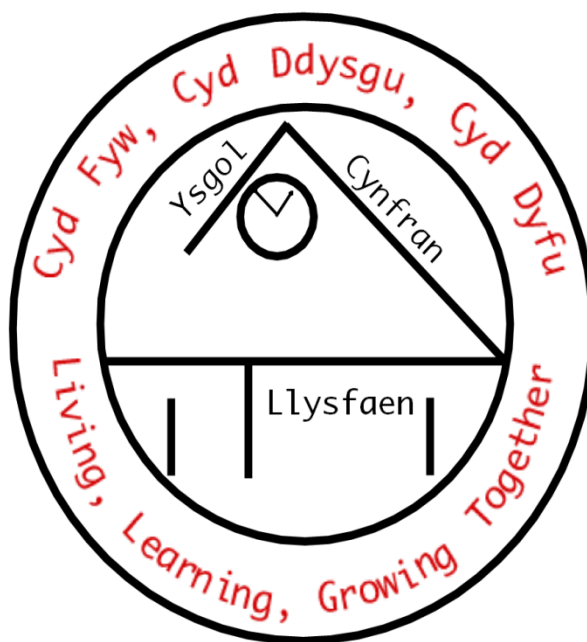


Ysgol Cynfran

School Development Plan (2018-19)



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Priority 1: Define Roles and Responsibilities clearly so leaders understand and fulfil their roles effectively

Success criteria:

- There are clearly defined roles and responsibilities for each teacher and teaching assistant which are personalised to each individual
- All staff have a clear understanding of each other's roles
- There are sufficient, appropriate opportunities for teachers and teaching assistants to attend courses and training to provide for personal development and in order to support the actions of the School Development Plan

Lead Staff Member: Headteacher

Priority 2: Ensure that planning for improvement focuses purposefully on outcomes for pupils

Success criteria:

Lead Staff Members: Head of KS and FP Lead

- From their baselines, all children make good progress or better
- All teaching is good or better as evidenced through a rigorous monitoring schedule which includes classroom observations
- The organisation of the school timetable ensures sessions are of optimum length; the pace of lessons, as determined through the monitoring schedule, is consistently brisk and engaging
- In all classes, pupils have opportunities to lead their learning
- Self and peer assessment are consistently applied at appropriate level, across the school
- Classroom observations, as part of a rigorous monitoring system, consistently shows lesson observations across the school to be engaging and apply appropriate challenge for all pupils
- Writing, across the school, is monitored rigorously to ensure handwriting, spelling, grammar and punctuation are developed

Priority 3: Improve pupils' behaviour and engagement in their learning

Success criteria:

Lead Staff Member: Deputy Head

- Behaviour across the school is consistently good or better.
- The school timetable ensures sessions are of an optimum length; the pace of lessons, as determined through the monitoring schedule, is consistently brisk and engaging
- Children become more involved in the day to day running of the school

Priority 4: Provide regular and meaningful opportunities for pupils to practise and embed their skills independently in the foundation phase and outside

Success criteria:

Lead Staff Member: FP Lead

- Sufficient opportunities are planned and provided to develop pupils' speech through such activities as Talk Partners and role play, example.
- Evidence from learning walks, as part of the rigorous monitoring schedule, shows that, across the school, tasks are appropriately

challenging for the range of pupils' abilities.

- Teachers and Teaching Assistants, where necessary, have received training, which may include visiting centres of good practice, to facilitate their skills in providing appropriate support to pupils to encourage independent learning.
- Evidence from learning walks, as part of the rigorous monitoring schedule, shows that, across the school, independent learning features in all classes at levels appropriate to the tasks being taught.
- Teachers planning is consistent across the school and clearly identifies and plans for the development of the full range of skills, ensuring that there are sufficient opportunities for these to take place through independent learning.
- Evidence from learning walks, as part of the rigorous monitoring schedule as well as evaluation from external supporting expertise shows that classes have well-planned and resourced learning environments.
- Evidence from internal and external monitoring confirms that enhanced and extended provision of good quality deliver opportunities to effectively develop the full range of pupils' skills.
- Evidence from internal and external monitoring confirms that FPh classrooms and outdoor areas support independent learning and the development of pupils' skills effectively.

Priority 5: Address the Safeguarding and wellbeing issues raised during the inspection

Success criteria:

The Headteacher will address all issues raised and by May 10 will have provided full re-assurance

Lead Staff Member: Headteacher

