



Sageston CP School



School Improvement Plan

2024 – 2025

Date Approved: 2nd September 2024

Headteacher: Mr A Welch

Date of Next Review: January 2025

Chair of Governors: Mrs R. Lloyd

Context

Sageston Community Primary School is in the village of Sageston near Tenby in Pembrokeshire, Wales. The school serves Sageston, Carew and several other semi-rural small villages in the immediate area. Children are accepted into the Nursery class on a part-time basis in the term immediately following their third birthday. There are currently 114 (110.5 FTE) pupils on roll, including 11 part-time nursery pupils. The school operates a playgroup/day care which offers wrap around care for part-time nursery age pupils and children over the age of two.

Nearly all pupils come from within the catchment and the majority of pupils live in a rural setting. Almost all pupils speak English at home and very few speak Welsh at home. 10 pupils (9%) are eligible for free school meals. 2 pupils (2%) are designated as having additional learning needs.

The current Headteacher started in post during the summer term of 2022. The school was removed from Estyn monitoring in 2020 under the leadership of the previous Headteacher. This is the fourth School Improvement Plan developed following the completion of the Post Inspection Action Plan and third led by the current Headteacher.



School Information

Full Name of School	WG No	WG Lang	School Address
Sageston Community Primary School	2203	English	Sageston CP School, Bird's Lane, Sageston, Pembrokeshire.SA70 8SH

Phone	Email	Website
01646 651471	admin.sageston@pembrokeshire.gov.uk	www.sagestoncpschool.co.uk

Staffing

	Teachers	Support Staff	Admin	Caretaking	Cleaning	Lunchtime	Kitchen	Playgroup	Total
No. of staff	5	7	1	1	1	2	2	2	23
Time equivalent	4	5.1	0.7	0.2	1	2	1	2	15

Classes

Name of Classes and members of staff			Number of pupils								
Classes	Teachers	Support Staff	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Robin Class (N&R)	1	1.5	PT11	13							24
Barn Owl (Y1/2)	1	1			12	19					31
Swan (Y3/4)	2	0.5					12	14			26
Kingfisher (Y5/6)	1	0.5							18	15	33
										Total	114 110.5 FTE

School Composition

Speak Welsh at home	English as an Additional Language	Pupils with ALN		eFSM	Looked After Children
		School Based	LA Based		
0%	0%	2%	0%	9%	0%

Roles and Responsibilities

Teaching and Support Staff		
Name	Post	Responsibility
Mr A Welch	Headteacher	DSL, Year 3/4
Mr N Davies	Assistant HT	DDSL, ALNCO, Year 5/6
Miss S Cole	Teacher / SLT	Year 1/2
Mrs J Bowers	Teacher	Nursery/Reception (on Welsh Sabbatical until April 2025)
Mrs N Simes	Teacher	Year 3/4
Miss J Thomas	Teacher	Nursery/Reception
Mrs D James	HLTA	PPA, Progression Step 1 and SALT
Mrs E Macken	LSA	Progression Step 2 and ELSA
Mrs W Davies	LSA	Progression Steps 2/3 and Interventions
Mrs C Collings	LSA	Progression Step 1 and Interventions
Miss H Lloyd	LSA	Progression Step 1
Miss E Barnes	LSA	1:1 support (temporary)
Mrs C Alldritt	LSA	1:1 support (temporary)
Mrs K Heywood	LSA	Playgroup Leader
Mrs A O'Leary	LSA	Playgroup Assistant

Governing Body		
Name	Designation	Responsibility
Mrs R Lloyd	Community	Chair
Cllr V Thomas	Local Authority	
Mrs K Scourfield	Local Authority	Vice Chair
Mrs C Ford	Local Authority	
Mrs J Palmer	Community	
Mr S Jenkins	Community	
Mrs M Allen	Community	
Mrs J Davies	Parent	
Mrs N Probert	Parent	
Mrs A Rue	Parent	
Vacant	Parent	
Mrs E Macken	Staff Rep	
Mr N Davies	Teacher Rep	
Mr A Welch	Headteacher	

Available Resources and Grants School Budget

Aspect	Total
Formula Funding	£475,497

Additional Grants	Total
School Standards	£52,731
PDG Statutory School Age	£8,050
PDG – Early Years	£3,450
Professional Learning Grant	£2,384
ALN Implementation	£3223.75

