgan (ICT Support Contractor)

### Action

To install a new wireless laptop network in school at the start of the academic year.

To maximise the use of the new ICT investment and ensure its optimum use.

To develop pupil confidence and competence of ICT hardware and software applications.

To develop ICT as a learning tool for pupils.

To review existing hardware equipment and software applications and invest in new resources as required.

To further develop the school website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) as an on-line learning platform.

### Success Criteria

Laptop network in place and operational within first fortnight of school year.

Laptops in almost constant use. First come first served timetable in place. Staffroom leader board showing usage by each class.

Use of ICT by pupils evident in lesson observations.

Pupils regularly having option to use ICT as a method of research and presenting information. Facilitated by classroom workstations and timetabling system. Evident in written work and observations.

School is equipped with hardware to allow teaching and learning of data logging, control, modelling, video and voice recording and this (as well as associated software) is used with increased confidence, independently by pupils in lessons.

School website has extensive follow on routes for class / in-school learning to allow them to learn and continue studies at home and away from school as well as details of learning and thinking strategies. Website has clear evidence of community involvement within and beyond school.

### Resources / Budget Implications / CPD

Investment from school budget in ICT network and associated support /installation costs.

Investment from school budget / PTFA for procurement of updated peripherals.

Advice and input from Mark Davies, School Improvement Officer (ICT)

Release time for coordinator to audit and purchase equipment.

Better School Fund allocation 6 a and b

### How monitored / Reported / Linked to School Evaluation Report

Headteacher's report to governing body

Governing Body 'Developing ICT' Team

Leader board for class ICT use in staffroom

SER Key Question 1,3,4,5,6 and 7

### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 13

To achieve Eco-School Green Flag status. (ESDGC –Sustainable Development)

#### Persons Responsible

HT, Natasha Burrows – Eco Coordinator), all staff

#### Action

To review progress on Eco-school award to date and evaluate progress needed to achieve Green Flag award through the Eco Action Plan.

For Eco-Committee (consisting of pupils, staff, parents and Governors) to meet regularly and develop action plan for progress towards Green Flag.

To raise the profile of Trellech as an Eco-School through communication within and outside school of achievements and progress.

To work with LEA advisor on Eco-issues to improve our eco-credentials.

To further develop the seven eco-themes that have been adopted by classes and improve their coverage and opportunities for children to learn in these areas.

To delegate responsibility for aspects of eco-school to classes. (areas of school and routines/jobs)

#### Success Criteria

Audit of current features of our Eco-school with clear areas to be covered to achieve Green Flag in Eco-Action Plan.

Clear action plan for progress to Green Flag status and timetable of minuted Eco meetings.

Regular Eco-newsletters &/or inclusion in fortnightly school newsletters. Recognition in local press and on website of what we do, why and how we do it.

Clear route map to Green Flag, schedule of meetings with Collette Mooney (Advisor).

Classes undertake extended project work on Eco-topics culminating in presentation of written work on website and displays around the school.

All eco-roles (eg: emptying bins, litter collecting etc) and eco-areas (eg: organic garden, pond etc) delegated to classes, clear ownership, effective maintenance.

#### Resources / Budget Implications / CPD

Better Schools Fund allocation 3c

Release time for coordinator to meet with advisor, lead meetings.

Many resources available through LEA, local groups

CPD Online opportunities available as well as through Countryside Service and Gwent Wildlife Trust

#### How monitored / Reported / Linked to School Evaluation Report

Through assessment for Green Flag Award

Headteacher's report to governing body

Reports / newsletters to parents, governors, friends of school.

SER Key Question 3,4,5 and 7

#### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 14

To develop ESDGC though links to schools around the world. (ESDGC – Global Citizenship)

### Persons Responsible

HT, All teaching staff

### Action

To build on links initiated last year with classes of children in schools around the world.

To develop themes for projects to which both classes (at Trellech and abroad) contribute and to share this learning in a variety of ways including on-line.

For teachers to explore innovative methods of communication and exchange of ideas and values including through the use of ICT.

To provide texts and make them easily accessible to children which raise the profile of places and people around the world.

### Success Criteria

Communication between Trellech teachers and foreign class teachers continues and has strengthened.

Each class has a clear and agreed topic for study and pupils at Trellech have a clear and detailed understanding of how that topic or theme affects Trellech, Wales and the partner school and its country.

Successes and learning is recorded and displayed around the classroom, school and on the school website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk)

Classes link through ICT / video / webcam exchanges as well as other traditional forms of communication.

Easily accessible books for children to look at, borrow read and return on people and countries around the world.

### Resources / Budget Implications / CPD

Links to classes in Newport (Wales), Monmouth (Oregon, USA), Rawalpindi (Pakistan), Belize (Central America), Lilongwe (Malawi), Monmouth (New Jersey, USA)

School budget – multi-cultural reading materials

ICT hardware and software to facilitate collaborative opportunities to communicate.

Support from Central IT Department at LEA

### How monitored / Reported / Linked to School Evaluation Report

Governing Body – ‘Developing ICT’ team

SER Key Question 1,3 and 7

Reported / evidenced in school / class displays and on school website

### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 15

To further improve working links with Governing Body

### Persons Responsible

HT, Governing Body, All Staff

### Action

To raise the profile of the governing body within the school community.

