



School Improvement Plan

2024-2025

Objective 1	Develop pupils' independent learning skills to support pupils in making decisions and improvements to their learning				
Link to 4 Core Purposes	<p>Ambitious, capable learners who:</p> <ul style="list-style-type: none">• set themselves high standards and seek and enjoy challenge• are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts• are questioning and enjoy solving problems• can explain the ideas and concepts they are learning about <p>Enterprising, contributing contributors who:</p> <ul style="list-style-type: none">• connect and apply their knowledge and skills to create ideas and products• think creatively to reframe and solve problems <p>Ethical, informed citizens who:</p> <ul style="list-style-type: none">• find, evaluate and use evidence in forming views <p>Healthy, confident individuals who:</p> <ul style="list-style-type: none">• face and overcome challenge• have the skills and knowledge to manage everyday life as independently as they can				
Link to 'Our National Mission'	<ul style="list-style-type: none">• Objective 1: Learning for life• Objective 3: A positive education experience for everyone				
Self-evaluation rationale: <ul style="list-style-type: none">• Many pupils can articulate a clear understanding of assessment for learning strategies and marking continuum by discussing WWW and EBI. This now needs to be developed to self and peer assess learning to support independence.• Pupils make simple choices about their learning e.g. the order to complete independent activities. In a few classes, pupils have begun to choose how they present their learning. However, pupil voice is generally underdeveloped and not consistent throughout the school in particular about how children influence their own learning.• A range of pupil voice groups are established and have a positive impact on school life such as the School Government re-writing the Anti-Bullying Policy and making improvements to the school canteen. These groups now need to have an impact on teaching, learning and self-evaluation.					
Objective leader(s):	Nichola Mings	Team members:	Sophie Morris		Governing Body link:
Success Criteria			Autumn	Spring	Summer
<i>Leaders:</i> <ul style="list-style-type: none">• Research effective strategies to support pupil independence• Provide professional learning to staff on developing pupil independence					
<i>Practitioners:</i> <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					
<i>Pupils:</i>					

<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 						
Key Actions (with Professional Standards for Teaching and Leadership cross referenced)	Self-evaluation activities & timeframes	Budget allocation: Main budget/ PDG/EIG/PLG	Start & Completion dates	Personnel Involved	Self-Evaluation Summer 2025 (linked to Inspection Areas)	Evidence from Self-Evaluation Activities during the year
Develop research informed strategies to support pupil independence: <ul style="list-style-type: none"> Leaders to evaluate current provision to promote pupil independence Develop self-regulation skills for independence (thrive) (PL1)	Leaders identify key strategies for supporting pupil independence September 2024	£52,912 PDG for Deputy Headteacher	September 2024	NM		
Professional learning for staff on pupil voice in the curriculum: <ul style="list-style-type: none"> 1 x Inset sessions to develop effective pupil voice policy 1 x Inset to evaluate the impact of pupil voice at school, class and community level 1 x Inset to produce Pupil Voice continuum to influence teaching and learning 1 x Inset to launch Pupil Voice continuum with staff 	Inset sessions delivered to staff Autumn 2024 Spring 2025 Learning walks/listening to learners termly to see impact	£52,912 PDG for Deputy Headteacher	September 2024-April 2025	NM All staff/governors involved in self-evaluation activities		

