

Governors' Annual Report to Parents

2018 - 2019

Letter from the chair

Welcome to the Shirenewton Governors' Report to Parents. This report is a retrospective review summarising key aspects of school life at Shirenewton Primary School during the academic year Sept 2018 to July 2019.

Dear Parents and Carers

I hope you find time to read this report which summarises a very busy and successful school year from September 2018 to July 2019. Please bring any queries or questions to the school's attention.

Back in March of this year, Mrs Mitchell received the call all headteachers dread ... Estyn's inspectors were on their way! The school hadn't been inspected since 2011. A school inspection is a stressful time and involves the whole school community: staff, governors, pupils and parents - some of you will have attended the meeting between parents and inspectors. I hope that many of you will have read Estyn's report of the inspection, which leaves no doubt over the quality of teaching provided and the commitment of those involved in providing education at Shirenewton Primary School. Until the report was released, we were the only school in Monmouthshire to ever achieve Excellent as a rating for any of Estyn's key questions under the old inspection framework. This recent report (under a new inspection framework) awarded us 'Excellent' in three out of the five Inspection Areas!! This is an amazing achievement, due to the hard work and dedication of Mrs Mitchell, Mrs Edwards and all the staff – a great team effort. Thank you!

Of course, the real proof of the quality of education provided, is in observing the children grow and flourish. Visiting the school or when one of the pupil committees presents to the Governing Body, is a highlight for all governors. The children are always so enthusiastic and pleased to tell us about what they are learning. This year, some of our pupils came 1st in the Wildlife Wizards quiz (which involves schools in Monmouthshire, Torfaen & Newport) and for the second year running we had the regional winner for Wales in the Premier League Writing Stars competition. There have been many other successes besides.

Unfortunately, we have once again narrowly missed our attendance target. I know I may sound like a record that has got stuck but I must remind everyone to think twice before keeping children off school for non-essential reasons, particularly in booking holidays in term time.

One of the many strengths of our school is our appetite to continually improve, sharing best practice within the Chepstow Cluster of schools and being at the forefront of new developments in the wider educational world. We continue to be involved, as a Pioneer School, in the design process for the new national curriculum that will become statutory across Wales by 2022. This brings valuable income into the school, enables us to influence the shape and content of the future curriculum and,

to be on the front foot when it comes to implementation. The new curriculum is exciting and innovative, and we have already seen the children reaping benefits, for example, through the Delve and Discover Days and their role in the community. This year the teaching staff have, once again, each undertaken a small research project to further their own development.

Another development in school this year, was successfully achieving the Cymraeg Campus – Welsh Language Charter Bronze Award. The use of Welsh has become an integral part of education in Shirenewton school, which really helps the children when they transition to Chepstow Comprehensive.

The Governing Body has also spent some time this year, evaluating its own performance and taking measures to ensure that we are the best we can be in our strategic role.

Another important body within the school is the Parent Teachers Association (PTA). The school's PTA is an organisation of parents and staff. Its role is to encourage closer links between home and school. PTAs are generally best known for their fundraising work, but they also have a very useful social function. Fundraising events provide an opportunity for parents, staff and pupils to get together and Shirenewton PTA organises a wealth of events during the year – a summary is provided in this report. They always welcome new ideas or offers of help and their role in fundraising becomes increasingly important with ever increasing pressure on our school's budget.

This school year has seen some changes in membership of the Governing Body. Sadly, we said goodbye to three of our most experienced governors: Phil Murphy our Local Authority governor, and Sue Edwards and Jude Langdon two of our parent governors. I would like to thank them all for their valuable contributions to the school over several years. We immediately recruited two new parent governors: Elizabeth Parnell and Martin Boddy. We welcome them and their fresh perspective to the Governing Body.

Congratulations were in order, for two members of staff, Mrs Stephens and Mrs Dennehy, on the safe arrival of their baby girls. Mrs Buchan also started a flexible retirement, reducing her teaching time to three days a week, to enable her to look after her baby grand-son.

This letter will be my last in the capacity of Chair of Governors. I have recently handed over to Derek Farley who, with his skills and experience, will do a great job as the new Chair. I have learnt so much about the provision of education during my eight years as a governor and I shall close, as I did last year, by encouraging you all to consider involvement yourselves. Whether that is becoming a governor, joining the PTA, doing some admin or listening to children read, you all have something to offer. The school needs parents to be involved, you have many skills and I know you will benefit from immersing yourselves a little deeper, into the life of this wonderful school.

Regards

Beverley Leaf

Chair of Governors

1. Details of any meetings held following a parental petition under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Parents meetings with regard to this report are now only held if requested by parents under Section 94 of the School Standards and Organisation (Wales) Act 2013.

No petition for a meeting was received during the year 2017/18 therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

2. Names and Addresses of Chair and Clerk

Chair: Beverley Leaf - Contact via school (Succeeded by Derek Farley with effect from 16.09.19)

Clerk: Ms Emma Taylor, Innovation House, Monmouthshire County Council, Magor

3. Membership of the Governing Body as at July 2019 / term of office ends:

Local Authority Appointed Governors:

Mrs E Davies – 14.09.20

Mrs J Duckworth – 08.11.19

Vacancy

Community Governor – appointed by Community

Mrs J Williams – 13.08.19

Community Governors – appointed by Governing Body

Mrs B Leaf – 16.11.19

Mr D Farley – 19.06.21

Mrs J Eickhoff - 18.11.22

Parent Governors:

Mr P Terry – 15.01.23

Mr P Morcombe – 17. 12.21

Mr M Boddy – 04.04.23

Mrs E Parnell – 04.04.23

Staff Governor:

Mrs K Farley – 01.11.19

Teacher Governor:

4. Information about the arrangements for the next election of parent governors.

The most recent parent governor election took place in April 2019. No parent governor's term of office is due to expire during the 2019/20 academic year. However should a vacancy arise an election will be held and nomination forms issued at the appropriate time.

5. School's financial statement summary - September 2018 to July 2019

Description	Actual
INCOME	
Income General	-£253,466.00
Income - Funding	-£624,790.00
Sen Contingency Funding	-£70,801.00
TOTAL INCOME	-£949,057.00
EXPENDITURE	
Total Employee Costs	£811,543.00
Total Supplies and Services Costs	£29,483.00
Total Premises Costs	£50,618.00
Total Transport Costs	£1,215.00
Total Agency and Contracted Costs	£42,704.00
TOTAL EXPENDITURE	£935,563.00
<u>SUMMARY</u>	
Total Income	-£949,057.00
Total Expenditure	£ 935,563.00

NET INCOME	-£13,494.00
------------	-------------

No governor has requested reimbursement for travel or subsistence during this financial year.

6. School comparative reports of performance in end of key stage teacher assessments

All pupils' progress is assessed by their teachers throughout the academic year and the progress of each pupil is closely tracked and monitored. Progress is evaluated using the Foundation Phase Outcomes Framework in Reception, Year 1 and Year 2, and using the Key Stage Two framework in the juniors.