Reviewing the impact of last year's SIP Sept 2023 – July 2024

Priority	Impact Did we meet our targets? What impact has there been on provision? <i>Targets/Success Criteria taken from SIP 2023/24</i>	Evidence	RAG
Establish a rigorous process of developing effective skills for writing across all genres and applying these skills across the curriculum.	<ul style="list-style-type: none"> - Through regular planned opportunities for writing across the curriculum, pupils effectively apply writing skills developed in LLC lessons to different contexts. Staff have developed planning to ensure increased opportunities for writing across the curriculum and staff have created a long-term plan for writing that ensure a balance of genres and non-fiction text types in each class and across the school. Target partially met. - Long-term planning ensures that a broad range of genres are covered in LLC lessons and that skills developed in these lessons can be applied across the curriculum in topic work. Long-term plan created which linked to topics planned on a two-year rolling programme. Planning ensures coverage of writing genres across all year groups. Target met. - A consistent approach (based on Talk for Writing pedagogy) to the development of writing skills during LLC lessons is applied throughout the school. An adapted approach to Talk of Writing pedagogy has been developed to enable staff to develop writing skills consistently across the school whilst having flexibility to approach the teaching and learning of these skills in a way that engages their pupils and supports them making progress in their writing. Target partially met. - Reading and oracy skills are successfully utilised to support the development of effective writing skills. Staff continued to build upon oracy skills (linked to Voice 21 work carried out during the previous year) and reading activities linked effectively to writing opportunities through the careful selection of texts. Target partially met. - Regular moderation of writing ensures that teacher assessment of writing is effective and secure. Opportunities to moderate writing were limited and need to be planned for more regularly moving forward. Target not met. 	<ul style="list-style-type: none"> - Teacher assessment for writing. - No More Marking assessment data, including writing ages. - Teachers' planning. - Monitoring, including pupil conferencing. - Pupil books. - Pupils Progress Meeting notes 	
Further develop pupils' oracy skills in Welsh.	<ul style="list-style-type: none"> - Teachers successfully utilise the Ffa La La and MARS EARS approaches to improve standards of teaching and learning in Welsh. All teachers engaged in the training and developed these approaches within their classes. Target met. - All classrooms have developed oracy rich environments and planning reflects increased opportunities to build and apply oracy skills in Welsh. Through adapting Voice 21 strategies to create increasingly oracy rich environments, oracy skills have improved throughout the school. These skills help pupils to build their Welsh oracy skills. Target partially met. - Pupils use a variety of sentence starters/structures to facilitate conversations through Welsh. Regular 	<ul style="list-style-type: none"> - Teacher assessment for oracy in Welsh. - Teachers' planning. - Monitoring, including pupil conferencing. - Pupil books and digital files (j2e for oracy activities). - Monitoring of Siarter Iaith. 	

	<p>Welsh assemblies, led by the school council, introduced regular Welsh sentence patterns to all pupils in the school. Pupils can use some of these effectively when prompted but many pupils will not start conversations themselves by using their Welsh language skills. Target partially met.</p> <ul style="list-style-type: none"> - Teacher Assessment is used to effectively monitor pupils' progress in Welsh oracy. Staff have not developed an effective approach to recording teacher assessment to monitor pupils' progress in oracy. Target not met. - Siarter Iaith targets for silver award met and Welsh is heard throughout the school, naturally used by staff and pupils. Not all targets have been met. Some have progressed further than others due to the influence of the Cwriw Cymraeg and Welsh leader. Target partially met. 	<ul style="list-style-type: none"> - Pupils Progress Meeting notes. - Assessment data for all pupils. 	
<p>Further develop pupils' mental recall of basic maths/numeracy facts, applying them accurately to solving word problems.</p>	<ul style="list-style-type: none"> - Pupils apply improving confidence and understanding when recalling basic maths facts to completing calculations in a range of numeracy-based contexts across the curriculum, including solving word problems/reasoning activities. There has been an increase in activities aimed at allowing pupils to utilise their basic maths skills when solving word problems. However, the scope for this across the curriculum rather than in maths lessons has been limited. Target partially met. - Planning demonstrates regular opportunities for pupils to apply basic maths facts to a range of contexts across the curriculum, including solving word problems/reasoning activities. Whilst there are some opportunities to apply maths skills across the curriculum, not enough opportunities for applying basic maths skills across the curriculum are planned for. Target partially met. - Average progress scores in National Tests (Numeracy Reasoning) above the national average in all year groups (Year 2 to 6). Of the ten sets of data (two attempts for each of the 5 year groups) in reasoning, only two average year group scores were below 100 (both of those were greater than 97) and each year group achieved an average score of other 100 in at least one of their two attempts. This picture was reflected in the procedural results. Target met. - A consistent approach to mathematical vocabulary is evident throughout the school. Consistent vocabulary has been agreed upon by all staff and these are to be displayed from the start of 2024/25 academic year. Target partly met. - Maths/Numeracy working walls reflect consistent approach to use of vocabulary and use of manipulative and imagery to support recall of basic maths facts. Teaching and learning shows pupils are given opportunities to use manipulatives and imagery to support their learning in maths. This is not reflected consistently in working walls. Target partially met. 	<ul style="list-style-type: none"> - Assessment data for all pupils – to include National Test data, data from Big Maths, data from GL assessments (taken twice yearly). - Teachers' planning. - Monitoring, including pupil conferencing. - Pupil books. - Pupils Progress Meeting notes. 	
<p>Implement a rigorous assessment system across the school to monitor and evaluate the performance of all</p>	<ul style="list-style-type: none"> - All staff have a clear and consistent understanding of assessing pupils against the CfW 2022. Cluster working has developed strategies for assessing progress across all areas of the curriculum. These are yet to be finalised and implemented by staff in the school. Target not met. - Pupils assessed against the Statements of What Matters and Principles of Progression from CfW 2022. See above. Target not met. - The school's assessment system reflects pupils' progress and attainment against CfW 2022. Annual 	<ul style="list-style-type: none"> - Assessment data on whole school assessment system. - Minutes from cluster Headteachers' meetings. - Minutes from staff training, including cluster-based training. 	