(P2.1, P2.2, P2.3, P2.4, P3.2, P3.3, P3.4, P3.5, PL1, PL2, I1, L3)						
<p>Staff to collaborate and share practice on pupil voice:</p> <ul style="list-style-type: none"> Pupils to complete baseline questionnaire on pupil voice influencing learning 4 x inset sessions for teachers to share practice on pupil voice influencing learning Pupils to complete questionnaire again to see impact <p>(P3.1, P3.2, P3.3, P3.4, P3.5, C1, C2, C3, PL1, PL2, I1, I2, L1, L2, L3, L4)</p>	<p>Evaluate pupil questionnaires September 2024 and May 2025</p> <p>Inset sessions delivered to staff Autumn 2024 and Spring 2025</p> <p>Learning walks/listening to learners termly to see impact</p>	£52,912 PDG for Deputy Headteacher	September 2024-May 2025	<p>NM</p> <p>Pupils</p> <p>All staff/governors involved in self-evaluation activities</p>		
<p>Professional learning on 'Tools for Success' and how to use this for feedback:</p> <ul style="list-style-type: none"> 1 x Inset on how to use 'Tools for Success' including WWW/EBI strategies, sentence stems for feedback and pit stops 1 x Inset to share how 'Tools for Success' have had a positive impact across the curriculum <p>(P1.2, P2.4, P3.3, P3.4, P3.5)</p>	<p>Inset sessions delivered to staff Autumn 2024</p> <p>Lesson observations/Learning walks/listening to learners/work scrutiny termly to see impact</p>	£5,224 TLR for Progression	September 2024-May 2025	<p>SM</p> <p>All staff/governors involved in self-evaluation activities</p>		
<p>Professional learning to create an 'Independence Pathway':</p> <ul style="list-style-type: none"> 1 x twilight inset for a range of stakeholders including pupils, parents and staff to create a 	Inset session delivered to staff October 2024	n/a	October 2024	All staff/groups of governors/parents/pupils		

Objective 2	Improve opportunities for outdoor learning that enable pupils to deepen their knowledge, skills and experiences across the curriculum					
Link to 4 Core Purposes	Ambitious, capable learners who: <ul style="list-style-type: none">• set themselves high standards and seek and enjoy challenge• are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts• are questioning and enjoy solving problems• can use number effectively in different contexts• understand how to interpret data and apply mathematical concepts Healthy, confident learners who: <ul style="list-style-type: none">• are building their mental and emotional well-being by developing confidence, resilience and empathy					
Link to ‘Our National Mission’	<ul style="list-style-type: none">• Objective 1: Learning for life• Objective 3: A positive education experience for everyone					
Self-evaluation rationale: <ul style="list-style-type: none">• In younger classes, especially Early Years, there are a range of outdoor learning opportunities that successfully engage pupils.• However, in older year groups, outdoor learning experiences are underdeveloped.• In ‘The Curriculum Questionnaire’ around half of staff have identified needing further support in order to develop outdoor learning.						
Objective leader(s):	Dawn Harries	Team members:	Sophie Hewitson, Helen Lace, Louisa Fancourt, Sarah Baker-Brian		Governing Body link:	
Success Criteria			Autumn		Spring	Summer
Leaders: <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						
Practitioners: <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						
Pupils: <ul style="list-style-type: none">• Most pupils (90%) engage successfully in outdoor learning activities• Many pupils (70%) develop their outdoor learning skills effectively						
Key Actions (with Professional Standards for Teaching and Leadership cross referenced)	Self-evaluation activities & timeframes	Budget allocation: Main budget/ PDG/EIG/PLG	Start & Completion dates	Personnel Involved	Self-Evaluation Summer 2025 (linked to Inspection Areas)	Evidence from Self-Evaluation Activities during the year
Appoint a senior leader to lead outdoor learning across the school: <ul style="list-style-type: none">• Appoint a TLR post holder to the role	TLR post holder identified to lead on outdoor learning	£3,271 TLR for Phase 2/Outdoor Learning lead	September 2024	DH/SH/HL/LF/SBB		

