



Windsor Clive Primary School

Ysgol Gynradd Windsor Clive

2024-2025 School Improvement Plan Summary

Contextual Data July 2024

Number of Pupils	482
Free School Meals % (3 year average)	67%
Additional Learning Needs % (IDPs)	12.5%
English as Additional Language %	33%
Ethnic Minority %	42.3%
% of pupils living in the 20% most deprived areas of Wales	95.6%
Number of pupils open to Children's Services	55 (11.4%)
Number of Children Looked After (CLA)	13
Attendance %	89.7%

Overview

Windsor Clive Primary School is a highly inclusive school where pupils thrive. The school's mission statement 'Every Child, Every Chance, Every Day' is fully embraced by a dedicated and conscientious staff team. There is a continuous focus on individual pupil improvement, including many pupils with barriers to learning and ALN. As a result, nearly all pupils engage well with their learning and benefit from an interesting and engaging curriculum that reflects the interests and needs of the pupils. Teaching is good and all staff develop excellent relationships with the pupils in their care. The school successfully engages with its' families and a range of external agencies. Parents have high levels of trust and confidence and are very supportive of the school. An increasing number of learners join from local schools and the wider world but very quickly develop a strong sense of belonging to the school community. Leadership is reflective and adapts provision to meet the changing needs of the pupils and local community. As a result, most pupils make strong progress in their wellbeing and learning, often from very low starting points.

2023-2024 School Self-Evaluation: Summary

STRENGTHS

Teaching and Learning

- Teaching is consistently good across the school. Over time, a range of agreed strategies have been implemented to ensure a consistent approach to teaching. For example, research-led techniques from 'Teach Like a Champion' including 'Turn and Talk' and 'Think and Participation ratio' ensure high levels of pupil participation and engagement throughout lessons.
- In most cases, teaching successfully meets the needs of a wide range of needs. Lessons are well-planned and build sequentially on pupils' knowledge, skills and understanding. Most teachers differentiate learning appropriately, and pupils requiring additional support for their wellbeing and learning receive support in the school's bespoke provision called 'Hives'. These small class provisions enable vulnerable pupils to develop their wellbeing and learning with specialised support from highly skilled support staff.
- Teachers have good questioning skills and support pupils to improve their learning through effective feedback.
- Teachers plan worthwhile opportunities to develop pupils as independent learners through activities such as 'missions'. This approach is developing pupils' ability to choose how and what they learn.
- An engaging and relevant curriculum has been planned progressively to allow pupils to develop their knowledge, skills and experiences. Half termly whole school concepts provide pupils with a suitable breadth and depth of learning across all areas of learning and experience.
- Teachers skilfully support pupils to make relevant links between areas of the learning and their own experiences.
- The curriculum focuses consistently on the needs, interests and experiences of pupils. For example, the 'Heritage' concept enables pupils to learn about their local area and a range of beneficial educational visits develop pupils' knowledge and experience of Welsh culture effectively.
- Most pupils, including those from low income households, make strong progress from a very low base.
- Pupils with ALN make good progress in relation to their individual starting points and Individual Development Plans (IDPs).
- Most EAL pupils make rapid progress in acquiring their language skills. Pupils who are new to English benefit from the school's bespoke EAL provision. Many of these pupils are not only new to the English language, but have limited experience of a school setting, having fled conflict in their home countries. However, they quickly become part of the school's community and integrate exceptionally well. The school is a recognised 'School of Sanctuary' due to the highly effective provision for these pupils.
- Most pupils develop as successful readers. Recent improvements in provision has developed older pupils' high order reading skills positively.
- Pupils speaking and listening skills are good. For instance, many pupils talk articulately about their learning.
- Most pupils develop as effective writers. The whole school approach to 'Talk for Writing' has resulted in strong and consistent teaching of writing.
- Many pupils develop strong mathematical skills. Since the introduction of the new 'Abacus' maths scheme, teaching has improved and as a result, pupils develop their maths skills progressively.
- Pupils develop effective digital skills. Across the school, most pupils make good progress in learning a range of digital skills.