<p>groups of learners, including ALN learners.</p>	<p>reports focus on pupils' progress and attainment in all curriculum areas. Target partially met.</p> <ul style="list-style-type: none"> - There is a clear system for tracking the skills from CfW 2022 covered by each cohort of pupils. Skills are tracked. However, changes in the 2024/25 academic year need to be implemented to ensure skills are tracked per year group cohort rather than by class teachers in isolation. Target partially met. - SLT perform comprehensive analysis of termly assessment data, providing staff with priorities for groups of learners and classes. Whilst data analysis has taken place, more work needs to be done to ensure teachers are fully involved in the process and understand how it can be utilised to support improving pupil progress. Target not met. 	<ul style="list-style-type: none"> - Pupil Progress data and meeting notes. 	
<p>Develop the use of outdoor learning provision to support and enhance learning across the curriculum.</p>	<ul style="list-style-type: none"> - Outdoor provision is developed to ensure it is safe, there are a variety of areas (including a wild area) and effective resources are available to enhance learning opportunities. Progress has been made in terms of the provision and resources available to all pupils, with more time spent outdoors engaging in increasingly effective outdoor learning activities, especially during the summer term. Target partially met. - Medium- and short-term planning shows that opportunities for outdoor learning in all AoLEs are purposeful and regular. Increased opportunities for outdoor learning apparent in planning across all areas of the curriculum. Almost all of these opportunities were purposeful, ensuring that the learning was different or better outdoors. Target met. - Staff confidence to utilise and lead effective and purposeful outdoor learning has improved through targeted professional learning opportunities. Staff engaged positively with successful professional learning session (whole staff INSET with another school in the cluster), utilising what they had learnt to make significant improvements to the resources and outdoor learning taking place in the school subsequently. Target met. - Pupils speak confidently about the skills they are developing in the outdoors and how this positively impacts their learning and helps them make progress. Pupils speak positively about their opportunities to learn outdoors and they understand how learning outdoors positively supports their progress. They still request more opportunities to learn outdoors. Target met. - Floor books (digital and physical) are utilised effectively to record evidence of the learning that has taken place outdoors. Floor books were used effectively to record the majority of outdoor learning taking place across the year groups. Target met. 	<ul style="list-style-type: none"> - Monitoring, including learning walks, book scrutinies and pupil conferencing. - Teachers' planning. - PASS data. - Minutes from staff training, including joint professional learning with colleagues from other schools. 	

Our School Improvement Plan

Targets and Strategies for Our Immediate Priority Areas: 2024-25

We strive to improve through employing rigorous continual self-assessment and self-evaluation. As a result of detailed analysis of school data and ongoing continuous self-evaluation we have four priorities this year. These improvement objectives reflect where we are at as a school as we continue to evolve as a self-improving learning organisation across all areas of school practice. In order to ensure the recommendations, set out in our SIP are met, our Performance Development targets will be linked to these priorities during the academic year 2024/25.

By the end of July 2025, we aim to:	
1	Improve reading practices to ensure greater engagement and consistency across the school community
2	Provide greater opportunities for developing independence across the curriculum, ensuring appropriate levels of challenge for all learners
3	Strengthen Assessment for Learning approaches, allowing learners to become more reflective and critical about their learning
4	Adapt indoor and outdoor learning environments to reflect and encompass all curriculum areas
5	Further develop processes and policy to improve the attendance of all groups of learners

Priority Area 1: Improve reading practices to ensure greater engagement and consistency across the school community

<p>Where are we now? based on our self-evaluation</p>	<p>Targets & Success Criteria We will know we have succeeded when:</p>	<p>Key Sources of Evidence</p>
<ul style="list-style-type: none"> - Pupils score well in national tests for reading – last year’s data showing that out of the two rounds of assessments across the five-year groups, on only four out of the ten sets of results was the average score below 100 (and each of those was above 95). - Many pupils are not meeting expectations in Read, Write, Inc at the end of each year group, meaning that not enough pupils are entering Year 3 with effective phonic skills to support their reading. - Systems for recording how frequently pupils are reading at home are not effective enough and some pupils do not have sufficient evidence that they are reading at home regularly. - Teachers work hard at establishing a positive learning environment that encourages and promotes reading – including regular whole class reading with novels/stories selected by pupils. 	<ul style="list-style-type: none"> - Average scores from National Tests for reading show an increase from the previous year’s results (with no sets of year group results averaging below 100). - GL reading assessment data also shows improved year group averages. - All pupils have met the age-related expectations for Read, Write, Inc. when transitioning from Year 2 to Year 3. - All pupils are regularly reading at home – staff regularly check reading records and listen to pupils read. - Where pupils are not heard read regularly at home, increased opportunities to read in school are provided. - Guided Reading/Read, Write, Inc. sessions take place daily and focus on developing reading skills. - Engagement events for parents have taken place to ensure all parents are confident in supporting their child’s reading at home. 	<ul style="list-style-type: none"> - Reading assessment data from National Tests, GL Assessments and Read, Write, Inc, assessments. - Monitoring, including learning walks, listening to learners, - Analysis of feedback from parental engagement events. - Records showing the frequency of pupils’ reading at home. - Pupil Progress Meeting notes.