Foundation Phase Outcomes

The Foundation Phase Framework measures learning across three areas:

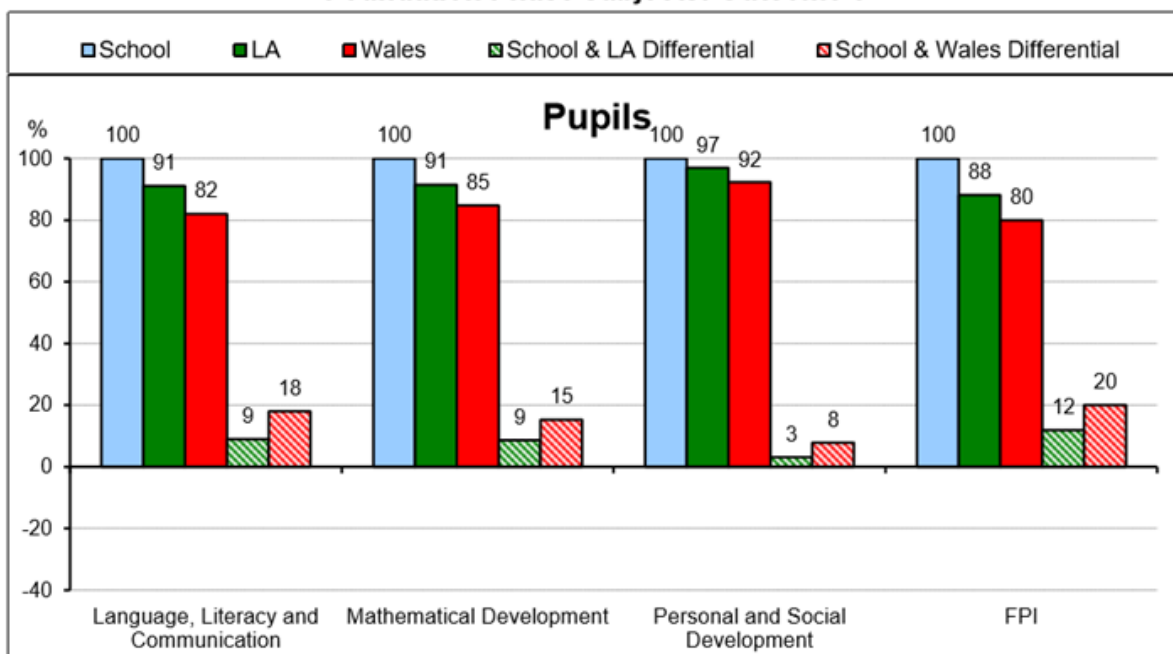
- Language, Literacy and Communication (LLC)
- Mathematical Development (MD)
- Personal and Social Development, Well-being and Cultural Diversity (PSDWBCD)

By the end of Year 2, Welsh Government expects most pupils to have achieved 'Outcome 5' (known as 'the expected level'). Some pupils achieve beyond the expected level and reach 'Outcome 6' (or 'the higher level'). Pupils who achieve the expected level or above across all three Foundation Phase areas of learning are referred to as having achieved the 'Foundation Phase Indicator' (FPI). In 2018/19 there were 30 children in Year 2, with each child representing 3.3% of the total.

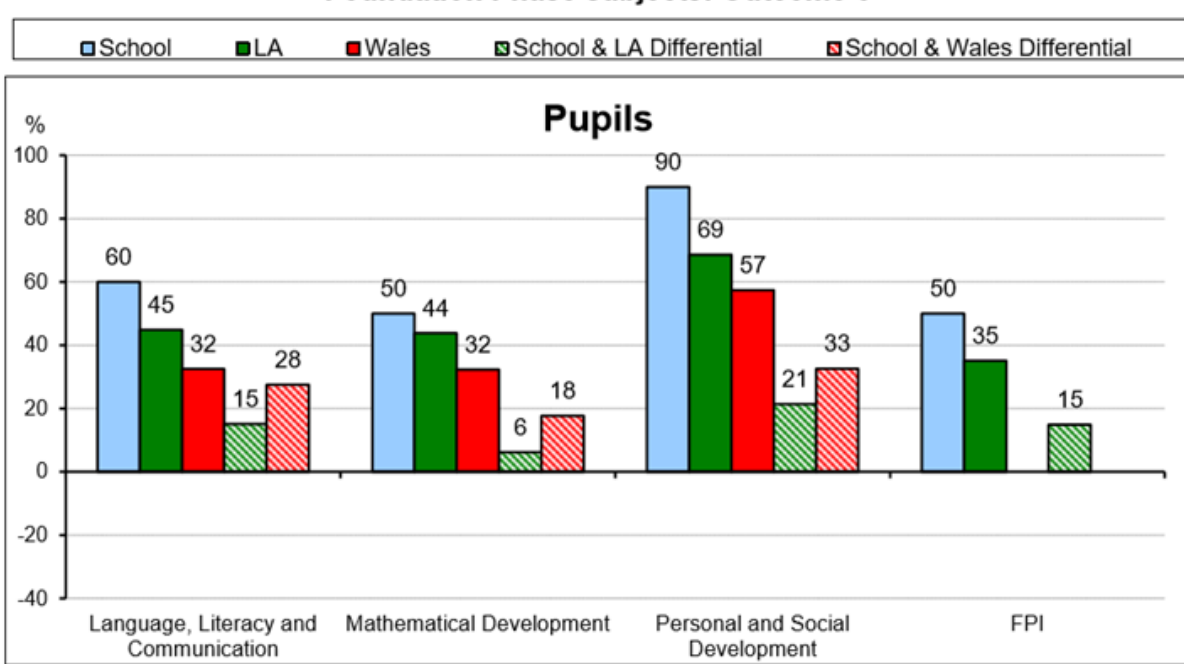
The graphs below show the school's Foundation Phase performance benchmarked against the Wales average and local authority average. Governors were particularly pleased to see a continued strong performance at Foundation Phase this year at both the expected level and the higher than expected level in all 3 core areas of learning.

