

Nottage Primary School

School Development Plan



Our Vision at Nottage Primary School

Mission Statement has been agreed by our School Council

As children we are safe, happy and cared for. We are listened to, supported and valued. We work together openly and look after each other.

We understand the importance of making choices that will keep us healthy and fit, now and in the future.

We are free to learn about things which interest us and which we enjoy, and we gain skills we need for life. We respect people, places and property and we are given time to think and to reflect.

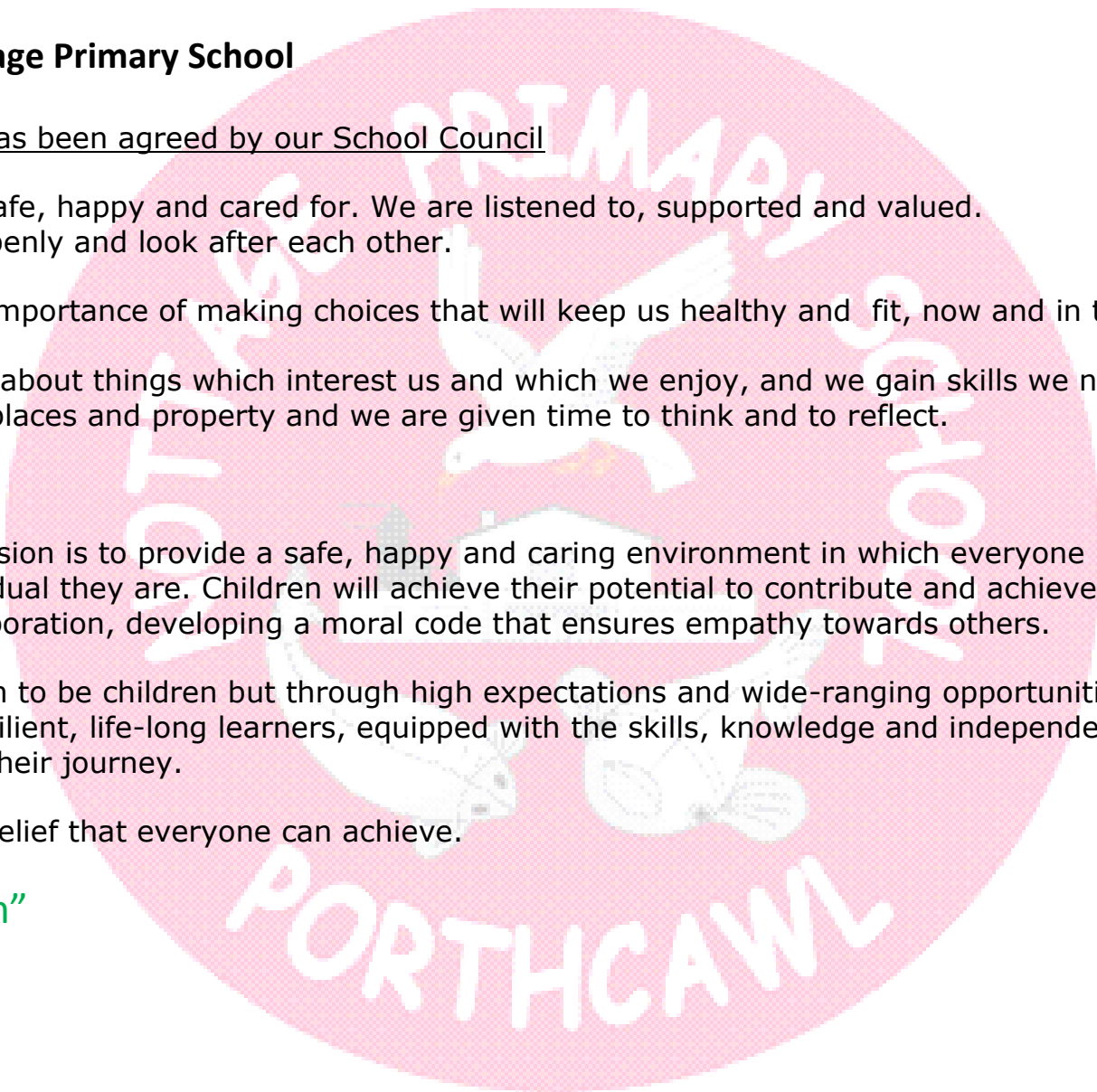
Vision

Our shared school vision is to provide a safe, happy and caring environment in which everyone is supported and valued for the individual they are. Children will achieve their potential to contribute and achieve in an atmosphere of openness, and collaboration, developing a moral code that ensures empathy towards others.

We want our children to be children but through high expectations and wide-ranging opportunities we strive to create confident, resilient, life-long learners, equipped with the skills, knowledge and independence they will need on the next step of their journey.

We have a shared belief that everyone can achieve.

“Together we can”