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
Average scores from National Tests for reading show an increase from the previous year's results (with no sets of year group results averaging below 100).	<ul style="list-style-type: none"> Analyse data sets from previous year's reading assessments and throughout the year – highlight pupils who need to improve their scores – teachers to have a clear understanding of these pupils and areas for development from year group data. Planning to reflect areas of development from each individual pupil's, and whole year group's, data. 	SLT, AoLE lead.	After each round of assessments (November and July)	£225 x 2 to release AoLE lead.	Termly SLT reviews AoLE termly reviews	<ul style="list-style-type: none"> Data analysis will identify individuals and groups or pupils who need to make increased progress. Data analysis will identify areas of development in reading skills for each year group and individual pupils. Staff will have a clear understanding of targeted pupils and groups of pupils. Planning will reflect areas of development for each year group identified through data analysis. 	A
							Sp
							Su
GL reading assessment data also shows improved year group averages.	<ul style="list-style-type: none"> Analyse data from GL reading assessment assessments from previous year and throughout the year. Highlight pupils who need to improve scores as well as groups of learners who need to improve scores. Compare data with data from National Tests to see if there are pupils who need to improve in both assessments – prioritise these pupils for additional support/interventions. Planning to reflect areas of development from each individual pupil's, and whole year group's, data. 	SLT, AoLE lead	After each round of assessments (October and February)	£225 x 2 to release AoLE lead.	Termly SLT reviews AoLE termly reviews	<ul style="list-style-type: none"> Data analysis will identify individuals and groups or pupils who need to make increased progress. Data analysis will identify areas of development in reading skills for each year group and individual pupils. Staff will have a clear understanding of targeted pupils and groups of pupils. Planning will reflect areas of development for each year group identified through data analysis. 	A
							Sp
							Su
All pupils meet the age-related expectations for Read, Write, Inc. when transitioning from Year 2 to Year 3 (and are on	<ul style="list-style-type: none"> Carry out regular Read, Write, Inc. assessments to track progress of all pupils – highlighting those who require additional support to meet their age- 	SLT, SC and JT/JB AoLE lead	Half termly assessments throughout the year	N/A	SLT termly reviews AoLE termly reviews	<ul style="list-style-type: none"> Staff feel confident to deliver a consistent approach to Read, Write, Inc. 	A

course to at the end of each year group).	<ul style="list-style-type: none"> - Carry out re-training of key staff members to ensure that consistency of approach in delivery of Read, Write, Inc. programme supports accelerated progress - for identified pupils and groups of learners. - Restructure teaching of Read, Write, Inc. in Robin and Barn Owl Classes to support a consistent approach to the delivery of the programme. 				Half termly assessments and data analysis	<ul style="list-style-type: none"> - Read, Write, Inc. sessions occur daily and at the same time. - Read, Write, Inc. sessions follow a clear and consistent structure. - Pupils who need to make accelerated progress are identified and supported to meet targets. 	Sp
					Lead staff observations of Read, Write, Inc. groups		Su
All pupils are regularly reading at home – staff regularly check reading records and listen to pupils read.	<ul style="list-style-type: none"> - Staff to check reading records regularly and record the number of times an adult at home has read with their child or recorded that their child has read independently for a period of time. - Establish a reward system for recognising the amount of time pupils are reading at home. - Structures within the classrooms ensure that pupils are heard read regularly – either through Read, Write, Inc. sessions or during Guided Reading sessions. - Establish timetable for volunteers coming into school to hear individual pupils read. 	SLT, AoLE lead	Ongoing	Nominal amount to purchase books for termly rewards?	Monitoring of data from reading records	<ul style="list-style-type: none"> - Pupils read regularly at home and record this in their reading record books. - Pupils who do read regularly are acknowledged and given opportunities to receive rewards as a result. - Volunteers read regularly with children across the school, in particular those who aren't heard read regularly or need additional opportunities to read. - Daily Guided Reading and Read, Write, Inc. are happening in school. 	A
					Listening to learners about reading at home		Sp
							Su
Where pupils are not be heard read regularly at home, increased opportunities to read in school are provided.	<ul style="list-style-type: none"> - Teachers to identify those not being heard read regularly and create lists of pupils who may need to be heard read more often - Establish timetable for volunteers coming into school to hear individual identified pupils read. 	SLT, AoLE lead Class teachers	Each term based on data gathered	N/A	Analysis of data gathered about reading habits from home	<ul style="list-style-type: none"> - Staff have identified pupils who may need more opportunities to read regularly with an adult. - Volunteers read regularly with children across the school, in particular those who aren't heard read regularly or need additional opportunities to read. 	A
					Listening to learners		Sp
							Su

