

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	Ambitious, capable learners who:
Purposes	 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
	Enterprising, contributing contributors who:
	 connect and apply their knowledge and skills to create ideas and products
	think creatively to reframe and solve problems
	Ethical, informed citizens who:
	find, evaluate and use evidence in forming views
	Healthy, confident individuals who:
	face and overcome challenge
	 have the skills and knowledge to manage everyday life as independently as they can
Link to 'Our	Objective 1: Learning for life
National Mission'	Objective 3: A positive education experience for everyone

Self-evaluation rationale:

- 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	 a	members.		Autumn	Spring	Summer
Leaders:						
 Research 	effective strategies to supp	ort pupil independenc	e			
 Provide p 	rofessional learning to staff	on developing pupil in	dependence			
Practitioners:						
 Most tead 	chers (90%) create learning	environments that pro	mote pupils voice and			
pupil inde	pendence in line with 'Indep	endence Pathway				
 Most tead 	chers (90%) use pupil voice					
that prom	ote pupil independence					
 Most tead 	chers (90%) use 'Tools for S	uccess' to provide effe	ective feedback to pupils			
Pupils:						

Many pupils (70%) develor suggestions about their or Many pupils (70%) can sutheir own learning Most pupil voice groups (9 improving teaching and leadership cross referenced)	wn learning uccessfully use 'Tools for 90%) participate in self-e	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: • Leaders to evaluate current provision to promote pupil independence • Develop self-regulation skills for independence (thrive)	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: 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	All staff/governors involved in self-evaluation activities		

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(P2.1, P2.2, P2.3, P2.4, P3.2,				
P3.3, P3.4, P3.5, PL1, PL2, I1,				
<u>L3)</u>	 	050 040 000	0 1	N. 10. 4
Staff to collaborate and share	Evaluate pupil	£52,912 PDG	September	NM
practice on pupil voice:	questionnaires	for Deputy	2024-May 2025	
 Pupils to complete baseline questionnaire 	September 2024 and May 2025	Headteacher		Pupils
on pupil voice				
influencing learning	Inset sessions			
 4 x inset sessions for 	delivered to staff			
teachers to share	Autumn 2024 and			
practice on pupil voice	Spring 2025			
influencing learning	Learning			All staff/governors
Pupils to complete	walks/listening to			involved in self-
questionnaire again to see impact	learners termly to see			evaluation activities
(P3.1, P3.2, P3.3, P3.4, P3.5,	impact			ovaluation dolivities
C1, C2, C3, PL1, PL2, I1, I2,				
L1, L2, L3, L4)				
Professional learning on 'Tools	Inset sessions	£5,224 TLR for	September	SM
for Success' and how to use	delivered to staff	Progression	2024-May 2025	
this for feedback:	Autumn 2024			All staff/governos
 1 x Inset on how to use 				involved in self-
'Tools for Success'	Lesson			evaluation activities
including WWW/EBI	observations/Learning			
strategies, sentence	walks/listening to			
stems for feedback and	learners/work scrutiny			
pit stops	termly to see impact			
 1 x Inset to share how 'Tools for Success' have 				
had a positive impact				
across the curriculum				
(P1.2, P2.4, P3.3, P3.4, P3.5)				
Professional learning to create	Inset session	n/a	October 2024	All staff/groups of
an 'Independence Pathway':	delivered to staff			governors/parents/pupils
 1 x twilight inset for a 	October 2024			
range of stakeholders				
including pupils, parents				
and staff to create a				

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whole school pathway to						
independence.						
(P1.1, P1.2, P1.3, P1.4, P2.1,						
P2.4, P3.2, P3.3, P3.4, P3.5,						
C1, C2, C3, PL2)						
Develop learning environments	Year 3-6 classrooms	£3,000 main	September	Pupils/all staff		
to promote pupil voice:	establish pupil voice	budget to	2024-June			
 Year 3-6 to use 	boards September	resource	2025			
'Questions and	2024	'Innovation Lab'				
Suggestions' board for						
pupils to influence	Learning					
independent learning	walks/listening to					
Teachers use boards to	learners termly					
influence planning,						
teaching and learning	'Innovation Lab'					
Pupil to choose level of	established October					
challenge for	2024					
independent learning						
activities						
Develop 'Innovation Lab'						
to promote						
independence for						
Science, Technology,						
Engineering and Maths						
(STEM)						
(STEW) (P1.1, P1.3, P2.1, P2.2, P2.3,						
P2.4, P3.2, P3.3, P3.4, P3.5)						
Pupil Voice Groups to influence	Dunil voice groups	n/a	Contombor	Pupil Voice		
	Pupil voice groups	n/a	September 2024-June			
teaching and learning:	regularly participate in self-evaluation			Groups/middle and senior leaders		
For self-evaluation			2025	senior leaders		
activities a selection of	activities and					
pupils to be involved in	outcomes inform					
the process	teaching and learning					
Leaders to timetable	Termly					
opportunities for pupils						
to be involved in self-						
evaluation activities that						
impact on learning						
(P3.2, P3.3, P3.4, P3.5)						
End of cycle summary:						