Objective 3	Improve pupils' Welsh oracy skills so that pupils can talk about their everyday experiences in Welsh					
Link to 4 Core Purposes	Ambitious, capable learners who: <ul style="list-style-type: none">can communicate effectively in different forms and settings, using both Welsh and English Ethical, informed citizens who: <ul style="list-style-type: none">are knowledgeable about their culture, community, society and the world, now and in the pastare ready to be citizens of Wales and the world					
Link to 'Our National Mission'	<ul style="list-style-type: none">Objective 1: Learning for lifeObjective 6: Cymraeg belongs to us all					
Self-evaluation rationale: <ul style="list-style-type: none">Many pupils begin to develop a basic understanding of Welsh on entering school, for instance greeting others saying, 'bore da' and singing Welsh songs.As they move through the school, they develop an understanding of a few more simple vocabulary, sentences and phrases. However, progress is inconsistent and pupils in older classes struggle to hold a basic conversation in Welsh.Many teachers and support staff lack confidence in teaching Welsh and using Welsh incidentally around the school.Overall, pupils do not make sufficient progress in developing their Welsh speaking skills.						
Objective leader(s):	Amie Cruise	Team members:		Governing Body link:		
Success Criteria				Autumn	Spring	Summer
Leaders: <ul style="list-style-type: none">Develop effective leadership skills and knowledge of Welsh language curriculumProvide professional learning to staff on developing Welsh language skills						
Practitioners: <ul style="list-style-type: none">Many staff (70%) improve their own knowledge of Welsh language by using incidental Welsh vocabulary and phrasesMost teachers (90%) plan effective daily Welsh sessions (Bod Dydd)Most teachers (90%) plan and teach progressive Welsh language lessons						
Pupils: <ul style="list-style-type: none">Many pupils (70%) will be able to ask and answer questions about themselves in WelshMany pupils (70%) will be able to use and understand a range of incidental Welsh						
Key Actions (with Professional Standards for Teaching and Leadership cross referenced)	Self-evaluation activities & timeframes	Budget allocation: Main budget/ PDG/EIG/PLG	Start & Completion dates	Personnel Involved	Self-Evaluation Summer 2025 (linked to Inspection Areas)	Evidence from Self-Evaluation Activities during the year
Improve leadership of Welsh language: <ul style="list-style-type: none">Appoint temporary TLR3 post to lead Welsh language	TLR post holder appointed September 2024	£600 for TLR3 main budget	September 2024	AC		

development across the school (L1, L2)						
Provide leadership training for TLR post holder on good practice of teaching and learning of Welsh language: <ul style="list-style-type: none"> Effective Leadership of Welsh CSC 1 day course Developing Welsh oracy CSC 2 day course (C1, C3, PL2, PL3, L1, L2)	TLR post holder to attend training September-November 2024	£651 for 3 x supply teacher costs	September 2024	AC		
Identify professional learning needs of all staff: <ul style="list-style-type: none"> Staff audit of own Welsh skills and ability to teach Welsh Tailor professional learning to the outcomes of the audit (P1.3, C2, C3, PL3, I1, L3)	Stakeholder questionnaire September 2024	n/a	September 2024	AC		
Professional learning for all staff on incidental Welsh <ul style="list-style-type: none"> 1 x Inset day session to introduce Windsor Clive incidental Welsh vocabulary and phrases Phase meetings used for 'Pit Stops' to revise incidental Welsh (P2.4, P3.4, P3.5, C2, C3, PL3, I1, L3, L4)	Listening to learners half termly	n/a	September 2024-June 2025	AC/phase leaders		
Ensure progressive teaching of Welsh language skills: <ul style="list-style-type: none"> Use CSC Welsh language continuum to identify progressive skills Identify key resources and teaching strategies to deliver Welsh language lessons 	Listening to learners/work scrutiny half termly	£1,302 supply teacher costs for 6 days leadership time for self-evaluation	October 2024-June 2025	AC/Criw Cymreig pupils		