Guided Reading/Read, Write, Inc. sessions take place daily and focus on developing reading skills.	<ul style="list-style-type: none"> - Staff to undertake professional learning to establish consistency in how Guided Reading and Read, Write, Inc. sessions are planned for and delivered. - Professional learning with all staff focuses on how to support the development of key reading skills throughout the school. 	SLT, AoLE lead Class teachers	Ongoing from September	N/A	Monitoring – learning walks, listening to learners	<ul style="list-style-type: none"> - Guided Reading sessions or Read, Write, Inc. sessions are planned effectively to support development of reading skills and enjoyment of reading. - All staff are confident in carrying out high-quality Guided Reading and/or Read, Write, Inc. sessions. 	A
							Sp
							Su
Engagement events for parents have taken place to ensure all parents are confident in supporting their child’s reading at home.	<ul style="list-style-type: none"> - Plan for and advertise events to encourage greater reading support at home: Read with families in school Understanding Read, Write, Inc. – a parent’s perspective How to help children read at home What the library service can offer to support reading at home - Survey parents/discuss with parent group about what they would like in terms of events which could help them support their children with reading at home. - Create feedback questionnaires following engagement events to see the impact of the events. 	SLT, AoLE lead	Events planned throughout the year (dates tbc)	N/A	SLT to review feedback AW to discuss events during parent group meetings	<ul style="list-style-type: none"> - Parents feel they have been supported by the school to increase their confidence in supporting their child’s reading at home. - Parents are more confident in supporting their child’s reading at home – this is reflected in increased records of reading at home. - A range of engagement events have taken place, ensuring parents of all pupils have been given the opportunity to attend at least one event relevant to them and their child. 	A
							Sp
							Su

Priority Area 2: Provide greater opportunities for developing independence across the curriculum, ensuring appropriate levels of challenge for all learners

<p>Where are we now? based on our self-evaluation</p>	<p>Targets & Success Criteria We will know we have succeeded when:</p>	<p>Key Sources of Evidence</p>
<ul style="list-style-type: none"> - Learning opportunities effectively engage pupils in almost all lessons. Some of these opportunities do not promote true independence, relying too much on teacher-directed learning. - Continuous and Enhanced Provisions are not used consistently or effectively to support learning in classes throughout the school. - Pupils need to be more involved in choices made about the level of challenge they undertake in their learning. However, teachers and LSAs need to ensure that pupils are supported in their choices at times to make sure they do not misjudge the level of challenge appropriate for them at that moment. - Classroom and outdoor learning environments need to be organised to support independence and challenge. 	<ul style="list-style-type: none"> - Staff and pupils have a shared understanding of what independence means. - Classroom environments reflect shared definition and understanding of what independence is and how to be independent when learning. - All groups of pupils, including ALN learners, RADY pupils and MAT pupils, are appropriately challenged in their learning across all areas of the curriculum. - Continuous and Enhanced Provision are used effectively in Robin and Barn Owl Classes (Nursery to Year 2) to promote independence and challenge in learning opportunities for all pupils. - Adapted approach to Continuous and Enhanced Provision in Swan and Kingfisher Classes (Year 3 to Year 6) is used effectively to promote independence and challenge in these groups of learners. 	<ul style="list-style-type: none"> - Monitoring, including learning walks, listening to learners, planning and book scrutinies. - Notes from professional learning sessions with staff. - Analysis of pupil responses to questionnaires about their learning.

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
Staff and pupils have a shared understanding of what independence means.	<ul style="list-style-type: none"> - Run professional learning sessions with all staff to ensure that they understand the rationale behind developing greater independence and gain clarity on what true independence is and what it looks like in the classroom. - Establish a shared definition of independence and challenge that all stakeholders are aware of. 	SLT Class teachers	By October half term	N/A	Termly SLT reviews AoLE termly reviews	<ul style="list-style-type: none"> - All pupils and staff have a clear understanding of what effective independence is. - A clear definition has been written with the input of staff and pupils – it is displayed in classes. 	A
							Sp
							Su
Classroom environments reflect shared definition and understanding of what independence is and how to be independent when learning.	<ul style="list-style-type: none"> - Complete learning walks with all staff throughout the school to identify areas of strength and areas for development. - Arrange for staff to look around other schools to look at successful learning environments 	SLT Class teachers	By October half term	N/A	Termly SLT reviews	<ul style="list-style-type: none"> - Staff and pupils understand what independence is and how learners display independence in sessions. - Each classroom displays an agreed definition of independence and how to be independent when learning. 	A
			Ongoing		AoLE termly reviews		Sp
							Su
All groups of pupils, including ALN learners, RADY pupils and MAT pupils, are appropriately challenged in their learning across all areas of the curriculum.	<ul style="list-style-type: none"> - Run professional learning sessions with all staff to establish systems for appropriate challenge in all areas of the curriculum. - Establish regular monitoring of data – to analyse progress of individuals and identified groups of learners. 	SLT AoLE leads Class teachers	Ongoing	N/A	Monitoring – learning walks, listening to learners	<ul style="list-style-type: none"> - Data analysis shows that each group of pupils is making effective progress in key areas of their learning – showing that challenge has been effective. - Each learning activity incorporates challenge for all pupils. 	A
					SLT termly data analysis		Sp
							Su
Continuous and Enhanced Provision are used effectively in Robin and Barn Owl Classes (Nursery to Year 2) to promote independence and challenge in learning opportunities for all pupils.	<ul style="list-style-type: none"> - Professional learning to ensure clear understanding of continuous and enhanced provision. - Visits to other schools where enhanced and continuous provision are used effectively to support independence and challenge and develop staff's performance development. 	SLT AoLE leads Class teachers	Autumn term	Cost of cover for teachers to visit other settings	Monitoring – learning walks, listening to learners, planning and book scrutinies	<ul style="list-style-type: none"> - Pupils understand how to utilise continuous and enhanced provision to support their learning and progress. - Enhanced and continuous provision is planned effectively to develop key skills across all AoLEs. 	A
							Sp
							Su
Adapted approach to Continuous and Enhanced	<ul style="list-style-type: none"> - Professional learning to ensure clear understanding of continuous and enhanced 	SLT	Autumn term	Cost of cover	Monitoring – learning	<ul style="list-style-type: none"> - Pupils understand how to utilise adapted continuous and 	A