- Many pupils are developing a range of creative skills as part of the school's curriculum, such as working with local Welsh artists and musicians to compose simple pieces of music.
- Improvements to provision in Physical Education with 'Real PE' has enabled most pupils to develop a range of physical skills. At play and lunch time a range of engaging play equipment and activity games promote pupils' fitness skills well.
- Most pupils successfully develop their social and emotional skills. Pupils who require additional support are given excellent provision in the school's bespoke 'Hive' classes.
- Most pupils are increasingly able to apply their literacy, numeracy and digital skills across the curriculum. Teachers plan effectively for this as part of the school's concept curriculum.
- Overall, a few pupils acquire basic Welsh language skills suitably and many pupils can only respond to basic Welsh questions and commands.
- A notable feature is pupils' positive attitudes to learning. Many pupils show strong perseverance skills and work collaboratively with their peers.
- Across the school, most pupils' behaviour is good. Nearly all pupils can articulate the 'Windsor Clive Way' and discuss rewards and consequences confidently.
- Many pupils benefit from valuable feedback from teachers. Pupils are able to 'Purple Polish' their work and make improvements based on written feedback. Older pupils confidently assess and move their own learning forward, for example as part of the mathematics learning.
- Pupils who attend the LA SRB classes make sound progress in a safe and secure environment.

Wellbeing, care, support and guidance

- Robust safeguarding practices are in place and as a result, all pupils are safe and secure. Currently, the school has five Designated Safeguarding Persons and all staff have a secure understanding of safeguarding practices through regular and thorough training.
- All pupils are respected and treated fairly. Any instances of bullying or harassment are treated seriously.
- There are effective systems in place to monitor and improve attendance. Attendance rates have improved year-on-year since the pandemic and the attendance gap between pupils entitled to free school meals and non-free school meals and narrowed over time.
- The school has a strong track record of working purposefully with a range of external partners to improve pupil attendance. For instance, a very few pupils with persistent absenteeism have benefitted from family support and educational psychologist involvement.
- Extensive provision for pupils with ALN has resulted in most pupils making strong progress. The school works effectively with specialist teams from the Local Authority to support ALN pupils.
- The school's SRB classes provide pupils with a specialised curriculum that effectively meets the needs of learners.
- IDPs are relevant and reviewed regularly to ensure pupils receive the appropriate level of support.
- The school has a range of excellent provision that supports pupils with emotional health and wellbeing needs. The school has accredited as a 'Thrive School of Excellence' in recognition of its' wellbeing provision and the positive impact on pupils.
- All safeguarding concerns, including bullying are recorded using MyConcern.
- Pupil leadership groups have been effective at influencing the life of the school. For instance, the School Government wrote a child-friendly anti-bullying policy and produced a new school prayer. The RRS School group successfully led work that resulted in the school achieving silver RRS status.
- The school works closely with its' cluster primaries and secondary school to plan relevant transition programmes for Year 6 pupils.

Leading and improving

- Leadership is strong and effective and constantly reviews and adapts provision based on the changing needs of pupils. For example, due to an increase in pupils with ALN and trauma, three small class provisions, 'Hives', were created to ensure pupils with barriers to learning can access learning and make progress.
- Leadership roles and responsibilities are changed to bring about improvement. For instance, a new TLR post was created to lead Literacy and Progression as this was an important area for development.
- The school's shared vision focuses on developing an inclusive culture where all pupils are nurtured and achieve well.
- Self-evaluation processes are extensive and accurate. A wide range of stakeholders are included in these activities and this allows the school to identify clear strengths and areas for development. Areas of under performance are acted upon swiftly and the school has a very good track record of making and sustaining improvements that have a positive impact on pupils' wellbeing and learning.
- All staff benefit from a comprehensive programme of professional learning, linked to priorities in the SIP. The school has developed a model for school improvement that recognises the impact of quality professional learning. For instance, regular whole school training on the teaching of writing has resulted in pupils' making significant improvements in this area.
- All staff participate in Performance Management appraisals and are encouraged to choose their own area of professional learning to pursue. Support staff benefit from links to an adult education provider, ACT, with several achieving qualifications that have directly impacted on their roles in school.
- National priorities such as ALN reform and Curriculum for Wales development are given high priority by leaders. Significant improvements have been made in these areas.
- The school is beginning to place a higher importance on promoting the Welsh language. For example, after identifying inconsistencies in pupils' Welsh language progress, a TLR post was established to ensure leadership of Welsh across the school.
- Governors are highly supportive and visit school regularly to take part in self-evaluation activities alongside leaders. 'Challenge and Support' days enable Governors to discuss progress towards improvement priorities and offer advice. For example, Governors challenged leaders to quality assure changes to assessing pupils' progress to ensure pupil progress was accurate.
- Staff wellbeing is well considered and the school has established its own 'Staff Wellbeing Group'. An area of staff workload that was identified as significant was marking and assessing pupils' work. Therefore, the group supported the creation of a new format for marking and assessing pupils' work and as a result, this has reduced the workload of staff whilst impacting positively on pupils' feedback.
- Excellent relationships with parents and the local community are in place. Nearly all parents express high levels of satisfaction with the school. A range of events such as parents' evening and class assemblies are very well attended. The Parent Council analyses annual Parent Questionnaires and suggests improvements. For instance, after a minority of parents said they wanted to know more about what their children were learning in school, the Parent Council created termly 'Celebration of Learning' events, where parents spend time with their child in school, looking at their child's learning.
- The school's finances are well managed and used effectively to support pupils' wellbeing and high quality teaching and learning. A range of staff are deployed to provide targeted support for vulnerable pupils using a range of interventions.