School Comparative Information: Foundation Phase Outcomes 2019

Foundation Phase subjects: Outcome 5+



Foundation Phase subjects: Outcome 6+

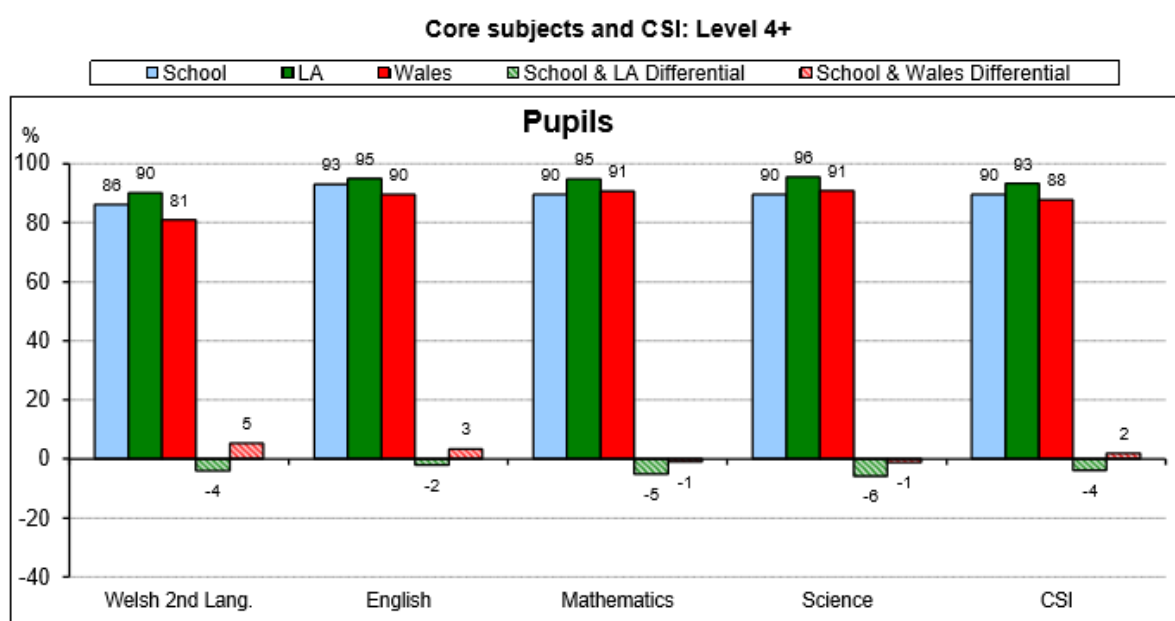


Key Stage Two

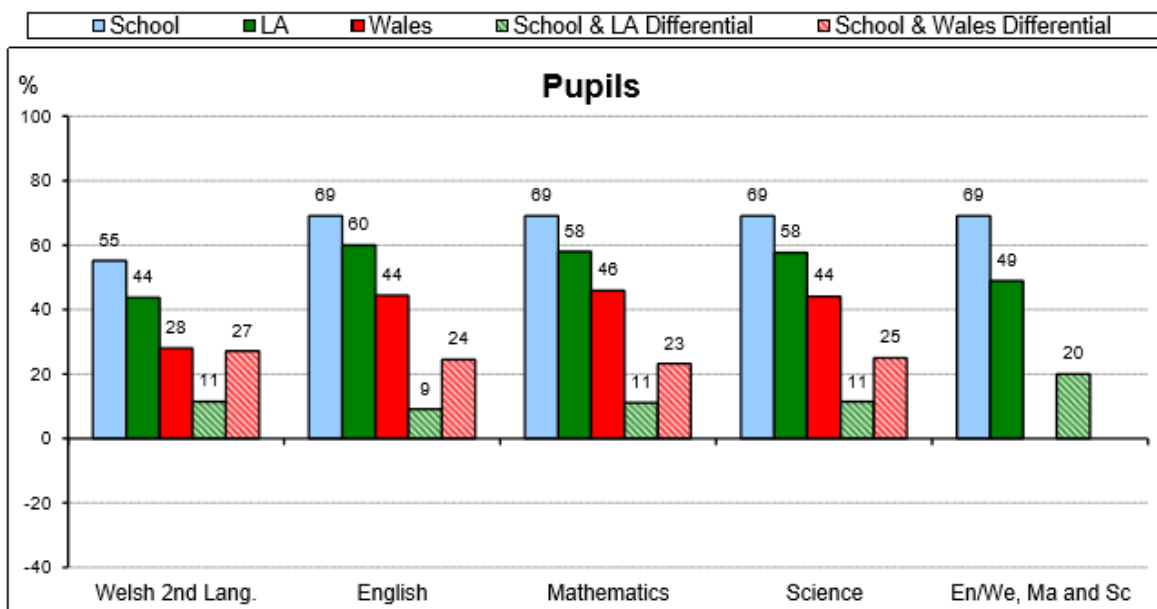
Key stage 2 levels are recorded in the subject areas of English, Maths, Science and Welsh. At the end of Year 6 Welsh Government expects most pupils to have reached Level 4 ('the expected level') in these subjects. Some pupils achieve beyond the expected level and reach Level 5 (or 'the higher level') or sometimes Level 6 (this is seen as exceptional progress). Pupils who achieve the expected level or above in English, Maths and Science at Key Stage 2 are referred to as having achieved the 'Core Subject Indicator' (CSI). In 2018/19 there were 29 children in the Year 6 class, with each child representing 3.4% of the total.

The graphs below show the school's Key Stage 2 performance benchmarked against the Wales average and local authority average. Governors were particularly pleased to see a continued strong performance at the higher than expected level 5 in all subjects.

School Comparative Information: Key Stage 2 2019



All three pupils who did not achieve the expected level are on the ALN register, one of which was disapplied as EOTAS (educated other than at school) but still included in these figures.



7. Details of the steps taken to develop and strengthen the school's links with the community

Specific projects and activities undertaken in 2018/19 to enhance links with the local and wider community are as follows:

The Community Ambassadors continued to organise termly “Young at Heart Community Club” get-togethers with members of the local community and activities included knitting, seed planting and sharing of digital know-how between the Digital Leaders and Club members. They developed their profile further in the community by contributing to the village “Shamble” event by designing and decorating illuminated windows at the Recreation Hall. They helped to organise the school’s participation in the village fete, acting as a host to the new Head Teacher at Chepstow Comprehensive School, who opened the fete this year. They worked with the organisers of the village fete to highlight the “Eco” theme of the event by planning where to put recycling bins on the site. They encouraged children at school to design a fete poster, participate in the fete procession, to run a game at the fete, as well as to sell dream catchers, an entrepreneurial activity by the sewing group at School. The Committee has also been involved in planning activities for the school’s participation in the Village’s “Shirenewton 800” project to celebrate 800 years of the Church in the Village, by organising a logo competition. The winning logo is now being used for all the publicity about this community celebration. In addition, they raised £50.12 from their Xmas stall, and invited the Young at Heart Club to the Eisteddfod assembly; they led an assembly and organised a “Grow a Pound” competition, and

collected the resources to be put into the Caerwent CC time capsule.

The School works hard to share with parents all aspects of what children do at school, and strive to help parents support their child. Teachers in all years held school parent forums; this is an opportunity for parents to meet the teacher, see the classroom and find important information about a specific year group. Parent consultation evenings are held each term.

Parents and carers were also invited to attend other school events, including: the Harvest Assembly, an Eisteddfod Coffee Morning, Easter Assembly, nativities, open mornings and a Read Write Inc. workshop for Reception parents. Open mornings were organised for parents for the New Curriculum, Expressive Arts and a “Young Imagineers” Science fair. Y2 and Y6 held their annual graduation assemblies for parents.

Prospective parents of Reception children were invited to visit the school.

Regular use of Schoop, weekly newsletters and the use of the school blog have facilitated the communication of information about school life.

Reverend John Walters provided fortnightly assemblies, and visitors were invited to other assemblies and fundraising campaigns, for example SARA.

There have been regular visitors to classrooms to support and inspire learning, for example PC Finnister, the Fire Service, a vet, a dentist and an architect.

The school has been involved in the sharing of educational practices with others, this has taken the form of training for new teachers, inviting teachers from other schools to observe “Over to You Time” in FP, FP enrichment, RWI, and Pioneer work.

The school has raised money for a number of charities including MacMillan Cancer Care, Harvest produce donated to Chepstow Food Bank, Children in Need, Help for Heroes, Children in Need, Red Nose Day and S.A.R.A.

With the introduction of the New Curriculum for Wales 2022, one of the main priorities is to establish “authentic” learning opportunities which are embedded in real life situations. The local and wider Community is seen as a real context and reason for learning, and provides many opportunities for exciting learning. This is expanded and reflected in the separate section about “Curriculum in Wales” below, where much learning relies on using these links.

PTA

The PTA have been active throughout the year, organising a variety of fundraising events, including discos, Christmas and Summer Fayres, Hog Roast, Rags to Riches, School Lottery, Christmas trees, Christmas Cards made by the children, uniform sales, egg rolling competition and a beetle drive. These activities have raised £8479 which has helped staff to purchase a range of items to enhance children’s learning and enjoyment at School, including outdoor play equipment, den making materials, Christmas presents, Leavers books, resources for ‘Delve & Discover’ days (including the people who help us ‘learning street’), classroom and learning resources, topic books, enrichment activities and pond

dipping equipment.

The PTA also provides a social dimension to school organised events, providing refreshments at the Easter Assembly, Sports Day, Y2 graduation, Y6 leavers assembly and at an Eisteddfod coffee morning.

8. Targets for improvement and for reducing absences agreed by the governing body with the local authority.

The school agrees local targets with the Education Achievement Service (EAS), which for 2018/19 were:

Foundation Phase: 20% Year 2 to achieve 115+ in reasoning test
 25% Year 2 to achieve 115+ in reading test
 20% Year 1s to be accessing RWI Comprehension by April '19

Key Stage 2: 25% Year 3 to achieve 115+ in reading test
 33% Year 4 to achieve 115+ in reasoning test
 93% Year 3 & Year 4 to achieve a standardised score of 85+ in both tests

The school's attendance target for the year was 96.1% (further details of the school's approach to promoting good attendance are detailed later).

Each year the school develops its own School Development Plan, which is agreed by the governing body. The key areas for improvement that the school identified for itself in 2018/19 are set out in Appendix A.

9. Sport and Music

SPORT

Physical Education (PE) forms an important part of the school curriculum. In Foundation Phase it is led by one of the Higher Level Teaching Assistants (HLTAs). In Key Stage 2 children are taught P.E. by specialist coaches from Attribute Sports who are employed by the school for 2 days per week. This approach enables teachers to have their 10% non-contact time for planning, preparation and assessment (PPA). Swimming lessons are provided to KS2 pupils at Chepstow School.

Attribute Sports Development (ASD) also run after school clubs for Junior and Foundation Phase pupils, including tag rugby, football and multi sports. These clubs are well attended by pupils. ASD also run Sports Camps over the schools' inset days. Sport also featured in the opportunities offered through the Enrichment Days: dance, cycling safety, multi-sports and gym stars for Foundation Phase.