Provision in Swan and Kingfisher Classes (Year 3 to Year 6) is used effectively to promote independence and challenge in these groups of learners.	<ul style="list-style-type: none"> - provision. - Visits to Robin and Barn Owl Classes and other schools where enhanced and continuous provision are used effectively in PS2 and PS3 to support independence and challenge and develop staff's performance development. - 	<p>AoLE leads</p> <p>Class teachers</p>		<p>for teachers to visit other settings</p>	<p>walks, listening to learners, planning and book scrutinies</p>	<p>enhanced provision to support their learning and progress.</p> <ul style="list-style-type: none"> - Adapted and enhanced and continuous provision is planned effectively to develop key skills across all AoLEs. 	Sp
							Su

Priority Area 3: Strengthen Assessment for Learning approaches, allowing learners to become more reflective and critical about their learning

<p>Where are we now? based on our self-evaluation</p>	<p>Targets & Success Criteria We will know we have succeeded when:</p>	<p>Key Sources of Evidence</p>
<ul style="list-style-type: none"> - Over the course of the previous year, staff have developed a range of Assessment for Learning strategies to support pupils understand their learning. - Listening to learner activities have shown that, whilst pupils have grown in confidence when discussing their learning (supported by key resources such as learning emojis, floor books – digital and physical – and learning journey boxes), some cannot accurately discuss what the next steps are in their learning. - Pupils also need to be more accurate in their language choices when evaluating how successful they have been in their learning. - Pupils need to be given regular opportunities to engage in learning conversations with adults and/or their peers to practise how to employ effective language choices when reflecting on their learning. - Detailed marking takes place but greater use of ‘live’ marking is needed in all classes. 	<ul style="list-style-type: none"> - All pupils engage in regular, timetabled learning conversations with their class teacher or a peer where they discuss and reflect upon their learning. - Staff have created progressive resources to support effective reflections upon learning, including exemplar sentences, learning conversation scaffolds and a range of age-appropriate questions to elicit effective reflections. - The use of learning emojis, floor books and learning journey boxes is fully embedded and all pupils can speak confidently about how these tools support their reflections on learning. - Pupils given opportunities to use purple pens/pencils to respond to live marking, reflecting on how these changes help improve their work/learning. 	<ul style="list-style-type: none"> - Monitoring, including listening to learners, learning walks, planning and book scrutinies. - Notes from professional learning sessions with staff.

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
All pupils engage in regular, timetabled learning conversations with their class teacher or a peer where they discuss and reflect upon their learning.	<ul style="list-style-type: none"> Teachers to establish regular, timetabled slots to hold learning conversations in. Teachers to model effective learning conversations – how can we reflect upon our learning? What does effective self-criticism look like and how can it support progress? How do I know I am making progress? Teachers to establish key language for effectively reflecting upon learning. 	SLT Class teachers	To be established by the end of the autumn term	N/A	Monitoring of planning and timetables Listening to learner activities	<ul style="list-style-type: none"> All pupils have regular, timetabled opportunities to reflect upon their learning. Pupils understand what progress in their learning looks like and can identify when they are making it. Pupils can be self-critical about their learning, understanding where and how it can improve. 	A
							Sp
							Su
Staff have created progressive resources to support effective reflections upon learning, including exemplar sentences, learning conversation scaffolds and a range of age-appropriate questions to elicit effective reflections.	<ul style="list-style-type: none"> Staff to work together to create scaffolds for learning conversations that reflect age and stage. Staff to develop a range of questions and sentence starters to support pupils in learning conversations. 	SLT Class teachers	To be established by the end of the autumn term	N/A	Listening to learner activities	<ul style="list-style-type: none"> Pupils use effective resources to support their learning conversations and reflections upon their learning (all of which are progressive and age and stage appropriate): Consistent questions Sentence starters Conversation scaffolds Word banks 	A
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The use of learning emojis, floor books and learning journey boxes is fully embedded and all pupils can speak confidently about how these tools support their reflections on learning.	<ul style="list-style-type: none"> Staff and pupils in each class and create short list of emojis that help pupils discuss their learning and how they would reflect upon it. Staff to make regular use of a learning/memory box to collect and store key items linked to the learning completed in class. Digital and physical floor books to be created and used regularly to reflect learning in all AoLEs. 	SLT Class teachers	To be established by the end of September	N/A	Monitoring of books, to include digital and physical floor books Listening to learner activities	<ul style="list-style-type: none"> All classes will have a learning/ memory box that includes key items linked to learning for the past two to three weeks. Each class has a set of emojis used to support reflections upon learning that are utilised in each lesson. Each class updates floor books daily with evidence of learning. 	A
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							Su
Pupils given opportunities to use purple pens/pencils to respond to live	<ul style="list-style-type: none"> Marking policy to be updated to support increased use of live, peer- and self-marking, including a greater use of 	SLT Class	To be established by the end of September	N/A	Monitoring of books (to include marking and	<ul style="list-style-type: none"> All pupils understand the purpose of purple pens/pencils. 	A

marking, reflecting on how these changes help improve their work/learning.	<ul style="list-style-type: none"> - easily understood symbols. - All pupils to be given access to purple pens or pencils to make corrections in the work with and teachers to work with pupils to encourage greater use of this as a tool to support progress in learning. 	teachers			feedback/feed forward) Listening to learner activities	<ul style="list-style-type: none"> - All work is marked (and almost all is live marking). - Pupils understand the symbols used in marking and use these to make corrections that support progress in their learning. 	Sp
							Su