Coding of the Professional Standards	
Pedagogy P	
Refining Teaching P1	
Managing the learning environment	P1.1
Helping with assessment	P1.2
Helping to provide the appropriate resources	P1.3
Involving families in learning	P1.4
Advancing Learning P2	
Four purposes for learning	P2.1
Real life authentic contexts	P2.2
Linking subjects and themes	P2.3
Helping learners make progress	P2.4
Influencing Learners P3	
Observing learners	P3.1
Listening to learners	P3.2
Learners leading learning	P3.3
Helping to build effort in learners	P3.4
Learning outcomes and wellbeing	P3.5
Collaboration C	
Seeking advice and support	C1
Working with in-school colleagues	C2
Supporting and Developing others	C3
Professional Learning PL	
Reading and exploring research findings	PL1
Professional networks and communities	PL2
Welsh language and culture	PL3
Innovation I	
Extending expertise of the team	I1
Evaluating the impact of changes in pedagogy	I2
Leadership L	
Taking responsibility for self	L1
Exercising corporate responsibility	L2
Leading colleagues, projects and programmes	L3
Leading learning related events	L4

Self-Evaluation Activities linked to School Improvement Plan Priorities

'Looking for Learning' self-evaluation activities

We use a wide range of self-evaluation activities in order to keep an accurate and up-to-date picture of the strengths and area for development. We use the following 10 self-evaluation activities to gather information about how well we are doing:

1. Analysis of planning
2. Learning environment
3. Learning walks
4. Work scrutiny
5. Listening to learners
6. Data analysis
7. Pupil progress discussions
8. Evaluating the views of stakeholders
9. Curriculum evaluation
10. Document or process analysis

The following stakeholders are involved in the self-evaluation process:

Pupils, parents, governors, teachers, teaching assistants, office staff, family engagement officer, attendance officer, SLT, MLT and Improvement Partner.

Self-Evaluation Schedule 2024-2025

SEPTEMBER

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: Finalise SIP and a revise overview three-year plan	SLT/MLT	<ul style="list-style-type: none"> Complete SIP Ensure SIP has been updated with any new information and there are direct and explicit links from the SER 		3
Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Complete safeguarding audit Update Safeguarding pupil list 		2
Data analysis: Baseline in Nursery/Reception	Phase 1 Teachers/TAs	<ul style="list-style-type: none"> Analysing pupil performance data 		1
Document or process analysis: HT report to Governing Body	HT/Governors	<ul style="list-style-type: none"> Challenge by governors – progress against school improvement priorities 		3
Data analysis: attendance	EHW lead/FEO/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance from previous school year (2023-2024) 		2
Document or process analysis: ALN provision	AHT/ALNCo	<ul style="list-style-type: none"> Detailed analysis of ALN: register, IDPs, learning support/interventions, systems to support ALN pupils. 		2

OCTOBER

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Learning Walk/Learning Environment	AHT/ALNCo	<ul style="list-style-type: none"> ALN provision for mainstream classes and Hives 		1
Evaluating the views of stakeholders: pupil questionnaires	Pupil voice leads	<ul style="list-style-type: none"> Establish learner voice baseline for each pupil voice group Children to complete Estyn pupil questionnaire 	1	2
Listening to learners/work scrutiny	Progression lead	<ul style="list-style-type: none"> Feedback and Assessment for Learning in books 	1	1
Learning walk/Learning environment	Phase leaders	<ul style="list-style-type: none"> Pupil engagement and attitudes to learning Learning environments 	1, 2 and 3	1
Evaluating the views of stakeholders: Parent consultations	Class teachers/FE O	<ul style="list-style-type: none"> Taking account of pupils' and parents' views Estyn Parent Questionnaire 		3

Data analysis: attendance	EHW lead/FEO/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Work scrutiny: Presentation of learning	Teachers	<ul style="list-style-type: none"> Self-evaluate own books against Presentation Policy 		1
Listening to Learners/work scrutiny	Welsh lead	<ul style="list-style-type: none"> Standards and progress in Welsh language 	3	1
Learning walk	DHT	<ul style="list-style-type: none"> Independent learning: pupil voice, challenge and application of skills across the curriculum 	1 and 2	1