Year 5 all took part in a Playmakers course, whereby they were trained to deliver sports sessions and received their Playmaker Award in a cluster conference in the Summer term. They helped support the trained Bronze Young Ambassadors, who promoted and encouraged sport to all pupils throughout the year. Their activities included running lunchtime clubs for cross country, dodgeball and table tennis as well as continuing the regular daily mile sessions.

A parent volunteered all year to coach the children football at lunchtimes, taking Y3/4 and Y5/6 alternatively.

Another successful sports day took place in the Summer term and some children from Y3-6 participated in a football tournament against other Monmouthshire schools in the Autumn term, at Caldicot Leisure Centre. The School also competed against other Monmouthshire schools at a netball tournament at Abergavenny Leisure Centre and in a cross-country competition at Chepstow Racecourse. There was a tag rugby tournament in March with the other cluster schools.

MUSIC

The children are able to learn to play musical instruments both within the school curriculum and via Gwent Music Support Service who provide tuition to individuals, small groups and whole classes in the school setting. Instruments learnt during 2018/19 included violin, cello,

guitar, flute, clarinet, trumpet, piano, percussion and recorders. Each of the FP classes spent a term learning a musical instrument with Gwent Music – the Reception class learnt Samba, Year 1 learnt to play violins and Year 2 learnt different woodwind instruments “Toots and Flutes”. The parents were invited to an Expressive Arts open afternoon where the classes showcased their instrument playing.

The very popular school Eisteddfod also provided the opportunity for children to perform and pupils were also encouraged to showcase their musical ability during assemblies.

Music has been included in the enrichment days with FP running music making sessions. More able Year 6 pupils were invited to be part of a cross cluster musical “Eurovision project” and performed a concert to parents in Chepstow School.

The choir has also successfully performed several times during the year, both within the school and the wider community, including the Christmas Fayre and carol service at Shirenewton church.

10. Summary of any review undertaken and any action taken as a result and details of any policy or strategy adopted by the governing body

All policies, educational and pastoral, have been reviewed by the governing body and formally adopted. All policies are reviewed on a cyclical basis. Any amendments are passed to the relevant governors for approval. Policies are then ratified by the whole governing body.

Policies are held by the Head Teacher and are available on request. Many policies are also available on the 24/7 tab on school website.

Specific policies reviewed and/or adopted during 2018/19 included:

- LA Policies: Performance Management; Carers in Employment; Management of Attendance; Whistleblowing; Fairness at Work; Corporate Safeguarding; Agency & Self-employed Workers
- School policies: Child Protection; Educational Visits; Pay policy; Vexatious Complaints; Additional Learning Needs; Assessment Recording & Reporting; Marking; Behaviour; Bullying & Discrimination Prevent

11. Attendance information from September 2018 - July 2019

The attendance target set for 2018/2019 was 96.1%. Unfortunately, due to the number of holidays being taken in term time the school only achieved an attendance level of 95.7%.

- Authorised absence: 3.18%
- Unauthorised absence: 1.12%
- Late before registration: 0.04%

When compared with schools of a similar demographic to ours we were in the middle 50% and were placed in quartile 2, which is disappointing and represents a real risk to maintaining our high standards of education.

Our target for 2019/20 set by the LA has been lowered to 96%, which is a quartile 2 target.

The school continues to work with parents and the Education Welfare Officer to improve attendance. Holidays during term time are discouraged as they can be disruptive to pupil education. The school has an Attendance policy which is based on the Local Education Authority's policy.

Attendance is legally recorded when a pupil is present in school at the point at which the register is taken in the morning and again after lunch. Whether requested absence is authorised for a pupil is based on their previous twelve months attendance, at the point the request is made. Reminders about the importance of good attendance feature regularly in newsletters and assemblies and pupils are rewarded for attendance above 98% or for improved attendance.

12. Pupil exclusions

Three pupils were excluded for a total of thirteen and a half days between them during the academic year 2018/19.

13. Information about any changes to information in the school prospectus

There were no amendments to the school prospectus in 2018/19.

14. Term dates 2018 / 2019

Monmouthshire County Council Confirmed Term Dates 2019/20

Term begins	Monday 2nd September 2019
Half term begins	Monday 28th October 2019
Half term ends	Friday 1st November 2019
Term ends	Friday 20th December 2019
Autumn total	75 days
Term begins	Monday 6th January 2020

Half term begins	Monday 17th February 2020
Half term ends	Friday 21st February 2020
Term ends	Friday 3rd April 2020
Spring total	60 days
Term begins	Monday 20th April 2020
May Day	Monday 8th May 2020
Half term begins	Monday 25th May 2020
Half term ends	Friday 29th May 2020
Term ends	Friday 17 July 2020
Summer total	59 days

Session Times

Foundation Phase

08.50	School opens
09.00 - 09.10	Registration
09.10 - 12.15	Teaching time including fruit snack and milk (15 minutes)
12.15 - 13.35	Lunch
13.35 - 15.00	Teaching time
15.00 - 15.15	Assembly
15.15 - 15.30	Teaching time

This gives a total of 23 hours of teaching time each week, which is above National Assembly guidelines of 21 hours per week.

Juniors

08.50	School opens
09.00 - 09.10	Registration
09.10 - 12.35	Teaching time including 15 minute break and 15 minute assembly.
12.35 - 13.35	Lunch
13.35 - 15.30	Teaching time

This gives a total of 24 hours and 10 minutes of teaching time each week, which is above National Assembly guidelines of 23.5 hours each week.

Five INSET days across the year 2018/2019 were:

September 4th - New Professional Standards & planning individual research projects

October 26th - Cluster INSET – Curriculum Reform & ALN Act

February 4th - Professional Learning – conducting individual research projects

July 1st - Self Evaluation

July 22nd – Tric a Chlic & Team Teach training

Five INSET days planned for the year 2019/2020 are:

September 2nd

October 25th

February 3rd

July 3rd

July 20th

15. Curriculum

The Curriculum in Wales is undergoing significant reform at present, which will become statutory in 2022. This is expanded below, however here are some of the highlights of information concerning the current statutory curriculum delivered at Shirenewton School.

Children are taught in their relevant age groups but for some lessons the children are grouped according to their stage of development and not their age e.g. CLIC Maths in Key Stage 2 and Read Write Inc in Foundation Phase.

From September 2015, revised Foundation Phase Areas of Learning and revised Key Stage 2 Programmes of Study became statutory. The new curriculum requirements raise the level of expectations for what learners should know and be able to do across all age groups, better preparing them for the skills required for the working world and in the revised GCSEs.

Foundation Phase: For the purpose of assessment, the FP outcomes have been recalibrated to align with the increased expectations of the revised Areas of Learning. The first cohort of children to be formally assessed against the recalibrated outcomes at the end of the phase was in summer 2018.

In September 2015, a statutory Foundation Phase Profile was introduced into Reception (an observation-based assessment tool supporting the summative assessment of children throughout the Foundation Phase). The Profile is used to carry out a statutory baseline assessment during the first six weeks of the child's Reception year, or Year 1 if the child doesn't enter Reception.

Key Stage 2: To minimise disruption, the existing system of using end of Key Stage teacher assessments, based on the existing national curriculum levels, has been retained. However, the

guidance provided ensures our expectations for learners are more in keeping with the increased expectations within the Literacy and Numeracy Framework and the revised Programmes of Study.

We use a number of programmes to support the delivery of the curriculum: Read Write Inc Phonics, Big Write, Big Maths, TASC (Thinking and Learning in a Social Context), SEAL (Social and Emotional Aspects of Learning) and Tric a Chlic (Welsh).

For further information parents can access the updated school prospectus and/or the Curriculum policy. Parents are also invited to information sessions scheduled in the school year to learn more about how topics are covered at school and see the work the children have been doing.