Our Objective

To give the best added value for our pupils

Our Strategy

Every Child can achieve through an individualised curriculum

Our Tactics

A) Responding to Estyn Inspection Recommendations

B) Quality Planning

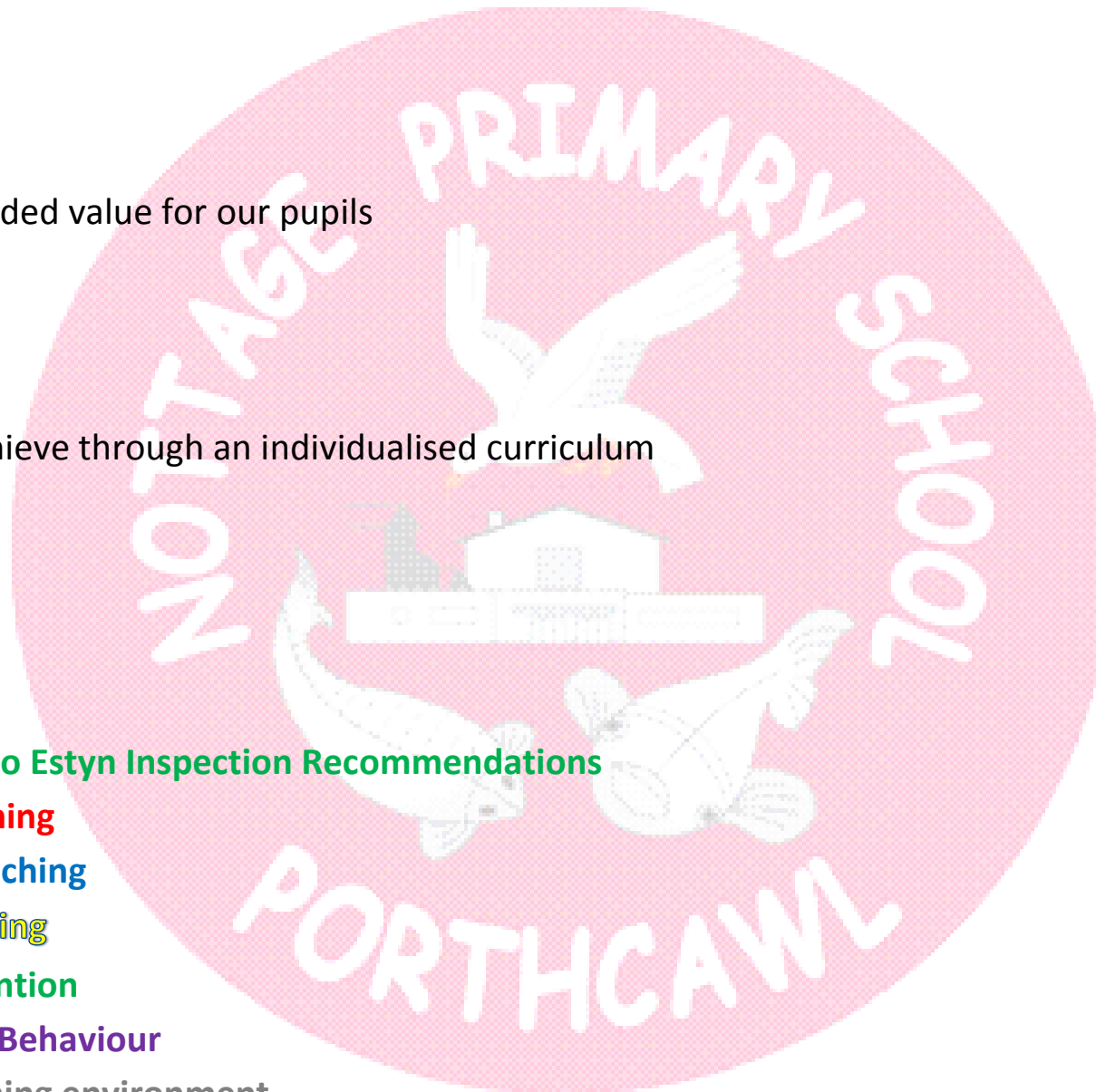
C) Excellent Teaching

D) Robust Tracking

E) Early Intervention

F) Outstanding Behaviour

G) Safe & enriching environment



Monitoring Cycle : Aspect	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July/August
SER SDP	Meet with staff for input on SER and SIP	January update SER and SIP Implementation and Evaluation Update progress to GB after February half term following most recent							Review progress against SDP targets	SER/SDP submitted to CSC Prioritise SDP, with most recent data- targets to include school, local and national initiatives	
Performance Management	Review previous targets Finalise new targets in line with school priorities				Monitor T & L Lesson observations linked to PM Review targets				Evaluate Targets Discuss draft targets for new academic year		
ARR (Assessment of and for learning)	On Entry Assessment Baseline/ WELLCOMM Analysis of data Tracking data	Pupil Target Setting		Wellbeing review AFA (LAC)	Review of pupil target setting/progress of individuals Ongoing testing of impact on interventions (DEST etc)			End of Key Stage assessments Teacher assessments	Diagnostic tool NRT/NNT	Summative assessments Annual reports to parents	
Monitoring, evaluation and review	Review timetable for MER cycle	Lesson observations - T & L Listening to learners / Pupil Progress Meetings Scrutiny and levelling of work Triads Moderation								SER- Contribution by staff through curriculum team meetings	
Finance	Meet with finance to discuss budget			Review & adjust budget	Set school budget for the year			Presentation of school fund accounts (April) New financial year	Clearly costed SDP identifying funding streams e.g. SEG, School budget, SIG		

CPD	CPD activities linked to PM targets/Continua and SIP priorities Costed Annual Plan (April)	Link CPD to SIP
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School Development Plan 2017 – 19			
Targets Cross Referenced to Estyn Common Inspection Framework			
Key Question	Quality Indicators	Aspects	Targets 2017-19
KQ1: OUTCOMES	1.1 Standards	1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment	✓
		1.1.2 standards of groups of learners	✓
		1.1.3 achievement and progress in learning	✓
		1.1.4 skills	✓
		1.1.5 Welsh language	✓
	1.2 Wellbeing	1.2.1 attitudes to keeping healthy and safe	✓
		1.2.2 participation and enjoyment in learning	✓
		1.2.3 community involvement and decision-making	✓
		1.2.4 social and life skills	✓
	KQ2: PROVISION	2.1 Learning experience	2.1.1 meeting the needs of learners, employers/community
2.1.2 provision for skills			✓
2.1.3 Welsh language provision and the Welsh dimension			✓