NOVEMBER

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: Performance management objective setting	SLT	<ul style="list-style-type: none"> Use Teaching and Leadership standards to set objectives for all staff 		3
Work scrutiny/listening to learners	Digital Lead	<ul style="list-style-type: none"> Standards and progress/across the curriculum in IT/DCF 		1
Learning walk	HT/DHT	<ul style="list-style-type: none"> Quality of teaching and progress in learning 	1 ,2 and 3	1
Work scrutiny/listening to learners	Outdoor Learning Lead	<ul style="list-style-type: none"> Quality of outdoor learning (resources and planning) 	2	1
Document or process analysis: HT Performance Management	IP/CoG	<ul style="list-style-type: none"> Set objectives for HT Performance Management 		3
Data analysis: attendance	EHW lead/FEO/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Work scrutiny/listening to learners	M & N leads	<ul style="list-style-type: none"> Progress and standards in Maths and Numeracy, including Numeracy across the curriculum 		1
Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Update safeguarding pupil list 		2

DECEMBER

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: SIP Review/SER Update	SLT	<ul style="list-style-type: none"> Reviewing progress against improvement plans Impact of termly self-evaluation activities on learning Update to governors 		3
Pupil Progress discussion	Progression lead/SLT/teachers	<ul style="list-style-type: none"> Analysing pupil progress data Scrutinising pupils' work Intervention impact 		1

Data analysis: attendance	Wellbeing/FE O/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Work scrutiny/listening to learners	LLC lead	<ul style="list-style-type: none"> Progress and standards in writing (toolkits) and reading 		1
Listening to Learners/work scrutiny	Welsh lead	<ul style="list-style-type: none"> Standards and progress in Welsh language 	3	1

JANUARY

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: Governing Body Improvement Plan	Governors	<ul style="list-style-type: none"> Monitor progress against actions 		3
Document or process analysis: HT report to governors	HT	<ul style="list-style-type: none"> Challenge by governors – progress against school improvement priorities 		3
Learning Walk/Learning Environment	ALNCo/EHW lead	<ul style="list-style-type: none"> ALN provision for mainstream classes and Hives 		2
Data analysis: attendance	EHW lead/FE O/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Update safeguarding pupil list 		2
Learning walk	Teachers	<ul style="list-style-type: none"> Independent learning: pupil voice, challenge and application of skills across the curriculum 	1, 2 and 3	1

FEBRUARY

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Pupil progress discussion: IDP reviews	ALNCo/teachers	<ul style="list-style-type: none"> Scrutinising pupils' work Analysing pupil performance data Modifications to IDP 		2
Document or process analysis: ALNCo report to HT	ALNCo	<ul style="list-style-type: none"> Reviews by senior managers 		3
Work scrutiny/listening to learners: Digital learning	Digital Lead	<ul style="list-style-type: none"> Standards and progress/across the curriculum in IT/DCF 		1

Listening to learners/work scrutiny	Progres sion lead	<ul style="list-style-type: none"> Feedback and Assessment for Learning (self/peer assessment) Use of Tools for Success and WWW/EBI 	1	1
Listening to learners	LLC team	<ul style="list-style-type: none"> Reading – standards and progress 		1
Work scrutiny/listening to learners	Outdoor Learnin g Lead	<ul style="list-style-type: none"> Quality of outdoor learning 	2	1
Document or process analysis: Performance managements objective mid-term reviews	SLT	<ul style="list-style-type: none"> Mid-term review of progress towards objectives 		3
Data analysis: attendance	EHW lead/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Listening to Learners/work scrutiny	Welsh lead	<ul style="list-style-type: none"> Standards and progress in Welsh language 	3	1

MARCH

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Data analysis: attendance	EHW lead/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Document or process analysis: Budget review/planning	HT/Gov s/FO/CA	<ul style="list-style-type: none"> Benchmarking against best or different practice Auditing practice against policy and procedures 		3
Document or process analysis: SIP Review/SER Update	SLT HT/DHT	<ul style="list-style-type: none"> Reviewing progress against improvement plans Impact of termly self-evaluation activities on learning Update to governors 		3
Work scrutiny/listening to learners	LLC lead	<ul style="list-style-type: none"> Progress and standards in writing (less able) and reading 		1
Document or process analysis: School Policy review	Governo rs	<ul style="list-style-type: none"> Review of statutory policies and complete policy schedule 		3
Pupil Progress discussion	Progres sion	<ul style="list-style-type: none"> Analysing pupil progress data Scrutinising pupils' work Intervention impact 		1

	lead/SL T teachers			
Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Update safeguarding pupil list 		3