- The significant Pupil Development Grant (PDG) is successfully used to target pupils from low-income households who require additional support for their wellbeing and learning. Additionally, PDG is used to reduce the cost of living for families and enrich experiences for pupils. For instance, a whole school visit to the theatre is funded by the school and a wellbeing programme run by Cardiff City supports the development of pupils' emotional needs.

AREAS FOR DEVELOPMENT

Major priorities

- Develop pupils' independent learning skills to support pupils in making decisions and improvements to their learning: pupils are developing their independence well but need further opportunities to make choices about how they learn and improve their work.
- Improve opportunities for outdoor learning that enable pupils to deepen their knowledge, skills and experiences across the curriculum: good opportunities are in place for pupils in Early Years to learn outdoors. However, as pupils progress through the school, outdoor learning opportunities are limited.
- Improve pupils' Welsh oracy skills so that pupils can talk about their everyday experiences in Welsh: across the school, pupils are able to respond to a few simple Welsh phrases. However, beyond this, most pupils make insufficient progress in developing their Welsh language skills.

Minor priorities

- Refine provision to enable less able pupils to make suitable progress in writing: across the school most pupils make strong progress in their writing. However, a very few less able pupils do not make consistent progress.
- Develop further opportunities for pupils to develop their problem solving skills in maths: recent improvements to provision in maths has resulted in many pupils making good progress. However, teachers need to plan additional opportunities for pupils to use their maths skills to solve problems.
- Embed VIPERS strategies to further develop pupils' higher order reading skills: good progress has been made in developing pupils' higher order reading skills and this work needs to be embedded with all VIPERS strategies used by teachers and pupils.
- Improve the punctuality of a very few pupils who are persistently late to school: attendance rate have improved since the pandemic and there has been a narrowing of the gap between the attendance of free school meal and non-free school meal pupils. However, a very few pupils are regularly late to school and this impacts negatively on their progress.
- Improve the presentation of a minority of pupils' written work: a majority of pupils present their written work well, however, despite improvements, a minority of pupils do not present their written work consistently well.