In 2018/ 2019 these were:

- New curriculum
- Expressive Arts – FP parents
- Young Imagineers projects – KS2 parents

Delve and Discover

‘Delve and Discover’ days are used when introducing a new topic. Children come into school to find that their work areas have been transformed. After spending most of the day researching and experienced aspects of the topic they are then directly involved in planning their learning. For example the Home Learning is guided by the suggestions of the children. This approach engages the children, inspires enthusiasm and creates memories.

Examples of these days in 2018/2019 include:

- FP: Learning Street (role playing "People who help us"); Space (3D Space show & rocket workshops); Body Bother
- KS2: "Young Imagineers"; RE D&D day; "Spring Showcase"

Curriculum for Wales 2022

Curriculum for Wales 2022 has been developed to reflect the strengths that the Foundation Phase has brought to education in Wales over the last 9 years. The Foundation Phase ethos, principles and pedagogy (already very strong and embedded in Shirenewton Primary School) will continue to be central to the delivery of Early Years education, and have been incorporated across the Curriculum for Wales 2022. The school is actively involved with the Curriculum for Wales project as a Pioneer School, making it easier for staff and children to transition towards an exciting new way of teaching and learning by 2022.

Materials are available for schools to use now and Shirenewton School has spent much of 2018/19 embedding methods and approaches developed by the Pioneer Schools to underpin the "Four Core Purposes" of what teachers aim to achieve when planning learning activities.

These Four Core Purposes of the Curriculum for Wales 2022 aims to nurture the following aspirations:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Teachers plan carefully to achieve authentic learning experiences which are centred on pupils' own lives, their interests and priorities; they also plan authentically to connect different areas of learning to reflect reality and different learning environments inside and outside school; always conscious of the cross curricular presence of literacy, numeracy and digital competency in any learning activity. Teachers also plan with appropriate progression for individual learners in mind.

These routes to learning have been effectively shared with, and cultivated by, the whole school staff via a series of staff meetings over the Spring and Summer terms 2019. These were delivered by the School's Pioneer Schools Leader (who is a specialist in the Expressive Arts area of learning), and Pioneer Leaders from other Schools with expertise in contributing to the other Areas of Learning and Experience (AOLE).

The six areas of learning and experience (AOLE) under the new curriculum are as follows, and each area is coordinated by a staff member:

- Language, Literacy and Communication
- Maths and Numeracy
- Science and Technology
- Expressive Arts
- Health and Wellbeing
- Humanities

Learning Experiences 2018/2019

Here are some of the varied ways School has engaged and stimulated pupils, covering the 4 core purposes and combining real life with learning in and out of the classroom:

Learning Experiences 2018/2019	Competitions 2018/2019: Opportunities to challenge talents and aspirations within AoLEs
<ul style="list-style-type: none"> · FP Science week focussing on electricity · All classes involved in an Enterprise Week for Xmas Fayre · Harvest Festival led by Y3 & Rec with prayers by Rev Waters · FP Enrichment - Amazing Artists, Awesome Architecture, Animal Husbandry, Film Makers, Mad about Science, Glorious 	<ul style="list-style-type: none"> · Cross country (KS2) · Football - Both the Y3/4 & Y5/6 teams came second and are in the finals · Primary Stars Poetry Competition - Diversity (FP & KS2) · In-house design a 'croeso' poster organised by Criw Cymraeg · In-house design a logo for each AoLE

<p>Gardeners, Music Band, Cycling Safety and Master Chef groups running.</p> <ul style="list-style-type: none"> · Y5 Playmakers award · Sports Ambassadors to bronze level training · ADA Recycling workshops · "Peace Tea" Street Party (funded by Shirenewton Community Council) · FP - Muddy Maths Mania afternoon · Y6 composed a Christmas song to be made into a CD · Whole school Eisteddfod · FP Science weeks focussing on materials and forces · Y6 - series PSE workshops by Mon Youth Worker · PC Finnister - online safety · FP Enrichment - Nature Ramblers, Groovy Gamers, Master Chef, Animal Husbandry, Kwik Cricket, Mad about Science, Nifty Knitters, Cycling Safety and BEAR club (Be Enthusiastic About Reading) · Cricket coach teaching Y5 · Curriculum Cymraeg Fortnight - classes studied Welsh artists and painted in the style of ... Rhiannon Roberts, Cedric Morris, Cefyn Burgess and Anthony Evans · Dydd Miwsig Cymru (Welsh Language Music Day) - impromptu discos dancing to Kizzy Crawford, Sŵnami & other contemporary welsh bands · Welsh author visited, Cathy Farr, with her gigantic Irish Wolfhound!! · Y2 class have a weekly music lessons by Gwent Music Support "Toots & Flutes" · Dance workshops for all classes from "West End in Schools" company - bringing books to life (FP = How to Catch a Star; KS2 = Kensuke's Kingdom) · World Book Day · Easter Assembly led by Y1 & Y4 with prayers by Rev Waters & Egg rolling · FP Science weeks - focused on 'Living Things & their Habitats' and 'Plants' · FP Enrichment - World Explorers, Super Scientists, Master Chef, Music Band and 	<ul style="list-style-type: none"> · In-house poppy/ WWI poetry competition · In-house Pudsey Bear competition organised by School Council · Design Christmas card · DVLA Code Challenge for KS2 · Chepstow Show - 1 Y2 pupil came first in art competition and Y1 class collage was highly commended · Eisteddfod (art, various musical instruments, singing, recitation, Welsh creative writing, handwriting, best books for English, Welsh & Maths, dancing, gymnastics, cookery, model making, Bardic poem) · Cross Country Final (KS2) · Football Finals - Y5/6 team came third · Primary Stars Poetry Competition - Diversity (FP & KS2) - FP pupil was the regional winner for Wales! · East Wales Gymnastics tumble & vault competition - 1 pupil came 4th in Welsh U11s final · Swimming Gala - 2nd place · In-house design a 'plastic pollution' poster organised by Eco Committee · Caerwent Community Council competition "Recycling in Wales" · FP & KS2 Sports Days · Cricket Tournament – rearranged for this week · Cluster Sports Day is planned for 24.6.19 · Cross Country Team competed in Monmouthshire final · Y6 girl won Ladies Golf Championship · Wildlife Wizards - came 1st out of Monmouthshire, Newport & Torfaen schools · Premier League Writing Stars competition - the Y1 pupil who was the regional winner for Wales attended a presentation ceremony at Wolves Football Club
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Groovy Gamers, Glorious Gardeners, Awesome Architects, Welsh Wonders, BEAR Club (Be Enthusiastic About Reading) & Knitting</p> <ul style="list-style-type: none"> · Y3 - Expressive Arts teacher from Chepstow School taught them some art techniques to use in their cluster art project · Rec - Samba lessons · FP - painting to music lessons leading to an Awesome Artists afternoon sharing event for parents later this term · <u>Learning experiences:</u> · <u>Curriculum Cymraeg:</u> · FP - Fflic a Fflac puppet show · Y3 - Wacky Welsh Warehouse enterprise project · Y4 - Eisteddfod Mai enterprise project · Y5 - Ffair Mai Bach enterprise project · Criw Cymraeg - taught mid-day supervisors FP yard games <p>Y2-Y6 – visiting author with stories set in Wales</p> <p><u>Curriculum Cymraeg:</u></p> <ul style="list-style-type: none"> · FP - Fflic a Fflac puppet show · Y3 - Wacky Welsh Warehouse enterprise project · Y4 - Eisteddfod Mai enterprise project · Y5 - Ffair Mai Bach enterprise project · Criw Cymraeg - taught mid-day supervisors FP yard games 	<ul style="list-style-type: none"> · Caerwent Community Council - All classes entered "Recycling in Wales" competition · Village Fete poster competition - All classes · Mega-finals chess competition - one pupil came 2nd in U7s and one pupil came 3rd in U9s - both qualified for giga-finals <p>Shirenewton 800 logo competition</p>
<p>Extra Curricular Clubs which have been offered by staff 2018/2019</p>	<p>Trips</p>
<ul style="list-style-type: none"> ● Code Club ● FP Recorders ● Multi-sports ● Minecraft ● FP Gardening ● KS2 Gardening ● STEM ● My Book Blog Buddies ● Chess, FP French ● KS2 French ● FP Choir ● KS2 Choir ● Crochet ● Sewing 	<ul style="list-style-type: none"> ● Swimming lessons, once a week for Y3-Y6 ● Y5 & Y6 Hedd Wyn play at Caerwent Church ● KS2 trip to Blaenavon Ironworks & Big Pit ● Y5 residential visit to Talybont (2 days) ● FP trip to Cardiff Museum to see Tim Peake exhibition ● Y6 residential visit to Gilwern (4 days) ... they returned a day early due to adverse weather conditions forecast ● Gilwern staff brought a climbing tower and did Forest School activities with Y6