		2.1.4 education for sustainable development and global citizenship	✓
	2.2	2.2.1 range and quality of teaching approaches	✓
	Teaching	2.2.2 assessment of and for learning	✓
	2.3	2.3.1 provision for health and wellbeing	✓
	Care, support and guidance	2.3.2 specialist services, information and guidance	✓
		2.3.3 safeguarding arrangements	✓
		2.3.4 additional learning needs	✓
	2.4	2.4.1 ethos, equality and diversity	✓
	Learning environment	2.4.2 physical environment	✓
KQ3:	3.1	3.1.1. strategic direction and the impact of leadership	✓
LEADERSHIP	Leadership	3.1.2. governors or other supervisory boards	✓
		3.1.3 meeting national and local priorities	✓
	3.2	3.2.1 self-evaluation, including listening to learners and others	✓
	Improving quality	3.2.2. planning and securing improvement	✓
		3.2.3. involvement in networks of professional practice	✓
	3.3	3.3.1 strategic partnerships	✓
	Partnership working	3.3.2 joint planning, resourcing and quality assurance	✓
	3.4	3.4.1 management of staff and resources	✓
	Resource management	3.4.2 value for money	✓

PDG Plan 2017/18

Nottage Primary School

Budget: £37,000 (Approximate)						
Target	Implementation	Cost	Cost Reasoning	Frequency	Successful Impact	Evidence
To close the gap of FSM pupils to their peers in Mathematics	<p>Use standardised test data to highlight FSM pupils who are significantly behind their academic age.</p> <p>Implement proven interventions:</p> <p>Y2 – 1stclass@number1</p> <p>Y3/4 – 1stclass@number2</p> <p>Y5/6 – Succes@arithmetic</p>	£6750	LSO staffing to teach the 3 interventions across the school	5x PM/Wk	Pupils make x2 rate of gain against their academic age.	
To close the gap of FSM pupils to their	Use standardised test data to highlight FSM pupils who are significantly behind		LSO staffing to teach the interventions	5x PM/Wk	Pupils make x2 rate of gain against their	

<p>peers in Reading</p>	<p>their academic age.</p> <p>Implement proven interventions:</p> <p>Catch-up/or equivalent</p> <p>Lunchtime reading club open for all FSM pupils including Electronic Books.</p> <p>Introduce an electronic book option to encourage reading to all pupils especially FSM pupils.</p> <p>Use First News interactive and paper to encourage all to read.</p>	<p>£6750</p> <p>£712</p> <p>£499</p>	<p>across the school</p> <p>Subscription to eBooks</p> <p>Subscription to First News (Digital)</p>	<p>5x ½Lunch /wk</p> <p>Daily</p>	<p>academic age.</p> <p>Pupils attending the club and an increase in the amount of reading completed (reading log).</p> <p>Increased reading of nonfiction texts, improved comprehension based learning. (National test and internal standardised</p>	
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		£305		Weekly	tests).	
To impact positively on the wellbeing of FSM pupils	<p>SENCO and teachers to recommend pupils for additional support.</p> <p>FP & KS2 - ELSA</p>	£1350	LSO staffing to teach the interventions across the school	2xPM/wk	Improved self-esteem, behaviour and/or attendance.	
To increase the number of FSM pupils achieving above their expected level in Reading, Writing and Maths.	<p>Use standardised test data, and teacher comments to highlight FSM pupils who could potentially achieve above average levels.</p> <p>Pupils to be taken for additional MAT literacy and/or maths lessons.</p>	£8000	A teacher to plan and deliver the bespoke activities	<p>Y3/4 Maths 2x/wk</p> <p>Y3/4 Lit 2x/wk</p> <p>Y5/6 Maths 2x/wk</p> <p>Y5/6 Lit 2x/wk</p>	An improved number of FSM pupils achieving above average attainment.	

<p>To ensure all learners have equal opportunities in Digital Competencies.</p>	<p>Ensure FSM pupils are exposed to a variety of technology as part of their school day.</p> <p>Pupils to be exposed to aspirational activities within our Digital world.</p>	<p>£7918</p> <p>£2249</p> <p>£1999</p> <p>£1600</p>	<p>32x LearnPad Classroom Bundle</p> <p>1x LearnPad Interactive Display (ICT HUB)</p> <p>8x LearnPad VR Headsets</p> <p>30x Lego WeDo Solutions (Science & Technology)</p>	<p>Daily</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly (Topic)</p>	<p>Improved digital competency for all learners.</p> <p>Exposure to computer science and basic control.</p>	

	TOTAL	£36,132				

Targeted Area: Raising attainment of more able pupils in KS2 and eFSM		See also A-planning B-teaching (B5 challenge for all) C-tracking D-early interventions					
Reasoning/context: Recommendation from Estyn Inspection February 2017							
Intended Impact: A higher percentage (at least 25%) achieve level 5 in English and Maths by the end of KS2 Many pupils (70%) of eFSM achieve as well or above their nFSM peers.							
Target	Date of completion	Outcome/Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Identify More Able Pupils in KS2	March 2017	Use TA and formal assessments to identify pupils.	DHT	SMT Assessment Co-ordinator Class teacher	Raised expectations for all.	2 x supply £400	
Identify FSM pupils who are underachieving	Feb 2017	Use TA and formal assessments to identify pupils	AT	SMT Class teacher	Raised expectations for all.	N/A	
Plan targeted learning activities to meet the needs of the identified groups.	March 2017	FSM pupils and MAT pupils identified in planning and clear	SMT	Class teacher	Groups of learners will be appropriately challenged and no. of pupils achieving	N/A	

		differentiated for.			higher levels at the end of KS2 will increase.		
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Targeted Area: Improve pupils' writing in English and oral and writing skills in Welsh.		See also A-planning B-teaching (B5 challenge for all) C-tracking D-early interventions					
Reasoning/context: Recommendation from Estyn Inspection February 2017							
Intended Impact: Most pupils (90%) will have improved writing in English and Welsh							
Target	Date of completion	Outcome/Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Improve consistency in Hand writing.	May 2017	Purchase and implement HW scheme.	Literacy co-ordinators	SMT Assessment Co-ordinator Class teacher	Good HW will be more consistent across KS2	£700 HW scheme	
Provide more opportunities to re-draft work and respond to feedback from teachers.	March 2017	Ensure staff plan time for redrafting and responding to feedback.	SMT	SMT Class teacher	Quality of all pupils' final work will improve.	N/A	