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: 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: are building their mental and emotional well-being by developing confidence, resilience and empathy
Link to 'Our National Mission' Self-evaluation ratio	 Objective 1: Learning for life Objective 3: A positive education experience for everyone

- 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.

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			Autumn	Spring	Summer
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ng to staff on developi	ng effective out	door learning			
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•	•	•			
orate and share good	practice on out	door learning			
	•				
	skills effectively	у			
			Personnel		Evidence from
			Involved		Self-Evaluation
timeframes	_			•	Activities
	PDG/EIG/PI	LG		•	during the year
TID most bolden		Areas)			
•	DH/SH/HL/LF/SBB				
	Learning lead	,			
oal be pa	ning to staff on developing to staff on developing to staff on developing to their own profession able to plan effective outborate and share good as successfully in outdoor per their outdoor learning al Self-evaluation	rove their own professional learning aborate and share good practice on out the successfully in outdoor learning activities at Self-evaluation activities & timeframes TLR post holder identified to lead on outdoor learning learn	activities & timeframes Allocation: Main budget/PDG/EIG/PLG TLR post holder identified to lead on outdoor Allocation: Completion dates September 2024 Phase 2/Outdoor Learning lead	ove their own professional learning about outdoor learning able to plan effective outdoor learning experiences aborate and share good practice on outdoor learning especially in outdoor learning activities by their outdoor learning skills effectively all Self-evaluation activities & allocation: Main budget/PDG/EIG/PLG TLR post holder identified to lead on outdoor TLR post holder identified to lead on outdoor	ove their own professional learning about outdoor learning able to plan effective outdoor learning experiences aborate and share good practice on outdoor learning especially in outdoor learning activities by their outdoor learning skills effectively all Self-evaluation activities & allocation: Completion dates (linked to Inspection Areas) TLR post holder identified to lead on outdoor TLR post holder identified to lead on outdoor

team created September 2024 Leaders for outdoor learning to participate in external training: • 2 staff to attend 'Outdoor Learning in Primary School' led by Collective Learning Classrooms' led by Collective Learning Classrooms' led by Collective Learning • TLR post holder to audit current resources • New resource list created • New resources purchased to support outdoor learning (P1.1, P1.3, L1, L2) team created September 2024 £1,271 for 3 x outdoor learning courses and supply teacher costs from PLG £1,271 for 3 x outdoor learning courses and supply teacher costs from PLG £1,271 for 3 x outdoor learning courses and supply teacher costs from PLG £1,271 for 3 x outdoor learning courses and supply teacher costs from PLG £1,271 for 3 x outdoor learning courses and supply teacher costs from PLG £1,271 for 3 x outdoor learning courses and supply teacher costs from PLG DH/SH DECEMBER 2024 DH/SH DECEMBER 2024 DH/SH DECEMBER 2024 DH DECEMBER 2024 DH DECEMBER 2024						T	
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Leaders for outdoor learning to participate in external training: 2 staff to attend 'Outdoor Learning in Primary School' led by Collective Learning (Classrooms' led by Collective Learning learning (Classrooms' led by Collective Learning (Classrooms' learning learning learning (Classrooms' led by Collective Learning (Classrooms' learning learning learning learning (Classrooms' learning			budget				
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Learning Toolkit' • 4 x Inset sessions for staff to collaborate to develop outdoor learning experiences (P1.1, P1.3, P2.1 P2.2, P2.3, P2.4, C2, C3, PL1, I1, I2, L3, L4)	 1 x Inset for 2 teachers to 		evaluation				
4 x Inset sessions for staff to collaborate to develop outdoor learning experiences (P1.1, P1.3, P2.1 P2.2, P2.3, P2.4, C2, C3, PL1, I1, I2, L3, L4)	share 'Creative Outdoor						
4 x Inset sessions for staff to collaborate to develop outdoor learning experiences (P1.1, P1.3, P2.1 P2.2, P2.3, P2.4, C2, C3, PL1, I1, I2, L3, L4)	Learning Toolkit'						
collaborate to develop outdoor learning experiences (P1.1, P1.3, P2.1 P2.2, P2.3, P2.4, C2, C3, PL1, I1, I2, L3, L4)							
outdoor learning experiences (P1.1, P1.3, P2.1 P2.2, P2.3, P2.4, C2, C3, PL1, I1, I2, L3, L4)							
(P1.1, P1.3, P2.1 P2.2, P2.3, P2.4, C2, C3, PL1, I1, I2, L3, L4)							
C2, C3, PL1, I1, I2, L3, L4)							
End of cycle summary:							
	End of cycle summary:						