<ul style="list-style-type: none"> • Spanish • Cross Country • FP Sports Stars • FP Welsh Club • Football • Local History • Nature Club 	<p>to make up for their missed day at Gilwern</p> <ul style="list-style-type: none"> • Y5 visit to Shirenewton Church • Y4 camp fire • Y3 to Gilwern • Y3 to Welsh Water, Cilfynydd • Y4 to Hilston Park • Y5 to Playmakers Conference • Y6 to Caldicot Castle for triathlon tournament • Y6 MAT Expressive Arts group to Exeter University • School Council – Senedd • FP - Forest School sessions & camp fire
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Supporting Children with Additional Learning Needs (ALN)

Outside Agencies supporting pupils 2018/2019

Educational Psychologist (assessment and consultation over appropriate learning plans)

Speech Therapist

Acorn Counselling

Monmouthshire Specific Learning Difficulties team

Integrated Service for Children with Additional Needs (ISCAN)

Occupational Therapist

Face to Face Counselling (F2F)

Counsellor for “Looked After Children” (LAC)

School Nurse – growth and vision checks

In-house Support for Children with ALN 2018/2019

New Training undertaken by Staff, Pupils and Governors

- All staff have undertaken training about how to recognise and support children who have undergone Adverse Childhood Experiences (ACE); these are traumatic long-lasting experiences that may harm children's health or affect behaviours in school.
- All staff, pupils and governors have undertaken relevant online training to secure awareness of Autistic Spectrum Disorder (ASD). A particular impact has been an improved empathy between pupils when it comes to preferences in playing and learning.

Emotional Literacy Support Assistants

The school supports pupils with emotional needs with two fully qualified Emotional Literacy Support Assistants (ELSAs), who have supported around 20 pupils per term this year.

Individual Development Plans (IDP)

All ALN pupils now have an IDP in place which has been written with teacher, pupil & parent. It identifies the difficulty the child experiences and sets SMART targets which are reviewed each term, or in some cases more frequently. The IDP recognises the level of support a child needs, and School works to put this support in place. This "graduated response" is outlined below.

In House Support: Graduated Response

School Action: This occurs when a teacher identifies a child as having Special Educational Needs. At this stage, teachers themselves will provide appropriate interventions, this may include teaching assistant support. These interventions are different to those used as a normal part of their curriculum delivery.

School Action Plus: This level is implemented when children who have been working at School Action for a given period have shown little or no sign of progress. At this level external agencies become involved in making assessments, meetings, offering advice, observing and monitoring records of evidence.

SAPRA: (School Action Plus Resource Assist): In some instances, pupils will not make adequate progress at School Action Plus. School will have evidence available to demonstrate that although a number of teaching approaches have been used and a range of resources have been employed these have proved to be unsuccessful. It may be appropriate to ask the Local Authority for extra resource and/or support to add to that provided by the school and outside agencies.

Where a request for assessment is made, the pupil will have demonstrated significant cause for concern. After considering the SAPRA request, the Local Authority will decide whether or not to proceed with a SAPRA. If it goes ahead, school will invite the parents and the local authority to a meeting to agree these actions and targets, and the local authority will agree what support or resource, if any, it will provide. SAPRAs are reviewed by the school and LA together at least annually.

Statements: Children only move to this level having shown little or no progress despite the interventions and strategies implemented at School Action Plus. Before a child can be 'statemented' they are required to have an assessment by the LEA (Local Education Authority). The school, external agencies and the class teacher set short term targets. Any additional provision is normally quantified, e.g. number of hours of staffing provision, type of specialist equipment, curriculum exclusions etc. This, as with all other levels is variable according to individual circumstances. Some statemented pupils have individual support funded by Local Authority and are taught in an inclusive environment.

Individual Development Plan (IDPs): These are a way to involve parents, pupils and teachers in drawing a pen picture or snapshot of a child's strengths, preferences and areas for development within the context of what is needed now, and within the context of the child's aspirations for the future. This information is used to underpin meaningful SMART targets when writing individual development plans for learning.

Support for pupils

From time to time pupils may receive additional support to boost achievement. Additional support is offered in the form of short or medium term focussed small group or 1:1 support. This can be provided by the teacher or a teaching assistant or qualifying/qualified helper within the classroom or in extra sessions. Support is also planned by teachers by differentiating activities by complexity of task, learning style or level of support, enabling pupils every chance of success commensurate with their capabilities.

Pupils receiving such support may be on School Action or just identified as pupils who would benefit from additional support to allow them to reach their potential. We run social and communication groups for pupils who need support with social communication skills.

More Able and Talented Learners (MAT)

We ensure that all ability ranges are challenged and supported so that every child has the opportunity to reach their full potential through well planned differentiation in lessons, which stretches the most able. When the need arises, we offer additional support for less able and most able pupils; this is provided without detriment to those who fall under the average and more able provision.

MAT pupils are identified, tracked, and catered for day to day via differentiated activities, where pupils are challenged by the teacher through questioning and access to challenging material, or they can challenge themselves appropriately by self selection of activities.

Children in KS2 are also grouped by ability for Big Maths (mental maths strategies) and for RWI in FP. This allows pupils to learn with children who may be older than they are in order to progress and flourish at their own level and pace.

During 2018/2019 two pupils also attended lessons in the year group above for Maths/English. A group of MAT Expressive Arts pupils worked on a joint cross cluster Eurovision project. A Higher Level Teaching Assistant worked with a small group of MAT learners in FP every week.

STEM and Code Clubs have been on offer to extend MAT learners.

Talented musicians are encouraged to play their instruments in assembly with a termly rota of performances. Every term pupils take part in enrichment sessions that gives pupils the opportunities to explore their talents further and provides those pupils whose talents lie in extra-curricular areas with the chance to shine. A display board in the main hall showcases and celebrates the talents of individual pupils.

Disabled pupils - arrangements for admission and access plans and steps taken to prevent discrimination

The school follows the Disability and Equality policy in line with LEA requirements. This has a focus on accessibility for all users of the school.

Any child with disabilities is admitted to the school in accordance with Local Education Authority Policy, as they are the admissions officers for schools.

A risk assessment is carried out prior to entry and all reasonable adjustments are completed prior to the child starting school.

16. Accessibility and safety of toilet facilities

Toilet facilities are provided in both Key Stages plus additional disabled toilet facilities. All toilet facilities are maintained daily to a good standard across both Key Stages.

17. Welsh

Shirenewton Primary School is an English medium school in a predominantly English speaking area where there is a rich history of Welsh culture.

The school is committed to encouraging pupils to learn Welsh as a second language by giving them opportunities throughout Foundation Phase and Key Stage 2. Pupils are able to develop their oral skills competently and to develop their skills as effective readers and writers through dedicated Welsh lessons as well as incidental opportunities to use Welsh in everyday school situations.

In 2016/17 we were the first non-welsh medium school to adopt a new approach to learning the Welsh language. The Tric a Chlic Welsh phonics scheme was trialled in Years 1 and 2 with very positive results. In 2017/18 it was introduced into Year 3. Every Thursday children from younger classes are paired with children in older classes to read to each other.

A further opportunity for children to write in Welsh was provided during 2018/19 for each class to adopt a Welsh bear for a term. Every pupil now takes a turn to take the bear home and to write a short diary of what they did with the bear that evening. Children are also encouraged to take a Tric a Chlic Welsh reading book to read to the bear.