<i>Improve punctuation in independent writing.</i>	<i>March 2017</i>	<i>Increase activities that develop punctuation.</i>	<i>SMT</i>	<i>Class teacher</i>	<i>Most pupils will see an improvement in punctuation</i>	<i>N/A</i>	
<i>Increase number of pupils who can engage in appropriate conversational Welsh.</i>	<i>January 2018</i>	<i>Newly appointed welsh leader will support staff to understand required standards in Welsh and how to achieve them.</i>	<i>Welsh leader</i>	<i>All staff</i>	<i>More conversations that deviate from 'learned' patterns.</i>	<i>N/A</i>	
<i>Increase independent writing in Welsh at KS2</i>	<i>January 2018</i>	<i>Decrease use of worksheets.</i>	<i>Welsh leader</i>	<i>All staff</i>	<i>More independent writing.</i>	<i>N/A</i>	

Targeted Area: Provide increased opportunities for pupils to make decisions about their learning and their life in school.			See also B-teaching (B5 challenge for all) E-behaviour				
Reasoning/context: Recommendation from Estyn Inspection February 2017							
Intended Impact: Effective pupil voice that influences school life and learning							
Target	Date of completion	Outcome/Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Develop pupil groups	April 2017	Remove adult reliance for identified groups, increase leading their own agenda,	Group leaders	SMT Pupils Class teacher	Groups including school council play a larger	N/A	

		gathering information etc.					
Provide opportunities for all children to give feedback on areas of school life.	April 2017	Listen to learners formally and formally. Further develop use of suggestion box and ballot boxes.	AT	SMT Pupils Class teacher		N/A	
Ensure pupils have the opportunity to influence their learning.	April 2017	Plan time for pupils to lead their learning and develop self-assessment (AFL)	SMT	Class teacher	Effective AFL and appropriate pupil led activities.	N/A	

Targeted Area: Ensure that teachers' planning enables pupils to develop their skills in literacy, numeracy and ICT systematically in all areas of the curriculum.			See also A-planning (A2 +A3 literacy and numeracy and A5 embedding the DCF) B-teaching (B5 challenge for all) C-tracking				
Reasoning/context: Recommendation from Estyn Inspection February 2017							
Intended Impact: Planning of and for skills is systematic							
Target	Date of completion	Outcome/Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Ensure topic planning incorporate elements of the LNF framework.	September 2017	Planning for all year groups start with skills.	SMT	SMT Class teacher	Raised expectations for all.	4 x supply £800	

Ensure the LNF skills are consistently built on year on year.	September 2017	That these skills are developed and built on as children move from one year to the next.	SMT	SMT Class teacher	Raised expectations for all.	N/A	
Purchase/adapt and implement ICT scheme of work to compliment the DCF.	April 2017	That ICT skills are learnt and embedded across the curriculum.	DH and MD	Class teacher	Groups of learners will be appropriately challenged and no. of pupils achieving higher levels at the end of KS2 will increase.	£1000 ICT scheme and non-contact time	

A.1 - Keep it Simple

Targeted Area: Planning

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment*
- 2.1.1 meeting the needs of learners, employers/community*
- 2.1.2 provision for skills*

Reasoning: To ensure that planning is efficient and effective in assisting teachers deliver excellent lessons

Intended Impact: A higher percentage of good to excellent lessons throughout the school resulting in **most** pupils achieving the success criteria during the lesson/lessons or Activity.

Target	Date of completion	Outcome/Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Revise the planning format to ensure efficiency and effectiveness for teachers and teaching assistants	Feb 2017	Clear planning that includes at least: Lesson engagement The area of learning (Donaldson) Differentiated activities	DHT	SMT Assessment Co-ordinator	Quicker engagement in lessons More frequent assessment through Incerts Improved percentage of good/excellent lessons	2 x supply £400	

To ensure our planning is designed in light of the Donaldson recommendations	Feb 2017	Areas of learning highlighted in the planning Pedagogical statement are referenced	DHT	SMT	Pupils exposed to the 14 pedagogical principles Improvement in perseverance	N/A	
Foundation Phase Revise topics to demonstrate progress through the FP	March 2017	Clear topics that demonstrate progression Topics embed the new Donaldson areas of learning	HT & FP Leaders		Topics will be progressive and not repeated	£1000 2x supply 1x consultant	
Planning to highlight the skills taught from that/previous term to be enhanced upon in other lessons	October 2017	The use of DCF skills will improve throughout other relevant areas of learning	HT/DHT/ Assessment coordinator	All teaching staff	Increased and improved use of DCF skills in other subjects (Planning/ lesson obs/ pupils progress)	N/A	
Planning to highlight the Numeracy and/or Literacy skills taught from that/previous term to be enhanced upon in other lessons	April 2018	Exploration of "good practice" methods of utilising the LNF skills in other subjects Improved and increased use of LNF skill in other areas of learning	HT/DHT/ Assessment coordinator	All teaching staff	Increased and improved use of LNF skills in other subjects (Planning/ lesson obs/ pupils progress)	N/A	

A.2 - Keep it Simple

Targeted Area: Numeracy

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 1.1.2 standards of groups of learners
- 1.1.3 achievement and progress in learning

Reasoning: 95% L4+ 2015/16 Q3; eFSM below nFSM by 10%+;
43.3% L5 2015/16 below family by 3%;
For teachers to have an accessible method of utilising Abacus and Numicon resources

Intended Impact: Improved use of concrete resources within the classroom, improved National Test results and end of year outcomes. Close the gap for eFSM pupils to nFSM in L4+ so that 80% of eFSM achieve as well as their peers.