SCHOOL DEVELOPMENT PLAN EVALUATION 2023/24

Priority	Evaluation of progress
1. To improve provision for pupils with Additional Learning Needs (ALN)	<p><u>Leadership</u></p> <ul style="list-style-type: none"> The ALNCo and Emotional Health and Wellbeing Leader produced a provision model for ALN pupils called 'Hives'. Three Hives were established with clear entry criteria for identified pupils. There was significant investment to upgrade the three rooms for the Hives with new furniture, flooring and resources purchased. All staff received professional learning from the ALNCo and Emotional Health and Wellbeing Leader on a range of ALN provision e.g. universal provision in classes, use of scripts when dealing with challenging behaviour, writing IDPs etc. The three HLTAs leading the Hives participated in professional learning around planning a differentiated curriculum for the needs of the pupils. This was led by school staff and by specialist teachers from the LA. The Progression lead, ALNCo and Emotional Health and Wellbeing Leader developed a bespoke system to assess progress of ALN pupils who were working at pre-Progression Steps. The 'Achieving Stars' is a developmental pathway focusing on early acquisition of belonging, communication, exploration, physical development, wellbeing and number. <p><u>Teaching</u></p> <ul style="list-style-type: none"> Most classrooms have quality learning environments that support ALN e.g. range of universal provision such as calm corners, visual timetables, now and next boards etc. A range of self-evaluation activities such as learning walks, lesson observations and work scrutiny demonstrates that most teachers match activities well to pupils' abilities, especially ALN pupils. However, a very few ALN pupils still require further differentiated work to enable them to make further progress such as in developing their skills in writing. Following Progress Reviews, most teachers effectively use the assessment information to change provision and support the range of needs in their classes. Most teachers accurately assess pupils' progress, in particular ALN pupils. <p><u>Learning</u></p> <ul style="list-style-type: none"> Many ALN pupils made at least good progress in developing their literacy, numeracy and wellbeing skills. A very few ALN pupils made suitable progress but require further support to make better progress. This was evident in writing activities where a very few ALN pupils struggled to access the texts and activities. Most pupils demonstrated high levels of engagement in their learning. This was especially evident in the Hives and many pupils who had previously had poor attendance at school, demonstrated a significant improvement in this area.

	<ul style="list-style-type: none"> A majority of pupils with ALN had a strong understanding of how well they are learning and how to improve their own learning. This was seen with mainstream ALN pupils who were able to use feedback to improve their writing. However, only a minority of pupils who accessed Hive provision could talk about how well they were learning and improve their work.
2. To improve teaching and learning in Maths and Numeracy	<p><u>Leadership</u></p> <ul style="list-style-type: none"> The Maths and Numeracy AOLE leads researched and trialled several different maths schemes. Each of these was trialled and evaluated in their own classes. Eventually the Abacus scheme was chosen as this aligned closely to the content of the Maths and Numeracy AOLE. All staff participated in a range of professional learning. An external provider for Abacus led an inset day on the use of the scheme. The Maths and Numeracy AOLE leads led inset sessions on planning, differentiation and assessment using the new scheme. <p><u>Teaching</u></p> <ul style="list-style-type: none"> Lesson observations conducted in the Spring Term showed that most teaching of maths and numeracy was good. Consistent teaching strategies were observed along with well matched activities that engaged pupils purposefully. In a few lessons, lesson introductions were too long as teachers tried to cover too much content. From a range of self-evaluation activities, such as lesson observations, work scrutiny and listening to learners most teachers demonstrated an improved pedagogy of teaching and learning in maths and numeracy. Termly Progress Reviews showed that most teachers assessed progress in maths and numeracy effectively. Assessment data and work in books matched accurately in most classes. <p><u>Learning</u></p> <ul style="list-style-type: none"> Many pupils made at least expected progress in Maths and Numeracy. A very few pupils made accelerated progress during the year. A very few did not make expected progress and needed a more practical approach to learning basic maths skills.
3. To improve the quality of teaching and learning experiences for all pupils	<p><u>Leadership</u></p> <ul style="list-style-type: none"> The Deputy Headteacher and AOLE leads have worked effectively with staff to create a progressive curriculum that covers all mandatory elements and is based on the needs of the pupils and their experiences. The skills, knowledge and experience are carefully mapped across the school to ensure progression. The Progression leader had worked with external partners and CSC to develop assessment arrangements that are consistent and child centred, focusing on pupil progress. Termly progress reviews capture key data information relating to literacy, numeracy and wellbeing. The Progression leader has developed a range of assessment for learning strategies that are embedded across the school. These are research informed based on 'Teach Like a Champion'

from the 'Uncommon Schools Education Foundation' in the USA. These include several strategies for obtaining effective feedback from pupils such as 'Turn and Talk' and 'Silent Solo' and 'Stop and Jot'. These strategies ensure high levels of pupil participation and engagement throughout lessons.