APRIL

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: Review of financial year	HT/Gov ernors/F O/CA	<ul style="list-style-type: none"> Benchmarking against best or different practice Review by senior manager 		3
Document or process analysis: HT report to Governors	HT	<ul style="list-style-type: none"> Reviewing progress against improvement plans 		3
Data analysis: attendance	EHW/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Work scrutiny/listening to learners	M & N leads	<ul style="list-style-type: none"> Progress and standards in Maths and Numeracy, including Numeracy across the curriculum 		1
Listening to Learners/work scrutiny	Welsh lead	<ul style="list-style-type: none"> Standards and progress in Welsh language 	3	1
Listening to Learners/work scrutiny	Expressi ve Arts lead	<ul style="list-style-type: none"> Standard and progress in Expressive Arts (art) 		1

MAY

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: School Prospectus	HT	<ul style="list-style-type: none"> Update 		3
Data analysis: attendance	EHW lead/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Update safeguarding pupil list 		2
Listening to learners/work scrutiny	Science and Technol	<ul style="list-style-type: none"> Standards and progress in Science (enquiry/investigation) 		1

	ogy Leads			
Evaluating the views of stakeholders: Staff questionnaire	All staff	<ul style="list-style-type: none"> Taking account of staff views Estyn Staff Questionnaire 		3
Learning walk	DHT	<ul style="list-style-type: none"> Independent learning: pupil voice, challenge and application of skills across the curriculum 	1, 2 and 3	1
Work scrutiny/listening to learners	Outdoor Learning Lead	<ul style="list-style-type: none"> Quality of outdoor learning 	2	1

JUNE

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Data analysis: attendance	EHW lead/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Pupil Progress discussion	Progres sion lead/SL T teachers	<ul style="list-style-type: none"> Analysing pupil progress data Scrutinising pupils' work Intervention impact 		1
Listening to learners/work scrutiny	Progres sion lead	<ul style="list-style-type: none"> Feedback and Assessment for Learning (self/peer assessment) Use of Tools for Success and WWW/EBI 	1	1
Document or process analysis: HT report to Governors	HT	<ul style="list-style-type: none"> Reviewing progress against improvement plans 		3
Document or process analysis: Performance Management Reviews	SLT	<ul style="list-style-type: none"> Review performance management objectives 		3
Learning Walk/Learning Environment: Coaching and Mentoring of ALN	ALNCo/ EHW lead	<ul style="list-style-type: none"> ALN provision for mainstream classes and Hives 		2
Document or process analysis: Governing Body SER	Governo rs	<ul style="list-style-type: none"> Complete Self-Evaluation of Governing Body to produce action plan 		3
Learning walk/Work scrutiny/listening to learners/Analysis of	M & N lead	<ul style="list-style-type: none"> Progress and standards in Maths and Numeracy, including Numeracy across the curriculum 		1

Planning: Maths and Numeracy				
Listening to Learners/work scrutiny	Welsh lead	<ul style="list-style-type: none"> Standards and progress in Welsh language 	3	1

JULY

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Pupil Progress discussion: IDP reviews	ALNCo	<ul style="list-style-type: none"> Scrutinising pupils' work Analysing pupil performance data 		2
Evaluating the views of stakeholders: End of year pupil report/Parent response	Parents	<ul style="list-style-type: none"> Taking account of pupils', parents' and carers' views 		3
Data analysis: attendance	EHW lead/FE O/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Document or process analysis: Self-evaluation report	SLT HT & DHT	<ul style="list-style-type: none"> Outcomes of self-evaluation termly reviews 		3
Evaluating the views of stakeholders: Pupil voice	Teachers/TAs	<ul style="list-style-type: none"> Impact of pupil voice on school development and progress in learning (questionnaire) 	1	2