Target	Date of completion	Outcome/Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
To combine Abacus units and Numicon strands to the POS for Mathematics	April 2017	Reference book for teachers linking Abacus and Numicon	RO – Numicon Consultant	Maths coordinators	Enriched mathematics lessons with both abstract and concrete mathematical learning Improved pupil outcomes in Mathematics	4 x Supply cover £800	
To enhance the understanding of utilising concrete resources	June 2017	Staff training meetings Minutes of meetings	RO – Numicon Consultant	Maths coordinators	Increased staff confidence in using the Numicon Resources	2 x Staff meeting/ twilight	

A.3 - Keep it Simple

Targeted Area: Literacy

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 1.1.2 standards of groups of learners
- 1.1.3 achievement and progress in learning

Reasoning: 91.7% **Oracy** L4+ at the end of 2015/16 – 3% Below family; only 1.2% above Wales and 2% above local authority
83.3% **Writing** L4+ at the end of 2015/16 – Below family and local authority average

Intended Impact: Improved attainment of OC6 pupils in PSD and L4+ and L5 pupils resulting in L5 in line with other similar schools i.e. 95%

Target	Date of completion	Outcome/Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
To improve the amount of 4+ Writing attainment at the end of KS2		See Excellent Teaching section for detailed targets					
To improve the amount of 4+ Oracy attainment at the end of KS2		See Excellent Teaching section for detailed targets					
A.4 - Keep it Simple							
Targeted Area: Robust Tracking		1.1.2 standards of groups of learners 1.1.3 achievement and progress in learning 1.1.5 Welsh language					
Reasoning: To ensure all tracking systems are accurate; link and are useful to the teaching and learning process							
Intended Impact: Improved efficiency of assessment, collection and collation of data, resulting in more focused lessons, individualised learning and therefore, National Test results and end of year outcomes							
Target	Date of completion	Outcome/Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
To combine tracking and assessment systems to assist staff with understanding their pupils' levels, and their next steps of learning	April 2017	A connection model for assessment	DHT/ Assessment coordinator	SMT	A clearer understanding of pupils' levels; more accurate assessments. Improved achievement from focused learning Improved attainment	1 x Supply cover £200	

A.5 - Keep it Simple

Targeted Area: Embed the DCF		1.1.4 skills 1.2.1 attitudes to keeping healthy and safe 2.1.2 provision for skills 3.4.1 management of staff and resources					
Reasoning: To ensure the DCF skills are taught and covered within ICT skills lessons, and reinforced throughout the curriculum							
Intended Impact: All DCF skills taught in ICT lessons and reinforced and expanded upon in other curriculum lessons							
Target	Date of completion	Outcome/Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Ensure the DCF skills are covered within the ICT SOW.	Jan 2017	All DCF skills will be covered and taught discretely	RO & ICT TEAM	All teaching and support staff	DCF skills mapped for each year group and matched against the current ICT POS	£500	
Disseminate the SOW to staff	April 2017	All staff aware of the SOW and how to access the resources	RO & ICT TEAM	All teaching and support staff	ICT skills enhanced (level and breadth of evidence)	Staff Meeting time	
DCF Skills from the ICT lesson are embedded and enhanced within other curriculum areas	Oct 2017	Planning in other subjects will demonstrate the DCF skills being embedded	HT/DHT/ICT TEAM	All teaching staff	Improved ICT proficiency in pupils Increased use of ICT in lessons (lesson obs/planning/pupil progress)	N/A	
Update the E-Safety Policy with guidance from CSC and HWB	April 2017	Utilise the expertise at CSC to devise an up to date E-Safety policy aligned with the new DCF curriculum Begin the 360 Assessment, and create an action	ICT Team	HT/DHT	A clear policy for E-Safety An action plan highlighting the areas of improvement	£500 supply	

		plan based upon the results					
A rolling programme of resources to enhance the DCF in all lessons	2018/19						

B.1 - Excellent Teaching

Targeted Area: Mind-set

- 1.1.2 standards of groups of learners
- 1.2.4 social and life skills
- 2.1.1 meeting the needs of learners, employers/community
- 2.1.2 provision for skills
- 2.1.4 education for sustainable development and global citizenship
- 2.2.1 range and quality of teaching approaches
- 2.4.1 ethos, equality and diversity
- 3.1.1. strategic direction and the impact of leadership
- 3.2.2. planning and securing improvement
- 3.3.1 strategic partnerships
- 3.3.2 joint planning, resourcing and quality assurance

Reasoning: To ensure all staff and pupils have an aspirational mind-set

Intended Impact: An improvement in pupil achievement/progress

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Training on the basic growth Mindset principles (Dweck)	July 2017	Aspirational mindset from staff that all pupils can achieve	RO	All SMT & staff	Lessons are more challenging for all pupils, allowing pupils to fail and persevere through challenge		
Lessons are of an increased challenge	Dec 2017	Greater perseverance and	SMT	All teaching staff	A greater level of pupils work being edited and improved		

for all, encouraging opportunities for failure/ Teachers as facilitators		positive attitudes towards learning from pupils			upon. (Pupil progress meetings) An improvement in pupils willingness to engage in challenging tasks		
Pupils select their own level of challenge	2018/19	Pupils are aware of their own level, and select the level of challenge that would be in their zone of proximal development	SMT	All teaching staff	A greater level of pupils work being edited and improved upon. (Pupil progress meetings) An improvement in pupils willingness to engage in challenging tasks		
Create a working party to develop the Achievement For All cluster pilot	July 2017	A defined working party that will assist in the development and integration of the AFA project	SMT	Working party	A clear action plan of areas of development		
Enrich the curriculum through industry and international links	2018/19						

B.2 - Excellent Teaching

Targeted Area: Planning

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 2.1.2 provision for skills
- 2.2.1 range and quality of teaching approaches

Reasoning: To ensure that planning is efficient and effective in assisting teachers deliver excellent lessons

Intended Impact: A higher percentage of good to excellent lessons throughout the school