Objective 3	Improve pupils' Welsh oracy skills so that pupils can talk about their everyday experiences in Welsh
Link to 4 Core	Ambitious, capable learners who:
Purposes	 can communicate effectively in different forms and settings, using both Welsh and English Ethical, informed citizens who: are knowledgeable about their culture, community, society and the world, now and in the past
	are ready to be citizens of Wales and the world
Link to 'Our National Mission'	
WIISSION	Objective 6: Cymraeg belongs to us all

Self-evaluation rationale:

- 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		am embers:				Governing Body link:	
Success Criteria							Spring	Summer
Leaders:								
 Develop effective 	ve leadership sk	ills and knowledge	of Welsh	language o	curriculum			
 Provide profess 	sional learning to	o staff on developing	g Welsh la	anguage sl	kills			
Practitioners:								
 Many staff (70% Welsh vocabula 	•	own knowledge of \	Welsh lan	iguage by	using incidental			
 Most teachers ((90%) plan effec	tive daily Welsh ses	ssions (Bo	od Dydd)				
 Most teachers ((90%) plan and	teach progressive W	Velsh lang	guage less	ons			
Pupils:								
 Many pupils (70 	0%) will be able	to ask and answer of	questions	about the	mselves in Welsh			
 Many pupils (70 	% will be able t	o use and understa	nd a rang	e of incide	ntal Welsh			
Key Actions (with P		Self-evaluation		dget	Start &	Personnel	Self-Evaluation	Evidence from
Standards for Tea		activities &		ation:	Completion	Involved	Summer 2025	Self-Evaluation
Leadership cross r	eferenced)	timeframes		budget/	dates		(linked to	Activities
PDG/EIG/PLG							Inspection Areas)	during the year
Improve leadership of Welsh TLR post holder £600 for TLR3 September 2024						AC		
language:		appointed	main bu	dget				
 Appoint tempor to lead Welsh la 	•	September 2024						

1 1 2 2	1			<u> </u>		
development across the						1
school						1
(L1, L2)						1
Provide leadership training for TLR	TLR post holder	£651 for 3 x	September 2024	AC		
post holder on good practice of	to attend training	supply teacher				
teaching and learning of Welsh	September-	costs				
language:	November 2024					
 Effective Leadership of 						
Welsh CSC 1 day course						
 Developing Welsh oracy CSC 						
2 day course						
(C1, C3, PL2, PL3, L1, L2)						
Identify professional learning needs	Stakeholder	n/a	September 2024	AC		
of all staff:	questionnaire		•			
 Staff audit of own Welsh 	September 2024					
skills and ability to teach						
Welsh						
 Tailor professional learning to 						
the outcomes of the audit						
(P1.3, C2, C3, PL3, I1, L3)						
Professional learning for all staff on	Listening to	n/a	September 2024-	AC/phase		
incidental Welsh	learners half	11, 4	June 2025	leaders		
1 x Inset day session to	termly		04.10 2020	1000010		
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)						1
Ensure progressive teaching of	Listening to	£1,302 supply	October 2024-	AC/Criw Cymreig	1	1
Welsh language skills:	learners/work	teacher costs for	June 2025	pupils		1
Use CSC Welsh language	scrutiny half	6 days	34.10 2020	Papilo		1
continuum to identify	termly	leadership time				
progressive skills	Conting	for self-				
 Identify key resources and 		evaluation				
teaching strategies to deliver		- Craidalloll				1
Welsh language lessons						1
weish language lessons						1