- The Progression leader has refined the school's marking policy with staff and this is developing pupils' ability to improve their learning through written feedback. For instance, many pupils are able to use their 'purple pen' to 'polish' their work.
- The Rights Respecting Schools (RRS) leader has provided several professional learning sessions to ensure all staff understand the requirements of RRS in the new curriculum to enable effective provision. RRS is well-planned for as part of the Concept Curriculum.
- The Relationships and Sexuality Education (RSE) lead has collaborated with staff to ensure all staff understand the RSE code. As part of the school's Concept Curriculum RSE is planned progressively across the school.
- Limited progress was made in relation to professional learning for staff on planning for effective outdoor learning. The Early Years leader established a consistent approach to outdoor learning in Phase 1 for Nursery and Reception. However, this was not extended across the school due to time. Outdoor Learning will be a priority in the SIP 2024-2025.
- Pupil voice groups had a positive impact on school improvement. The School Government wrote a child friendly Anti-bullying Policy after the pupil voice questionnaire showed a few pupils felt they had been bullied. The Rights Respecting Schools Group achieved the Silver RRS Award. However, opportunities for pupils to contribute to their own learning were limited.

Teaching

- Across the school, lesson observations show that most teaching is good. Characteristics of effective teaching include a variety of teaching strategies that engage pupils successfully. Teachers encourage pupils to recap on prior knowledge that helps them contextualise current learning. They provide pupils with clear direction, instruction/explanation and as a result pupils know what is expected of them.
- Most teachers assess pupils' progress accurately. Termly progress reviews match the progress in pupils' books and from other first hand information such as learning walks.
- Many teachers mark accurately against the revised marking continuum. On a few occasions teachers do not identify misconceptions such as basic grammar and punctuation.
- A few teachers plan meaningful opportunities that develop high quality learning experiences for outdoor learning. This is particularly strong in Early Years. However, as pupils progress through the school, planned opportunities for learning outdoors are limited.
- Most teachers plan good quality learning experiences for RRS and RSE and for the application of skills across the curriculum. This is a strength of curriculum planning.

	<ul style="list-style-type: none"> • A few teachers provide opportunities for ‘pupil voice’ to influence planning. For example, in Year 1 pupils vote for their favourite enhanced provision. However, across the school, opportunities for pupils to direct their own learning are underdeveloped. Planned opportunities for assessment for learning are strong and evident in most lessons. <p><u>Learning</u></p> <ul style="list-style-type: none"> • Most pupils make strong progress in their literacy, numeracy and digital skills. They apply these well across the curriculum and do so with increasing independence. • Many pupils can articulate a clear understanding of assessment for learning strategies and the marking continuum by discussing WWW and EBI. • Most pupils show a clear understanding of what they have learned about RRS and RSE and find examples of their learning in their books. • A few pupils can articulate how pupil voice influences decisions made at class, school and community level e.g. pupils are able to explain how they choose the order they complete their independent ‘missions’. Members of the School Government and RRS Group confidently talk about work they have done around writing a new school prayer and improving the school canteen.
<p>4. To improve pupils’ higher order reading skills</p>	<p><u>Leadership</u></p> <ul style="list-style-type: none"> • The LLC Leader researched effective provision to develop pupils’ higher order reading skills. The VIPERS approach was implemented. The LLC Leader led staff training on how this approach can be used as part of delivering Guided Group Reading. • The LLC Leader has worked with teachers to develop a progressive approach to developing higher order reading skills. Reading skills are now planned progressively using the VIPERS approach. <p><u>Teaching</u></p> <ul style="list-style-type: none"> • All staff participated in professional learning to develop a clearer understanding of effective teaching of higher order reading skills. • All staff, including teaching assistants observed each other delivering reading sessions. Most teaching of reading was at least good with VIPERS strategies well implemented by staff. The full range of strategies now need to be taught. • Many teachers plan opportunities for pupils to practise applying higher order reading skills across the curriculum as part of their independent ‘missions’ work. <p><u>Learning</u></p> <ul style="list-style-type: none"> • Many pupils made at least good progress in developing their higher order reading skills