Priority Area 4: Adapt indoor and outdoor learning environments to reflect and encompass all curriculum areas

<p>Where are we now? based on our self-evaluation</p>	<p>Targets & Success Criteria We will know we have succeeded when:</p>	<p>Key Sources of Evidence</p>
<ul style="list-style-type: none"> - Improvements to the outdoor learning environment have been ongoing over the past year. However, learning areas outside need to reflect indoor areas being developed. - Staff have improved outdoor learning opportunities for pupils both through their regularity and their effectiveness (i.e. ensuring that outdoor activities make the learning different or better). This reflected positively in pupil views about outdoor learning. - Resources for outdoor learning have improved but still need ensure that outdoor learning can be engaged in throughout the year. - Classrooms and the outdoor learning environment need to reflect, through resources, displays and organisation, the importance and significance of all areas of the curriculum. - Classrooms and the outdoor learning environment need to promote independence and challenge for all groups of learners. 	<ul style="list-style-type: none"> - Outdoor and indoor provision is developed to ensure there are a variety of areas linked to all areas of the curriculum and effective resources are available to enhance learning opportunities. - Medium- and short-term planning continues to show that opportunities for outdoor learning in all AoLEs are purposeful and regular. - Displays reflect a consistent approach developed by staff and demonstrate learning across all areas of the curriculum. - Classroom and outdoor learning environments are organised to promote independence and challenge for all groups of learners. - Pupils speak confidently about the skills they are developing in the various learning areas throughout the school. They can discuss how these areas support progress in their learning. 	<ul style="list-style-type: none"> - Monitoring, including learning walks, listening to learners and planning scrutinies. - Analysis of pupil responses to questionnaires about their learning. - Notes from professional learning for staff.

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
Outdoor and indoor provision is developed to ensure there are a variety of areas linked to all areas of the curriculum and effective resources are available to enhance learning opportunities.	<ul style="list-style-type: none"> - Staff visit other schools with effective outdoor provision that reflects indoor provision. - Professional learning is led by staff in PS1 and PS2 to support staff in PS3 with the development of key areas with their classrooms as well as outside their classrooms. 	SLT	Ongoing	Supply costs to cover staff on visits	Learning walks, listening to learners, book scrutinies	<ul style="list-style-type: none"> - Outdoor provision reflects all AoLEs and is effectively resources to support learning these areas. - Indoor provision reflects all AoLEs and is effectively resources to support learning these areas. - There are consistent approaches to outdoor and indoor provision across the school. 	A
		AoLE leads					Sp
		Class teachers					Su
Medium- and short-term planning continues to show that opportunities for outdoor learning in all AoLEs are purposeful and regular.	<ul style="list-style-type: none"> - Teachers work together in professional learning sessions to develop opportunities to engage in purposeful and regular learning that is 'different or better' when outdoors. - Staff develop planning to ensure that outdoor learning opportunities are clearly highlighted. 	SLT	Ongoing	N/A	Learning walks, listening to learners, book and planning scrutinies	<ul style="list-style-type: none"> - Planning clearly shows outdoor learning opportunities for all classes. - Planned outdoor learning ensures that activities are made 'different or better' when completed outdoors. 	A
		AoLE leads					Sp
		Class teachers					Su
Displays reflect a consistent approach developed by staff and demonstrate learning across all areas of the curriculum.	<ul style="list-style-type: none"> - Staff create consistent displays that reflect criteria jointly established following professional learning on what makes effective working walks and classroom displays. - Pupils are given opportunities to make suggestions for displays and identify content that could be displayed. 	SLT	Established by end of autumn term	N/A	Learning walks, listening to learners	<ul style="list-style-type: none"> - Consistent use of working walls and displays throughout all classrooms. - Working walls and displays meet the agreed upon criteria. 	A
		AoLE leads	Sp				
		Class teachers	Then ongoing				Su
Classroom and outdoor learning environments are organised to promote independence and challenge for all groups of learners.	<ul style="list-style-type: none"> - Staff engage in professional learning sessions that establish how to create an environment, both indoors and outdoors, that promotes independence and challenge. - Staff work together to create indoor and outdoor continuous and enhanced provision that support independence and challenge, 	SLT	By end of autumn term	N/A	Learning walks, listening to learners, book scrutinies	<ul style="list-style-type: none"> - Consistent use of indoor and outdoor areas linked to AoLEs across the school. - Learning areas to reflect criteria established by teachers. 	A
		AoLE leads	Sp				
		Class teachers	Su				
Pupils speak confidently about the skills they are	<ul style="list-style-type: none"> - Teachers establish the use of a number of key resources to support learning conversations and 	SLT	Ongoing	N/A	Learning walks,	<ul style="list-style-type: none"> - Pupils speak confidently about the skills they are developing in 	A

developing in the various learning areas throughout the school. They can discuss how these areas support progress in their learning.	<p>apply these conversations to outdoor learning and the use of learning areas throughout the school.</p> <ul style="list-style-type: none"> - Planning is developed to ensure that regular opportunities for these learning conversations are included in medium- and short-term planning. 	<p>AoLE leads</p> <p>Class teachers</p>			listening to learners, book and planning scrutinies	<p>learning areas and through the use of working walls and classroom displays.</p> <ul style="list-style-type: none"> - Planning highlights regular opportunities for learning conversations. 	Sp
							Su