A winasta Drofession - I					
 4 x insets Professional learning for all staff on 					
teaching progressive Welsh					
language skills (Bob Dydd					
format)					
Half termly inset professional					
learning for staff on teaching					
progressive Welsh language					
skills (Bob Dydd format)					
Teachers to deliver 'Bob					
Dydd' 15 minutes of Welsh					
daily					
 Teachers to deliver weekly Welsh lessons on reading 					
and writing Welsh					
(P1.2, P1.3, P2.1, P2.3, P2.4, P3.4					
P3.5, C2, C3, PL3, I1, I2, L3, L4)					
Promote Welsh language using	Criw Cymreig	£1,302 supply	October 2024-	AC/Criw Cymreig	
effective Pupil Voice:	established	teacher costs for	June 2025	pupils	
Establish 'Criw Cymreig' pupil	Listening to	6 days			
voice group to promote	learners half	leadership time			
Welsh language e.g.	termly	for self- evaluation			
assemblies, rewards, initiatives throughout the year		evaluation			
Involve 'Criw Cymreig' in self-					
evaluation activities such as					
Listening to Learners					
(P3.2, P3.3, P3.4, P3.5, PL3, I2)					
To achieve the Siarter laith Bronze	Bronze Award	£1,302 supply	November 2024-	AC	
Award:	achieved	teacher costs for	May 2025		
TLR post holder to implement	Summer Term	6 days			
Welsh language charter as	2025	leadership time			
part of Siarter laith Bronze					
Award (PL3)					
End of cycle summary:	<u> </u>			<u> </u>	
or oyoro carifficity.					

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	12					
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 acviities

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	 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	Complete safeguarding auditUpdate Safeguarding pupil list		2
Data analysis: Baseline in Nursery/Reception	Phase 1 Teachers/TAs	Analysing pupil performance data		1
Document or process analysis: HT report to Governing Body	HT/Governors	 Challenge by governors – progress against school improvement priorities 		3
Data analysis: attendance	EHW lead/FEO/AO/AS	 Identify families needing support to improve attendance from previous school year (2023-2024) 		2
Document or process analysis: ALN provision	AHT/ALNCo	 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	ALN provision for mainstream classes and Hives		1
Evaluating the views of stakeholders: pupil questionnaires	Pupil voice leads	 Establish learner voice baseline for each pupil voice group Children to complete Estyn pupil questionnaire 	1	2
Listening to learners/work scrutiny	Progression lead	Feedback and Assessment for Learning in books	1	1
Learning walk/Learning environment	Phase leaders	 Pupil engagement and attitudes to learning Learning environments 	1, 2 and 3	1
Evaluating the views of stakeholders: Parent consultations	Class teachers/FE O	 Taking account of pupils' and parents' views Estyn Parent Questionnaire 		3

Data analysis: attendance	EHW lead/FEO/AO /AS	Identify families needing support to improve attendance		2
Work scrutiny: Presentation of learning	Teachers	Self-evaluate own books against Presentation Policy		1
Listening to Learners/work scrutiny	Welsh lead	Standards and progress in Welsh language	3	1
Learning walk	DHT	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	 Use Teaching and Leadership standards to set objectives for all staff 		3
Work scrutiny/listening to learners	Digital Lead	Standards and progress/across the curriculum in IT/DCF		1
Learning walk	HT/DHT	 Quality of teaching and progress in learning 	1 ,2 and 3	1
Work scrutiny/listening to learners	Outdoor Learning Lead	Quality of outdoor learning (resources and planning)	2	1
Document or process analysis: HT Performance Management	IP/CoG	Set objectives for HT Performance Management		3
Data analysis: attendance	EHW lead/FEO/AO/AS	Identify families needing support to improve attendance		2
Work scrutiny/listening to learners	M & N leads	 Progress and standards in Maths and Numeracy, including Numeracy across the curriculum 		1
Document or process analysis: Safeguarding audit	HT/DHT	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	 Reviewing progress against improvement plans Impact of termly self-evaluation activities on learning Update to governors 		3
Pupil Progress discussion	Progression lead/SLT/ teachers	Analysing pupil progress dataScrutinising pupils' workIntervention impact		1

Data analysis: attendance	Wellbeing/FE	Identify families needing support to improve attendance		2
	O/AO/AS			
Work scrutiny/listening to	LLC lead	Progress and standards in writing (toolkits) and reading		1
learners				
Listening to Learners/work	Welsh lead	Standards and progress in Welsh language	3	1
scrutiny				

JANUARY

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: Governing Body Improvement Plan	Governo rs	Monitor progress against actions		3
Document or process analysis: HT report to governors	HT	Challenge by governors – progress against school improvement priorities		3
Learning Walk/Learning Environment	ALNCo/ EHW lead	ALN provision for mainstream classes and Hives		2
Data analysis: attendance	EHW lead/FE O/AO/A S	Identify families needing support to improve attendance		2
Document or process analysis: Safeguarding audit	HT/DHT	Update safeguarding pupil list		2
Learning walk	Teacher s	 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/t eachers	 Scrutinising pupils' work Analysing pupil performance data Modifications to IDP 		2
Document or process analysis: ALNCo report to HT	ALNCo	Reviews by senior managers		3
Work scrutiny/listening to learners: Digital learning	Digital Lead	Standards and progress/across the curriculum in IT/DCF		1