<p>5. To improve the leadership and management of the school</p>	<ul style="list-style-type: none"> Many pupils were able to identify and discuss reading strategies during Guided Reading sessions. <p><u>Leadership</u></p> <ul style="list-style-type: none"> Due to the changing needs of the school, leadership responsibilities were realigned. A new Deputy Headteacher was appointed and a significant part of this role was to lead on teaching and learning, especially in relation to the Curriculum for Wales. A new Phase Leader for Year 1, 2 and 3 was also appointed to ensure distributed leadership. Due to a significant increase in ALN, the role of leading ALN was split between the ALNCo (learning ALN) and Emotional Health and Wellbeing Leader (emotional health and wellbeing ALN). To further develop leadership capacity, middle leaders were appointed to drive curriculum development. Eight teachers led different AOLES and several other middle leaders took responsibility for areas such as RRS and pupil voice. These staff have led professional learning for other staff on their areas of responsibility. An increasing range of stakeholders were involved in self-evaluation processes. All teachers and teaching assistants were involved in self-evaluation activities. Pupils and parents used the Estyn style questionnaires and several areas for development were identified as a result. For example, parents wanted to know more about what their children were learning in school. The Parent Council decided to create 'Celebration of Learning' events each term where parents spent time with their children discussing their work. Governors visit the school regularly and work alongside leaders to gather first hand evidence of teaching and learning, providing suitable guidance through 'Challenge and Support' days. <p><u>Teaching</u></p> <ul style="list-style-type: none"> Nearly all teachers have used professional learning to understand how CfW can be developed through AOLES. For instance, they have used the progression step coverage tool to refine and inform their planning. Teachers planning shows an improvement in their knowledge and understanding of the different AOLES. Most teachers have effectively self-evaluated the coverage of the different AOLES as part of the school's Concept Curriculum. <p><u>Learning</u></p> <ul style="list-style-type: none"> Overall, many pupils showed good progress in developing their skills, knowledge and experiences across the curriculum. All pupils from Year 2-6 answered questions as part of the pupil voice questionnaire. This led to several pupil led improvements to the school such as a new pupil friendly anti-bullying policy, writing the new school prayer and making improvements to the school playground. However, pupil voice groups participation in further self-evaluation activities was limited.
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SCHOOL DEVELOPMENT PLAN PRIORITIES 2024/25

Priority	Success Criteria	Support
1. Develop pupils' independent learning skills to support pupils in making decisions and improvements to their learning	<p><i>Leaders:</i></p> <ul style="list-style-type: none"> • Research effective strategies to support pupil independence • Provide professional learning to staff on developing pupil independence <p><i>Practitioners:</i></p> <ul style="list-style-type: none"> • Most teachers (90%) create learning environments that promote pupils voice and pupil independence in line with 'Independence Pathway' • Most teachers (90%) use pupil voice effectively to plan engaging learning experiences that promote pupil independence • Most teachers (90%) use 'Tools for Success' to provide effective feedback to pupils <p><i>Pupils:</i></p> <ul style="list-style-type: none"> • Many pupils (70%) develop their independence by making suitable choices and suggestions about their own learning • Many pupils (70%) can successfully use 'Tools for Success' and feedback to improve their own learning • Most pupil voice groups (90%) participate in self-evaluation activities and impact on improving teaching and learning 	<ul style="list-style-type: none"> • Collaboration with St Mary's RC Primary School on developing independent learning

KEY MILESTONES		
INITIAL ENGAGEMENT	STRENGTHENING FOUNDATIONS	ADVANCING AND SUSTAINING
December	March	July
<ul style="list-style-type: none"> • Leaders identify key strategies for supporting pupil independence • Professional learning for staff to develop pupil voice policy • Pupils to complete baseline questionnaire on pupil voice • Professional learning for staff on how to use 'Tools for Success' including WWW/EBI strategies, sentence stems for feedback and pit stops • Year 3-6 to use 'Questions and Suggestions' board for pupils to influence independent learning • Teachers use boards to influence planning, teaching and learning • Learning walks/listening to learners to see impact 	<ul style="list-style-type: none"> • Teachers to share practice with each other on pupil voice influencing learning • Create an 'Independence Pathway': a range of stakeholders including pupils, parents and staff to create a whole school pathway to independence. • Pupil to choose level of challenge for independent learning activities • Develop 'Innovation Lab' to promote independence for Science, Technology, Engineering and Maths (STEM) • Learning walks/listening to learners to see impact 	<ul style="list-style-type: none"> • Pupil Voice Groups to influence teaching and learning for self-evaluation activities • Leaders to timetable opportunities for pupils to be involved in self-evaluation activities that impact on learning • Pupils to complete questionnaires again to see impact • Teachers to share practice with each other on pupil voice influencing learning • Learning walks/listening to learners to see impact