Target	Date of	Outcome	Lead	Other	Predicted impact	Budget	Resulting Impact
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	completion		Responsibility	persons involved			
Ensure planning highlights the engagement activity for each lesson	February 2017	Engagement is highlighted in the planning	RO & Assessment Coordinator	All teaching staff	Faster engagement of pupils improving the number of good/excellent lessons (Lesson obs)		
Planning to highlight the area of learning (Donaldson)	February 2017	Staff begin using the areas of learning in preparation for the new curriculum	HT, RO & Assessment Coordinator	All teaching staff	Pupils and staff use the new areas of learning rather than the current curriculum subjects		
Planning to highlight the use of one of 14 pedagogical statements (Donaldson)	July 2017	Staff begin selecting a variety of pedagogical approaches for lessons	HT, RO & Assessment Coordinator	All teaching staff	Staff begin to use a variety of pedagogical principles Improved number of good/excellent lessons (Lesson obs)		
To create a portfolio of exemplar uses of each of the pedagogical approaches across the school (or as a PLC)	2018/19	Staff evidence the use of each of the pedagogical approaches	HT, RO, Assessment coordinator	All teaching staff	A portfolio of exemplar approaches to assist teachers in planning Utilise a PLC to assist and combine to create		

B.3 - Excellent Teaching

Targeted Area: Feedback

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 1.2.4 social and life skills
- 2.1.2 provision for skills
- 2.2.1 range and quality of teaching approaches
- 2.2.2 assessment of and for learning
- 3.1.1. strategic direction and the impact of leadership
- 3.2.2. planning and securing improvement

Reasoning: To ensure feedback aligns with the growth mind-set and is consistent across the school							
Intended Impact: A consistent approach to feedback across the school (a growth mind-set will assist in improving outcomes and learning for pupil)							
Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
The marking policy should be consistent across the school and reflect the growth mindset adopted by the school	February 2017	<p>Trial a more visual feedback</p> <p>Commenting upon effort rather than intelligence or achievement</p> <p>Marking as feedback should be visual and informative to pupils to assist in moving forward</p>	RO & assessment coordinator	All teachers and support staff	<p>Pupils have a clear and visual ways forward</p> <p>Pupils take ownership for their own learning and edit and improve their own work (Lifelong learners)</p> <p>Marking is manageable and consistent across the school</p>		
Monitor the use of the new marking policy	April 2017	<p>In the pupil progress meetings SMT to target the marking and feedback.</p> <p>Listen to learners</p>	DHT/Assessment Coordinator	SMT	<p>A review of the marking policy and its initial impact on standards</p> <p>Consistency across the school</p> <p>Is there progression?</p>	£1000 Supply	
Create a clear, consistent and progressive AFL structure across the	Sept 2017	Utilise School to school working and expertise across the school	Assessment Coordinator	All teachers and support Staff	Pupils are exposed to a variety of AFL strategies appropriate to their age		

whole school (Life Long Learners)		to create a progression of AFL pedagogies			AFL assists the pupils in taking responsibility for their own learning		
For pupils to understand their Termly Individual targets for Numeracy and literacy	Summer 2017	A consistent approach across the schools for displaying the pupils Termly Targets	Assessment Coordinator	SMT & All teaching staff	A consistent approach Pupils taking responsibility for their own learning Pupils will be aware of their targets (listening to learners/ pupil progress/ lesson obs)		

B.4 - Excellent Teaching

Targeted Area: Lesson Engagement

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 2.1.2 provision for skills
- 2.2.1 range and quality of teaching approaches
- 3.4.1 management of staff and resources

Reasoning: To quickly engage the pupils at the beginning of the lesson

Intended Impact: Moving from teaching to facilitating, improving the progress of pupils due to the increased efficiency of lesson time

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Excellent Teaching – Good to Excellent Training	Jan 2017	To provide up to date training of 'good practice' To update all staff on the expectations of 'excellent'	HT	All staff	Staff to have a clear understanding of the importance of quick engagement. Improved percentage of good or excellent lessons (starter/engagement)	£500	

Teachers to plan, highlighting the engagement activity	April 2017	All teachers will plan, highlighting the quick engagement activity for each lesson	HT/DHT	All teaching staff	In Spring/Summer lesson obs the engagement will be highlighted as a good feature Improved pupil engagement	N/A	
to share good practice of lesson engagement	December 2017	Utilise the teaching triads	SMT	All teaching staff	Teachers self-assess and utilise good practice in their triads to improve engagement Improvement in continua	£1000 (supply for triads)	

B.5 - Excellent Teaching

Targeted Area: Challenge for all

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 1.2.4 social and life skills
- 2.1.2 provision for skills
- 2.2.1 range and quality of teaching approaches
- 2.3.4 additional learning needs
- 3.4.1 management of staff and resources

Reasoning: For all pupils to be challenged in all lessons

Intended Impact: Improved progress of pupils due to challenge

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
For all staff to be clear on "high ceiling lessons" in various year	Autumn 2017	Staff to work on triads to create expeller high ceiling lessons	HT/DHT	SMT All teaching staff	Higher level of challenge for all pupils	£1000 supply for triads	

groups		that challenge all abilities					
Pupils to select their own challenge	Spring 2018	Trial pupils selecting their own level of challenge (growth mind-set)	DHT & Assessment coordinator	All teaching staff	Pupils selecting a challenge that stretches their zone of proximal development		
Utilise School to school working to embed challenge for all	Summer 2018	Create a PLC/SIG focus for high ceiling/challenge for all lessons	HT/DHT	SMT All teaching staff	MAT pupils challenged, improving performance Improved L5 and outcome 6s	Supply costs	

B.6 - Excellent Teaching

Targeted Area: Collaborative Learning

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 2.1.2 provision for skills
- 2.2.1 range and quality of teaching approaches
- 3.1.2. governors or other supervisory boards
- 3.4.1 management of staff and resources

Reasoning: To utilise the expertise throughout the school to develop and improve teaching

Intended Impact: Increased number of good to excellent lessons through peer working