Professional Learning Calendar 2024/2025

Date	Professional Learning Activity	Link to SIP objective	Leader(s)
2/9/24	INSET DAY: Safeguarding, Health and Safety, Teaching and Learning		SLT
3/9/24	INSET DAY: Team Teach, Writing, PPA		SLT
11/9/24	Outdoor Learning	2	Dawn, Louisa and Helen L
17/9/24	RSE – Primary substance abuse		External provider
25/9/24	Outdoor Learning- Collaboration	2	Dawn and Sophie H
2/10/24	Twilight-Maths assessment/ Welsh (Bob Dydd)	3	Laura M and Amie
9/10/24	Outdoor Learning- Collaboration	2	Dawn and Sophie H
16/10/24	No Inset (Parents evening)		
23/10/24	No Inset (Parents evening)		
4/11/24	INSET DAY- AM Independence -Self regulation /Thrive PM Maths- Challenging more able pupils	1	Nichola, Danielle and Laura M
6/11/24	Phase meetings		Michelle, Dawn and Sophie M
13/11/24	Twilight- Performance management		SLT
20/11/24	Literacy – Less able writing		Sophie M
27/11/24	Welsh- Scheme of Work	3	Amie
4/12/24	Twilight- Independence (Tools for success/ WWW/EBI/ sentence stems)	1	Nichola and Sophie M
11/12/24	Independence- Pupils influencing learning (Year 5/6 staff)	1	Fran, Laura M, Sophie, Nichola and Amie
18/12/24	No INSET (Christmas Fayre)		
20/12/24	INSET DAY (TWILIGHTS)		

Date	Professional Learning Activity	Link to SIP objective	Leader(s)
8/1/25	Phase meeting/ class novels	1, 2, 3	Michelle, Dawn and Sophie M
15/1/25	Literacy - Moderation		Sophie M
22/1/25	Welsh	3	Amie
29/1/25	Science and Technology AOLE		Kerry
5/2/25	Independence- Pupils influencing learning (Year 3/4 staff)	1	Sophie H, Claudia, Hettie, Harriet, Adam
12/2/25	Twilight- pathway to independence (all stakeholders)	1	Nichola
19/2/25	RSS- Impacting change		Hettie
5/3/25	Phase meeting	1, 2, 3	Michelle, Dawn and Sophie M
12/3/25	No INSET (Parents evening)		
14/3/25	INSET DAY		TBA
19/3/25	Outdoor learning	2	Dawn and Sophie H
26/3/25	Twilight (performance management)		SLT
2/4/25	Welsh	3	Amie
9/4/25	Independence- Pupils influencing learning (Year 1/2 staff)	1	Suzanne/Helen L/Helen P/Paula/Louisa/Dawn
30/4/25	RSE		Helen P
7/5/25	Independence- Pupils influencing learning (Phase 1 staff)	1	Sarah BB, Michelle, Kerry
14/5/25	Report writing		
21/5/25	Humanities AOLE		Harriet
4/6/25	Phase Meetings		Michelle, Dawn and Sophie M
11/6/25	Independence	1	Nichola
18/6/25	Outdoor learning	2	Dawn and Sophie H
25/6/25	Twilight – transition plan 25/26		Kim
2/7/25	Transition		Teachers
9/7/25	Handover		Teachers
16/7/25	No Inset		
21/7/25	INSET DAY (TWILIGHT)		

SIP 3 year objectives

2024-2025	2025-2026	2026-2027
Independent Learning	Maths and Numeracy: problem solving and reasoning	AOLEs: Coverage of curriculum
Outdoor Learning	Curriculum: Developing creative elements of the curriculum	Reading: 'Reading considered'
Welsh Language – Oracy	Anti-racist schools	Community engagements: Parents/carers supporting children's learning