Priority	Success Criteria	Support
2. Improve opportunities for outdoor learning that enable pupils to deepen their knowledge, skills and experiences across the curriculum	<p><i>Leaders:</i></p> <ul style="list-style-type: none"> • Improve their own professional learning about quality outdoor learning • Provide professional learning to staff on developing effective outdoor learning <p><i>Practitioners:</i></p> <ul style="list-style-type: none"> • Most teachers (90%) improve their own professional learning about outdoor learning • Most teachers (90%) are able to plan effective outdoor learning experiences • Most teachers (90%) collaborate and share good practice on outdoor learning <p><i>Pupils:</i></p> <ul style="list-style-type: none"> • Most pupils (90%) engage successfully in outdoor learning activities • Many pupils (70%) develop their outdoor learning skills effectively 	<ul style="list-style-type: none"> • Collective Learning: 'Outdoor Learning in Primary School' training for staff • Collective Learning: 'FP Outdoor Learning Classrooms' training for staff

Key Milestones:		
INITIAL ENGAGEMENT	STRENGTHENING FOUNDATIONS	ADVANCING AND SUSTAINING
December	March	July
<ul style="list-style-type: none"> • TLR post holder identified to lead on outdoor learning • Outdoor learning team created • Leaders for outdoor learning to participate in external training: 'Outdoor Learning in Primary School' and 'FP Outdoor Learning Classrooms' led by Collective Learning • Resource audit for outdoor learning and resources collated 	<ul style="list-style-type: none"> • Professional learning for staff on outdoor learning in the curriculum led by TLR post holder • Staff to collaborate to develop outdoor learning experiences • Learning walks/listening to learners/work scrutiny 	<ul style="list-style-type: none"> • Staff to create 'Creative Outdoor Learning Toolkit' • Learning walks/listening to learners/work scrutiny

Priority	Success Criteria	Support
3. Improve pupils' Welsh oracy skills so that pupils can talk about their everyday experiences in Welsh	<p><i>Leaders:</i></p> <ul style="list-style-type: none"> • Develop effective leadership skills and knowledge of Welsh language curriculum • Provide professional learning to staff on developing Welsh language skills <p><i>Practitioners:</i></p> <ul style="list-style-type: none"> • Many staff (70%) improve their own knowledge of Welsh language by using incidental Welsh vocabulary and phrases • Most teachers (90%) plan effective daily Welsh sessions (Bod Dydd) • Most teachers (90%) plan and teach progressive Welsh language lessons <p><i>Pupils:</i></p> <ul style="list-style-type: none"> • Many pupils (70%) will be able to ask and answer questions about themselves in Welsh • Many pupils (70%) will be able to use and understand a range of incidental Welsh 	<ul style="list-style-type: none"> • Central South Consortium: Effective Leadership of Welsh • Central South Consortium: Developing Welsh oracy • Support visits from CSC Associate Advisor for Welsh Language

KEY MILESTONES		
INITIAL ENGAGEMENT	STRENGTHENING FOUNDATIONS	ADVANCING AND SUSTAINING
December	March	July
<ul style="list-style-type: none"> • Appoint temporary TLR3 post to lead Welsh language development across the school • Provide leadership training for TLR post holder on good practice of teaching and learning of Welsh language: Effective Leadership of Welsh CSC 1 day course and Developing Welsh oracy CSC 2 day course • Identify professional learning needs of all staff: Staff audit of own Welsh skills and ability to teach Welsh • Professional learning for all staff on incidental Welsh • Establish 'Cryw Cymreig' pupil voice group to promote Welsh language • Listening to learners for incidental Welsh 	<ul style="list-style-type: none"> • Identify key resources and teaching strategies to deliver Welsh language lessons • Ensure progressive teaching of Welsh language skills through use CSC Welsh language continuum to identify progressive skills • Teachers to deliver weekly Welsh lessons on reading and writing Welsh • Listening to learners 	<ul style="list-style-type: none"> • Involve 'Cryw Cymreig' in self-evaluation activities such as Listening to Learners • To achieve the Siarter Iaith Bronze Award • Listening to learners