A Welsh pupil committee Criw Cymraeg explores further ways to encourage the use of Welsh in school life. In 2018/19, Criw Cymraeg have been working on a new initiative called “Cymraeg Campus” which aims to raise a positive profile for spoken and written Welsh in school, encourage children to aim for bi-lingualism and celebrate Welsh Culture. This is achieved by guiding the school through bronze, silver and gold “Cymraeg Campus” awards. In the Summer of 2019 the EAS Welsh Advisory teacher carried out a very rigorous audit and assessment and the school was successfully awarded the bronze award.

18. Healthy Eating

The school is committed to encouraging the children to develop healthy eating behaviours. The school meals menu is appropriate and parents are issued with guidance on how to provide healthy packed lunches. The school provides a fruit snack in the morning and parents who send one from home are encouraged to send fruit or an alternative healthy snack.

Children bring in their own water bottles and are encouraged to drink water throughout the school day.

Appendix A – Summary of the School Development Plan 2018/2019

Priority 1: To further embed a breadth of learning in line with the core purposes through the development of AoLEs

Activities

Science

- Embed the use of ICT to support recording of science across the whole school - using ICT stickers or Seesaw QR codes to show evidence in books
- Look for opportunities for science/STEM based topics to be explored to ensure learning is current and relevant to learners today
- Ensure the scientific thinking of more able pupils is extended using close the gap marking

Technology

- Continue to embed Digital Competency Framework (DCF) in a variety of creative ways across all learning (Primary Network Project - Using TwT360 as a guide for activities)
- Digital Leaders to continue teaching elements of citizenship strand of the DCF
- Continue to teach ICT weekly linking RE learning (Using newly purchased equipment)
- Digital Leaders to train staff how to use new coding equipment
- Explore and begin to use Google Classrooms
 - Develop the use of hwb
 - Cluster review of ICT/DCF & address recommendations
 - Digital Leaders to encourage the use of Welsh apps and websites, using the DCF to enhance Welsh learning and enjoyment

Expressive Arts

- Develop full coverage of creative opportunities through careful departmental planning
- Continue to map creative opportunities across the curriculum
- Develop further links with visiting artists and performers
- Expressive Arts workshops to be developed in conjunction with Chepstow School
- Support the local community's 'Shirenewton 800' project

Humanities

- Further develop RE through community links
 - Chepstow Cluster workshops
 - Visits from religious leaders/ to places of worship
- Embed termly 'Delve & Discover' RE weeks in KS2 & a wide range of rich activities evidenced
- Develop teaching RE through ICT
- Use Mon syllabus & link to ICT skills framework
- Embed and maintain strong links with Cwricwlwm Cymraeg in topic work

<p>Priority 2: To promote a strong Welsh ethos by increasing the use of incidental Welsh, embedding Tric a Chlic and providing enriching activities</p> <p><i>* * * Cymraeg Campus Language Charter - Bronze Award * * *</i></p>
Activities
<p><u>Establish a visual Welsh ethos</u></p> <ul style="list-style-type: none"> • Ensure that Welsh is prominent on displays in classrooms, signage and labels around the school inside & outside the classrooms • Criw Cymraeg (CC) to hold a 'Croeso' poster competition • CC to contribute to newsletter • Ensure Welsh is prominent on website
<p><u>The advantages of learning Welsh</u></p> <ul style="list-style-type: none"> • Pupils develop an understanding of the advantages of learning Welsh & this is promoted; they encourage others to speak Welsh • Establish a link with a local school so pupils can converse e.g. via email or video link • Parents invited to Welsh activities • Staff attend relevant training • Cwricwlwm Cymreig is planned for • CC to lead masterclasses for parents and governors • CC to teach the Welsh National Anthem
<p><u>Using Welsh in the classroom</u></p> <p>Continue to encourage the use of Welsh in lessons & around school</p> <ul style="list-style-type: none"> • Improve consistency of staff use Welsh for commands • Pupils use Welsh when expressing needs • Continue to embed Helpwr Heddiw • Staff use Welsh for marking • Continue to write date in Welsh • Improve consistency of staff rewarding pupils for using Welsh
<p><u>Using Welsh outside the classroom</u></p> <ul style="list-style-type: none"> • Continue to encourage the use of Welsh in & outside the classroom • Pupils use Welsh to express a need • CC work on a project to promote Welsh outside of the classroom • Staff use Welsh incidentally outside of classroom & pupils respond • Pupils greet staff in Welsh • Themed day develops language skills across the curriculum • CC teach LSAs & Mid-day supervisors Welsh games
<p><u>Welsh in assemblies</u></p> <ul style="list-style-type: none"> • A Welsh assembly to be held weekly and CC to lead part of it
<p><u>Using ICT/DCF to enhance learning</u></p>

<ul style="list-style-type: none"> • (see ICT/DCF priority action plan)
<p><u>Enrichment activities</u></p> <ul style="list-style-type: none"> • Continue to organise Welsh trips • Develop a Welsh club • Begin to take part in local Eisteddfod/ Urdd • Embed use of Welsh in sporting activities • Begin to invite Welsh speakers to school • Continue to hold school Eisteddfod & ensure competitions are through Welsh medium • Ensure there is an emphasis on Welsh when creating and selling products for enterprise projects
<p><u>Developing reading</u></p> <ul style="list-style-type: none"> • Embed Tric a Chlic in Y1 to Y3 • Refresher Tric a Chlic training • Continue to use Welsh digital reading materials • Begin to create a rich Welsh reading environment • Continue weekly Welsh reading buddies • Audit reading materials • Continue guided reading sessions, discussing content & recording sessions • Pupils undertake a range of activities to improve reading fluency • Teachers encourage pupils to make good use of reading success criteria to self and peer assess
<p><u>Welsh across the curriculum</u></p> <ul style="list-style-type: none"> • KS2 teachers to continue to make use of factual books • KS2 to use cross curricular books and DVD clips as a tool for learning aspects of their topic work in Welsh • Teachers use Welsh across the curriculum • Pupils have a good grasp of subject terminology in Welsh in a few subjects across the curriculum
<p><u>Developing a positive attitude</u></p> <ul style="list-style-type: none"> • Pupils play a variety of games in Welsh • The school has a termly evolving 'Sgriblo Sydyn' graffiti wall where pupils respond to a question asked in Welsh • CC distribute rewards in weekly Welsh assembly • Develop a variety of ways to reward pupils e.g. Tocyn Aur; certificate; Dewi Dragon award • Welsh stickers and marking phrases used • Pupils are provided with a range of audio/ audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g. DVDs, TV programmes • Pupils are given the opportunity to use Welsh in real life situations e.g. buying items, ordering food

Priority 3: To continue to maintain standards in English & Maths and Literacy & Numeracy across the curriculum, whilst improving standards of presentation and handwriting

Activities

Maths/Numeracy

- Increase the amount of maths taught in 'real life' contexts
- Provide opportunities to develop numeracy skills through all AoLEs
- Introduce 'Maths on the Move' across all classes
 - Co-ord to observe good practice in cluster school
 - Plan a range of activities for each phase
- Increase opportunities for all pupils to record maths independently in books
- Introduce a Financial Skills Development programme in key stage 2
- Implement RUCSAC to enhance reasoning skills
 - Prepare & distribute resources
 - Masterclass in use of RUCSAC (Read, understand, choose, solve, answer)
- Complete Cluster Maths Review & begin to implement recommendations
 - KS2 resources labelled and accessible for independent use
 - Increase maths learning in displays

Writing & Presentation

- Improve extended writing skills at the sentence level by introducing
 - Alan Peat's sentence types
 - Slow writing & secret sentences
 - Shades of meaning
- Increase opportunities for KS2 to write at length by introducing EAS Literacy Learning Pathways
- Ensure writing across the curriculum is at a similar standard to English/ Language, Literacy & Communication (LLC) lessons
- Continue to set high expectations of handwriting and presentation through regular department meetings/FADEs (FADE = Focus, Analysis, Do, Evaluation) and sharing children's good practice with others
- Ensure supply teachers/support staff are aware of the expectations
- Monitor teacher handwriting