Listening to learners/work scrutiny	Progres sion lead	 Feedback and Assessment for Learning (self/peer assessment) Use of Tools for Success and WWW/EBI 	1	1
Listening to learners	LLC team	Reading – standards and progress		1
Work scrutiny/listening to learners	Outdoor Learnin g Lead	Quality of outdoor learning	2	1
Document or process analysis: Performance managements objective mid-term reviews	SLT	Mid-term review of progress towards objectives		3
Data analysis: attendance	EHW lead/FE O/AO/A S	Identify families needing support to improve attendance		2
Listening to Learners/work scrutiny	Welsh lead	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	Identify families needing support to improve attendance		2
Document or process	HT/Gov	Benchmarking against best or different practice		3
analysis: Budget review/planning	s/FO/CA	Auditing practice against policy and procedures		
Document or process analysis: SIP Review/SER Update	SLT HT/DHT	 Reviewing progress against improvement plans Impact of termly self-evaluation activities on learning Update to governors 		3
Work scrutiny/listening to learners	LLC lead	Progress and standards in writing (less able) and reading		1
Document or process analysis: School Policy review	Governo rs	Review of statutory policies and complete policy schedule		3
Pupil Progress discussion	Progres sion	 Analysing pupil progress data Scrutinising pupils' work Intervention impact 		1

	lead/SL		
	Т		
	teachers		
Document or process	HT/DHT	Update safeguarding pupil list	3
analysis: Safeguarding audit			

APRIL

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process	HT/Gov	Benchmarking against best or different practice		3
analysis: Review of financial year	ernors/F O/CA	Review by senior manager		
Document or process analysis: HT report to Governors	HT	Reviewing progress against improvement plans		3
Data analysis: attendance	EHW/FE O/AO/A S	Identify families needing support to improve attendance		2
Work scrutiny/listening to learners	M & N leads	 Progress and standards in Maths and Numeracy, including Numeracy across the curriculum 		1
Listening to Learners/work scrutiny	Welsh lead	Standards and progress in Welsh language	3	1
Listening to Learners/work scrutiny	Expressi ve Arts lead	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	HT	Update		3
analysis: School Prospectus				
Data analysis: attendance	EHW	 Identify families needing support to improve attendance 		2
	lead/FE			
	O/AO/A			
	S			
Document or process	HT/DHT	Update safeguarding pupil list		2
analysis: Safeguarding audit				
Listening to learners/work	Science	 Standards and progress in Science (enquiry/investigation) 		1
scrutiny	and			
	Technol			

	ogy Leads			
Evaluating the views of stakeholders: Staff questionnaire	All staff	Taking account of staff viewsEstyn Staff Questionnaire		3
Learning walk	DHT	 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	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	Identify families needing support to improve attendance		2
Pupil Progress discussion	Progres sion lead/SL T teachers	 Analysing pupil progress data Scrutinising pupils' work Intervention impact 		1
Listening to learners/work scrutiny	Progres sion lead	 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	Reviewing progress against improvement plans		3
Document or process analysis: Performance Management Reviews	SLT	Review performance management objectives		3
Learning Walk/Learning Environment: Coaching and Mentoring of ALN	ALNCo/ EHW lead	ALN provision for mainstream classes and Hives		2
Document or process analysis: Governing Body SER	Governo rs	Complete Self-Evaluation of Governing Body to produce action plan		3
Learning walk/Work scrutiny/listening to learners/Analysis of	M & N lead	 Progress and standards in Maths and Numeracy, including Numeracy across the curriculum 		1

Planning: Maths and Numeracy				
Listening to Learners/work scrutiny	Welsh lead	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	Scrutinising pupils' workAnalysing pupil performance data		2
Evaluating the views of stakeholders: End of year pupil report/Parent response	Parents	Taking account of pupils', parents' and carers' views		3
Data analysis: attendance	EHW lead/FE O/AO/A S	Identify families needing support to improve attendance		2
Document or process analysis: Self-evaluation report	SLT HT & DHT	Outcomes of self-evaluation termly reviews		3
Evaluating the views of stakeholders: Pupil voice	Teacher s/TAs	 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		SLT
	Learning		
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	1	Nichola, Danielle and Laura M
	PM Maths- Challenging more able pupils		
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)	1, 2, 3	Iviichelle, Dawn and Sophile Ivi
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
00/4/05			
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