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
For staff to complete their Continua to highlight common	April 2017	All teaching staff to complete continua	HT/DHT	All teaching staff	Staff have a clear structure too which to improve their practice		

areas of improvement		A breakdown of the strengths and target areas Analysis of common threads					
Select a school target to develop from the continua analysis (link to Pedagogy)	Autumn 2017	1 PM target to be based upon the common development area from continua	HT/DHT	All teaching staff	Improve the quality of teaching. Improvement of good/excellent lessons in the Spring term 2018	Staff meeting	
Continue the PM/Continua Process	2018/19						
Appoint link governors to the Donaldson Areas of learning to support with expertise	2018/19						

B.7 - Excellent Teaching

Targeted Area: Oracy

2.2.1 range and quality of teaching approaches

Reasoning: 91.7% Oracy L4+ at the end of 2015/16 – 3% Below family; only 1.2% above Wales and 2% above local authority

Intended Impact: Improved attainment of OC6 pupils in PSD and L4+ and L5 (oracy) pupils

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
To utilise the	July 2017	A reminder	DHT/Assessm	All teaching	A consistent and	N/A	

DCELLS expertise within the school		meeting for staff to utilise the DCELLS resources for talk activities Agree how these will be evidenced	ent Coordinator/Literacy Team	staff	progressive approach to Oracy A consistent evidence trail for Oracy	In house expertise	
Trial the use of daily P4C	Dec 2017	Conduct update P4C training for staff Trail the daily use of P4C (10mins) and its impact	DHT/ Trial year groups		A greater opportunity to model good talk A chance to explore philosophical questions and higher order thinking	£500	

B.8 - Excellent Teaching

Targeted Area: Writing

2.2.1 range and quality of teaching approaches

Reasoning: 83.3% Writing L4+ at the end of 2015/16 – Below family and local authority average

Intended Impact: Improved attainment of OC6 pupils in Literacy and L4+ and L5 (Writing) pupils

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Implement half termly levelled writing assessments	June 2017	Termly levelled writing assessment in the literacy/English books	DHT/Assessment Coordinator/Literacy Team	All teaching staff	A greater understanding of the pupils current level and ways forward to improve	N/A	
Implement the	Sept 2017	With support	Literacy Team	All teaching	A consistent approach	£1000	

Writing Wheel		from Stephanie Vaughn introduce writing wheels		staff	to writing		
					Improved OC5+ & L4+		
Trial a new Punctuation and sentence model	Sept 2017	Trial Alan Peat punctuation and sentence materials in selected year groups	Literacy Team	Selected year groups	Assessment of the quality of the resources and progress of the pupils Do we purchase?	£750	
Introduce writing walls	December 2017	Teachers encouraged to share 'good practice' in creating writing walls in their classrooms	Literacy Team	All teaching staff	Raise the profile of writing Engage all pupils	N/A	

B.9 - Excellent Teaching

Targeted Area: Welsh

- 1.1.5 Welsh language
- 2.1.3 Welsh language provision and the Welsh dimension
- 2.2.1 range and quality of teaching approaches

Reasoning: At KS 2, 75% of pupils gained L4+ improving on the previous year of 60.9%. 10% of pupils achieved a Level 5 improving on the previous year of 4.3%

Intended Impact: Continue to improve the level of welsh to be above the BCBC median line

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Improve pupil standards across the school	Sept 2017	Utilise the expertise of the Athrawon Bro, to create an action plan for	Welsh Leader	SMT	To have a clear way forward for the development of Welsh	£150 supply	

		improving standards					
		Create a timetable for staff development					
Further develop the Welsh language skills for staff	Dec 2017	Staff audit A development and training structure to assist in the teaching of the language	Welsh Leader	SMT	To have a clear staff development structure for Welsh	£150 supply	
Continue to develop and enhance the welsh language at Nottage Primary	2018/19						

C.1 - Robust Tracking

Targeted Area: Formative Assessment		1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.1.2 standards of groups of learners 1.1.3 skills 2.2.2 assessment of and for learning 3.1.1. strategic direction and the impact of leadership 3.2.1 self-evaluation, including listening to learners and others 3.2.2. planning and securing improvement					
Reasoning: Consistency of Teacher Assessment and a simple system of recording/setting targets							
Intended Impact: Improved progress of pupils due to the enhanced teacher understanding of the pupils' level							
Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
A simple system to record End of Year Targets and revisit	April 2017	A common method of recording end of year targets To be reviewed termly	DHT/Assessment Coordinator	All teaching staff	Teachers have a clearer understanding of the expectations for the pupils in their class	£300 Supply for Assessment coordinator & DHT	
To ensure end of year targets are challenging	Termly	End of year/ end of phase targets reviewed and challenged Pupil progress meetings will assist in challenge and confirmation	DHT/Assessment Coordinator	All teaching staff	Higher expectations of pupils, resulting in improved achievement and attainment	£1000 Supply for the pupil progress meetings	
To create an assessment process to measure progress	June 2017	Formative assessments planned across the	DHT/Assessment Coordinator	All teaching staff	Assessment will assist the teachers in making accurate TA	£300 Supply for Assessment	

		school covering the range required to make a judgement			judgements	coordinator & DHT	
Analysis of projected outcomes	Termly	After the pupil progress and updated progress, a projected analysis completed for the end of phase.	DHT/Assessment Coordinator	All teaching staff	Projection will highlight any areas for intervention, support and trends	£300 Supply for Assessment coordinator & DHT	
Continue to embed and review the new assessment process	2018/19						

C.2 - Robust Tracking

Targeted Area: Summative Assessment

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 1.1.2 standards of groups of learners
- 1.1.3 skills
- 2.1.1 meeting the needs of learners, employers/community
- 2.2.2 assessment of and for learning
- 2.3.1 provision for health and wellbeing
- 3.1.1. strategic direction and the impact of leadership
- 3.2.1 self-evaluation, including listening to learners and others

Reasoning: To use summative assessments to triangulate the Teacher Assessments

Intended Impact: Assist in supporting teacher judgements/progress. Highlight target pupils that require additional support.