RWI

- Introduce RWI Comprehension pack to bridge the gap for more able Y1s between grey group and Y2 Literacy and Language

Spellings

- Improve spelling strategy in Y2 & Y3 by continuing to use spelling patterns from Read Write Inc (RWI) activity booklets along with spelling logs & high frequency & mis-spelt words from own writing

Promoting Reading - My Book Blog (MyBB)

- To continue to embed the use of MyBB to promote the love of reading
- Regular MyBB assemblies where children can share what they have done on MyBB/review books etc
- Invite authors in to speak with the children/run workshops
- MyBB Buddies to run a MyBB club at lunch times - opportunity to support the new Year 3 children with the online activities

Reading Areas

- Revamp library
- Ensure every classroom has an attractive and inviting book corner
- Develop an outdoor reading area

Priority 4: To promote wellbeing and equity for all

Activities

MAT

- Work towards achieving National Association for Able Children in Education (NACE) award
 - Self evaluate More Able & talented (MAT) provision against 10 standards in NACE Cymru Challenge Award Matrix
 - Gather evidence of provision and standards
 - Complete NACE pre-assessment checks & implement recommendations (see separate plan)
- Develop provision plans for Most Able (2-5%)

ALN

- Cluster to devise an agreed format for Individual Development Plan (IDP) / Individual Learning Plan (ILP) / Individual Education Plan (IEP)
- Pupils to continue ownership of their own learning
 - Embed use of target folders
 - Pupils to be consulted in setting of own targets
 - Pupils refer to their targets daily
 - Pupils include examples of good work in their target folders
- Become an Autistic Spectrum Disorder (ASD) friendly school
 - Staff to complete online training
 - Governors to complete training
 - Pupils to complete training
 - Additional Learning Needs Coordinator (ALNCo) to receive Earlybird Plus training
- Continue to support pupils via interventions
 - Clear entry and exit criteria

- Learning Support Assistants (LSAs) to complete intervention tracking sheet for 1:1s and groups
- Consistently use Specific Learning Difficulty (SpLD) resources
- All staff to attend Additional Learning Needs (ALN) Act training

Attendance

- Continue to monitor and highlight the importance of good attendance
 - Regular reminders in newsletter
 - Introduce a RAG rated attendance sheet for parents
 - Continue to work with Education Welfare Officer (EWO)
 - Continue follow up phone calls
 - Embed 'Attendance HEROes' announcements in assemblies Reward excellent attendance

Wellbeing

- Staff to attend Adverse Childhood Experience (ACE) training
- Embed whole school 'Growth Mindset' vocabulary
- Continue to refer to perseverance and resilience in lessons
- Continue to develop Mindful practices introduce to other year groups in assemblies
- Continue to use PASS survey results to ensure social and emotional needs are met (PASS = Pupil Attitudes to Self & School)
- Introduce new Personal Social Health Education (PSHE) scheme
- Create a Irlen/dyslexia friendly school

Priority 5: To further develop leadership and professional learning in line with the National Mission

Activities

School as a Learning Organisation (SLO):

- Explore new approaches to improve learning and outcomes for all learners by ...
 - Completing the online SLO survey
 - Attending regional workshop
 - Self-evaluate against seven dimensions and use the results to inform our school development planning to guide how staff can individually and collectively learn together to transform practice
 - Develop and share a vision centered on the learning of all pupils
 - Create and support continuous learning opportunities for all staff
 - Promote team learning and collaboration among staff via peer observations/ triad working
 - Establish a culture of inquiry, innovation & exploration
 - Embed systems for collecting & exchanging knowledge and learning
 - Teachers to implement & evaluate the impact of their '17/'18 Professional Research Project
 - Continue to develop our role as a Pioneer School designing the new Expressive Arts AoLE

curriculum

- Support Cluster schools in developing their practice
- Involve parents in curriculum change via a new curriculum open morning
- Develop role as a Professional Learning Lead
- Develop role as a Learning Network School for Equity & Wellbeing with focus on More Able
 - support other schools
 - complete action research into raising aspirations for most able pupils & engaging vulnerable pupils

New Professional Standards

- Staff to become familiar with clear expectations about effective practice
- Use the standards as a backdrop to the performance management process to reflect and discuss performance in relation to job description and determine aspirations for development
- Teachers to use the descriptors to stimulate further exploration and plan their own Professional Learning Project to develop an area related to their needs
- Teachers to visit best practice schools linked to their Professional Learning Project/ Teaching standards area of development
- Staff to use the Professional Learning Passport as a means of planning, recording and reflecting on practice

Monitoring & Tracking Progress

- Continue to track pupil progress
 - Analysis of group & individual data
 - Analysis in-school variance
 - Pupils identified as not on track to make expected progress; meet with teacher to do book look & discuss what the teacher needs
- Continue termly pupil learning reviews in Y5/Y6
- Develop an in year progress report to parents (inc. expected level, targets, attitudes)
- Further embed close the gap marking policy with regular joint book looks involving triads and pupils
- Embed behaviour non-negotiables & ensure consistency in implementation
- Leaders to use ETLF to monitor teaching and learning

Pupil Leadership

- Embed the Pupil Leadership Team
 - Advert, application form & interview
 - Conduct pupil peer observations & learning walks
 - Conduct book looks
 - Oversee the work of the pupil committees
 - Feedback to Senior Leadership Team (SLT)
 - Attend Curriculum Governor meetings to report on strengths and areas for development
 - See separate Action Plans for:

- School Council
- Eco
- Healthy Schools
- Criw Cymraeg
- Digital Leaders
- Community Ambassadors
- Prefects

Further Embed Cluster Working

- Conduct a Maths Review
- ACEs training & develop action plan
- Joint INSET day
- Share Pioneer work
- Develop a common approach to behaviour management [Pivotal training]
- Further develop Middle Leadership
- Further share Outdoor Learning
- Continue Y2, Y6, Y9 moderation activities
- Further develop existing moderation activities to include Year 1 teachers
- AoLE networks
- Y6 to scrutinise Y7 books
- Joint projects to include:
 - Xmas Fayre enterprise
 - Global Learning week
 - Art project

Appendix B - Governors Development Plan 2018/2019

Training	<ul style="list-style-type: none"> a. Meet mandatory requirements b. Use 'Sharing the Knowledge' form c. Maintain an understanding of the school's data d. Maintain understanding of specific areas such as MAT/SEN e. Undertake training on Link Governor Role and on Self Evaluation.
----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Link visits	<ul style="list-style-type: none"> a. Update form and guidance in light of new inspection framework and School Development Plan.
Visibility and communication	<ul style="list-style-type: none"> a. Annual Report issued in Autumn term b. Improve our presence at school events and record it (Link Visit form) c. Make use of school website and newsletter d. Explore staff perception of governors e. Publicly recognise school achievements.
Governors to know the strategic priorities of the school	<ul style="list-style-type: none"> a. Governors attend Self Evaluation Day. b. Structure Governor meetings with the five priorities over an annual timetable.
Committee meeting minutes	<ul style="list-style-type: none"> a. Minutes of all Governor meetings are included in agenda packs.
Governors Plan & Self evaluation	<ul style="list-style-type: none"> a. Governors Development Plan to be reviewed before each Governing Body meeting and assigned a RAG rating, for agreement at the meeting. b. Establish and maintain the Self Evaluation Tool. c. Undertake the Effectiveness Calculator, for use at Self Evaluation Day. d. Consider what an excellent Governing Body looks like and what we need to do to get there. e. Undertake a skills audit and act upon it.
Sharing information	<ul style="list-style-type: none"> a. All governors to use Google Drive for the sharing of documentation b. All governors to use school Gmail for communicating. c. All governors to use Hwb to access resources.

Strategic Roles	<ul style="list-style-type: none"> a. Maintain strategic oversight of the effectiveness of Cluster working. b. Undertake a strategic review of the school's financial status. c. Undertake rigorous performance management of the Co-Heads.
-----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------