To increase opportunities for governors and school staff to meet formally and informally

To raise governing body's awareness of the learning and teaching activities and strategies in school through the introduction of 'learning walks'

### Success Criteria

School newsletters increasingly contain updates from governors meetings and information about governors, making them better known to parents & school community.

Staff and governors meet formally three times a year (before 2<sup>nd</sup> governors' meeting of each term) to discuss teaching and learning. Staff survey 2009 returns shows increased feeling of support from governing body.

Members of the governing body visit school on a (semi-) regular basis – each governor to have spent a session in school, ideally more. Governors are always copied in on newsletters and policy update 'standalone' letters.

Members of governing body feel more able to discuss authoritatively aspects of learning and teaching as well as the running of the school.

### Resources / Budget Implications / CPD

School budget – release time for staff to meet with governors for certain link discussions.  
Governor Training – Better School Fund allocation 4 a and b

### How monitored / Reported / Linked to School Evaluation Report

Governing Body Meetings  
Staff survey 2009  
Parent survey 2009  
SER – Key Question 4,5,6 and 7

### Evaluation

# Trellech Primary School

## School Improvement Plan



### Priority 16

To continue to improve the quality of communication with parents and the local community.

#### Persons Responsible

HT, All staff

#### Action

To provide parents with honest, accurate information about their child's progress and attainment.

To further develop opportunities to involve parents in the life of the school and impact on the quality of experiences offered to the pupils.

To continue to overcome common difficulties associated with schools in rural settings through improved electronic communication and availability of information electronically through email and the school website [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk)

To communicate details of the many aspects of school life in 'standalone' letters. (Including major policy developments)

To commit to work with parents, alerting them to our concerns and listening to theirs

To provide advice, guidance and support for educational aspects of parenting.

#### Success Criteria

Parent Survey returns show high level of satisfaction with quality and extent of communication about their child's progress and attainment.

Parents play an active role in school and on off-site activities. Our 'Helping Hands' list is in place and growing in 'offers' which are often taken up by teachers and support staff. Parent survey returns show high level of agreement when asked if they feel the school tries to involve parents.

The majority of parents receive newsletters and routine communications via email. The school website contains important school documents.

Detailed, accessible handouts and leaflets are sent home regularly (as appropriate) – parent survey returns show high levels of agreement about parents feeling informed about developments in school.

Parent survey returns show high level of satisfaction about their concerns being listened to and about being informed about their child's progress.

Occasional support material (how to help your child to learn etc) is sent home to parents. Materials obtained from in-school expertise and external guidance.

#### Resources / Budget Implications / CPD

Reprographics, guidance from external agencies

#### How monitored / Reported / Linked to School Evaluation Report

Parent survey – summer 2009

Headteacher's report to governing body

Governing Body (Parent governors feedback) – GB AGM/Parents' Meeting

SER – Key Question 3,4 and 6

#### Evaluation

# Trellech Primary School

## School Improvement Plan - Premises



2008-9	2009-10	2010-11
<ul style="list-style-type: none"> <li>• Redecorate KS1 &amp; 2 toilets (Identified in Pupil Survey 2008)</li> <li>• Improve playtime facilities on Infant yard (Identified in Pupil Survey 2008)</li> <li>• Upgrade classroom carpets</li> <li>• Replace broken external lamppost orbs</li> <li>• Evaluate switching grounds maintenance to Robinsons GM for 2 years.</li> <li>• Signage in parking area and entrance (School Travel Plan)</li> <li>• Upgrade drinking water access</li> <li>• Create 'Groups Room' and relocate library</li> <li>• Develop shaded areas for outdoor learning</li> <li>• Improve outdoor seating in playgrounds</li> <li>• Replace mesh fencing surrounding KS1 playground</li> <li>• Investigate opportunities for additional classroom for Autumn 2009</li> <li>• Complete willow fencing in KS1 area</li> <li>• Upgrade dining room tables</li> </ul>	<ul style="list-style-type: none"> <li>• New hard standing area for refuse bins</li> <li>• Redecorate hall</li> <li>• Replace external fire door adjacent to RG5 and 6</li> <li>• Remarking of infant and junior playgrounds</li> <li>• Repair or remove perimeter fencing at front of school boundary</li> <li>• Redevelop outdoor quadrant area</li> <li>• Redecorate external doors</li> <li>• Paint entrance gates</li> <li>• Create action plan for items identified in School Conditions Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Redecorate building's external wall</li> <li>• Upgrade main corridor carpets</li> </ul>
<p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• PAT Testing</li> <li>• Fire alarm maintenance</li> <li>• Intruder alarm maintenance</li> <li>• Fire fighting equipment survey</li> </ul>	<p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• PAT Testing</li> <li>• Fire alarm maintenance</li> <li>• Intruder alarm maintenance</li> <li>• Fire fighting equipment survey</li> </ul>	<p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• PAT Testing</li> <li>• Fire alarm maintenance</li> <li>• Intruder alarm maintenance</li> <li>• Fire fighting equipment survey</li> </ul>
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