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
To evaluate what tests can	June 2017	Select termly tests that give an	Maths coordinator	SMT	A summative measure to define	Cost of the tests	

demonstrate termly progress		academic age for: Comprehension & Mathematics	Literacy Coordinators	Assessment Coordinator	the progress made for pupils Supports the teacher judgements		
Ensure the summative testing aligns with the formative assessments	Start Tests Autumn 2017	A full assessment procedure including formative and summative assessments Create a list of triggers	DHT/Assessment Coordinator	All teaching staff	Summative assessments will demonstrate progress Register triggers for further investigation e.g. intervention etc.	£300 Supply for Assessment coordinator & DHT	
Ensure the tracking system is fit for purpose	Autumn 2017	Collaborate on the tracking system to ensure it is fit for purpose	DHT/Assessment Coordinator	All teaching staff	Tracking system is clear and assists teachers not hinder	n/a	

D.1 - Early Intervention

Targeted Area: Structured Interventions

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 1.1.2 standards of groups of learners
- 1.1.3 skills
- 2.1.1 meeting the needs of learners, employers/community
- 2.3.1 provision for health and wellbeing
- 2.3.4 additional learning needs
- 3.3.2 joint planning, resourcing and quality assurance

Reasoning: To ensure all children who are significantly behind their peers are exposed to additional support

Intended Impact: Improved progress of pupils, improved end of key stage data

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Summarise all of the interventions we have at the school and the appropriate level etc. of each	Summer 2017	A detailed list of interventions offered at Nottage Primary School What are the triggers for each? Are we lacking in any areas?	DHT/Assessment coordinator/SENCO	All intervention trained staff	Staff to be aware of the variety of interventions available, and their criteria	£300 Supply	
From data analysis, highlight groups (such as eFSM)/ individuals who require additional intervention (Catchup & MAT)	April 2017	Using the predicted outcomes create a list of pupils in each year group that require intervention	DHT/Assessment Coordinator	All staff	Groups/ individuals to be targeted through an individualised curriculum		

		Teachers to discuss concerns in pupils progress meetings					
To track all pupils on the interventions, with clear entry and exit testing where appropriate	On going	Utilise a version of the new assessment system to track and monitor the progress of the pupils on intervention Interventions should make at least twice the usual progress	DHT/Assessment Coordinator	All intervention staff	Groups/ individuals to be targeted through an individualised curriculum The success of interventions will be clearly identified		
To ensure MAT pupils are extended and their curriculum enhanced	2018	MAT pupils are identified from the tracking system Explore ways of delivering: Enhanced lessons through an individualised curriculum	SENCO & SMT	All staff	Groups/ individuals to be targeted through an individualised curriculum		
Enhance the curriculum for groups of learners through the community	2018/19						

E.1 - Behaviour

Targeted Area: Travelling in and around school	1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.2.1 attitudes to keeping healthy and safe 1.2.4 social and life skills 2.2.1 range and quality of teaching approaches 2.3.1 provision for health and wellbeing 3.4.2 value for money
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Reasoning: To ensure we are efficient with time, and maximise learning opportunities for pupils

Intended Impact: Improved initial engagement of lessons; progress of pupils in all areas due to increased productivity

Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Create an agreed policy for travelling in and around the school	May 2017	Staff to agree a policy of expected behaviour around the school	Well being lead & SMT	All Staff	The pupils will be exposed to an agreed method of travelling through the school	N/A	
PPA wellbeing and encouragement to be in school	March 2017	Explore PPA cover that would assist in improving behaviour and wellbeing	DHT	SMT	PPA would assist in providing pupils with training in wellbeing and self discipline		
Embed the new policy through the school	2017-19						

E.2 - Behaviour

Targeted Area: Activities for Non-structured times	1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.2.2 community involvement and decision-making 2.2.1 range and quality of teaching approaches 2.4.2 physical environment
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		3.2.1 self-evaluation, including listening to learners and others 3.4.1 management of staff and resources					
Reasoning: For pupils to have a variety of options for non-structured times							
Intended Impact: A reduction in play time/lunchtime incidents and altercations							
Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
School council to create a list of options for activities during non-structured times	Summer 2017	A list of activities/ equipment/ clubs that is feasible to implement	Wellbeing & PE leads SMT	All staff	A reduction in playground incidents	TBC	
To create a plan to remove/ replace unsafe play equipment	2018/19	Costing's to repair unsafe equipment Costing's to remove unsafe equipment Explore potential grants to assist with the investment	SMT	All staff	Improve the quality of the playground for our pupils	TBC	
E.3 - Behaviour							
Targeted Area: Attendance		1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.2.1 attitudes to keeping healthy and safe 1.2.2 participation and enjoyment in learning 1.2.3 community involvement and decision-making 1.2.4 social and life skills 2.3.1 provision for health and wellbeing 3.2.1 self-evaluation, including listening to learners and others					

F.1 – Safe & enriching environment							
Targeted Area: Safety & Equality for all			1.2.1 attitudes to keeping healthy and safe 2.3.1 provision for health and wellbeing 2.3.3 safeguarding arrangements 2.4.1 ethos, equality and diversity 2.4.2 physical environment 3.4.1 management of staff and resources				
Reasoning: To create more robust H&S procedures and checks							
Intended Impact: A safe environment with robust procedures and guidelines							
Target	Date of completion	Outcome	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
To create an action plan for H&S	July 2017	Complete a H&S audit of the school Create an action plan from the results	DHT & Site Supervisor	All staff	Action plan of work/ changes to policy for improved safety	N/A	
All staff to receive RAP training	July 2017	All staff to complete RAP training	HT	DHT	All staff to be aware of the potential signs and dangers	£500 training cost	
Update the equality plans	2018/19	Provide equality update training for staff Update the accessibility plan					
Develop resources with the younger	2018/19						

pupils for diversity							
To create a plan to remove/ replace unsafe play equipment	2018/19	<p>Costing's to repair unsafe equipment</p> <p>Costing's to remove unsafe equipment</p> <p>Explore potential grants to assist with the investment</p>	SMT	All staff	Improve the quality of the playground for our pupils	TBC	