Priority Area 5: Further develop processes and policy to improve the attendance of all groups of learners

Where are we now? based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Key Sources of Evidence
<ul style="list-style-type: none"> - Last year our attendance (for pupils in Year 1 to Year 6) was 93.1%. This was an improvement from the previous year (which was 91.3%). - For all pupils on roll, the attendance was 92.8%, having been 90.7% in the previous year. - Whilst there has been an improvement in attendance, this is still below the 96% target for attendance. - Parents are only informed of attendance data once each year, when end of year reports are sent home. - Governors are informed of attendance data for the whole school within termly headteacher reports. However, this data is not broken down into data for groups of pupils. 	<ul style="list-style-type: none"> - Governors have a clearer understanding of attendance data and will work with SLT through the newly formed subcommittee to help support the school in dealing with incidences of persistent absenteeism. - Pupils and parents have a greater understanding of the impact of persistent absenteeism. - Member of the School Council have developed strategies to encourage pupils to attend school as often as possible. - The school's attendance policy has been updated to include the opinions and views of key stakeholders and to incorporate key changes to the school's procedures around improving attendance. - Parents are regularly informed of their child's attendance throughout the year. 	<ul style="list-style-type: none"> - Analysis of attendance data – individual and group - Analysis of pupil and parent questionnaires - Minutes from meetings with EWO - Evidence of letters sent to parents and phone call records

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
A subcommittee of governors has been established and meets termly to discuss attendance issues.	<ul style="list-style-type: none"> - FGB meeting in October – set up the new subcommittee. - Set dates for termly meetings of the subcommittee. - Governors to support the SLT with implementing changes to procedures and policy intended to improve attendance. 	Head Governors	October Regular, termly meetings	N/A		<ul style="list-style-type: none"> - Governors have a clearer understanding of attendance figures across the school, including individual and group data. - Improved attendance across the school, for individuals and specified groups of learners. 	A
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The School Council meets regularly and one of its main priorities is to improve attendance across the school.	<ul style="list-style-type: none"> - The School Council to meet fortnightly and ensure that main priorities are discussed and attendance is one of them – to be displayed on council board in main corridor. - The School Council to develop activities/strategies to help improve attendance during their regular meetings. 	NS Head	Fortnightly throughout the year	N/A	School Council minutes	<ul style="list-style-type: none"> - School Council members understand how to encourage pupils how to improve their attendance. - Improved attendance across the school, for individuals and specified groups of learners. 	A
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Parents are informed of the child's attendance once each term.	<ul style="list-style-type: none"> - Admin officer to print attendance breakdown for each pupil three times each year (at the end of each term). - Headteacher to develop a letter to send to parents to accompany attendance breakdowns, explaining why regular school attendance is so important. 	LS Head	Termly	N/A	SIMS data for each pupil produced	<ul style="list-style-type: none"> - Parents have a clear understanding of their child's attendance each term and annually. - Improved attendance across the school, for individuals and specified groups of learners. 	A
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SLT regularly meet with the school's EWO (twice per term) and analyse attendance data.	<ul style="list-style-type: none"> - Headteacher to arrange regular meetings with EWO. - Meetings to identify individual and groups of children where attendance is of concern. - Headteacher to make phone calls and send official attendance letters where pupil's attendance has fallen below a set threshold. 	SLT LS	Half termly	N/A	SIMS data analysed each half term	<ul style="list-style-type: none"> - School leaders have a clear understanding of which pupils and groups of learners need to improve attendance. - School leaders contact parents to discuss persistent absenteeism and offer support. - Improved attendance across the school, for individuals and specified groups of learners. 	A
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							Su
The school's attendance policy has been updated to reflect changes to procedures and the views of	<ul style="list-style-type: none"> - Stakeholder views on how to improve attendance are sought and analysed. - The school's current attendance policy has been discussed by staff and governors and key 	AW SLT Governors	By June 2025	N/A	Old school attendance policy to be edited and	<ul style="list-style-type: none"> - Parents understand the school's procedures for improving attendance. - Improved attendance across 	A
							Sp

all stakeholders.	changes identified.				improved	the school, for individuals and specified groups of learners.	Su
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Improve reading practices to ensure greater engagement and consistency across the school community

- Improve approaches to the teaching and learning of phonics across the school, including developing regular assessments.
- AoLE lead and SLT to rigorously monitor assessment data and classroom reading practices regularly.
- Establish a consistent approach to guided reading across the school.
- Improve systems for encouraging and rewarding regular home reading.
- Develop effective resourcing or reading across the school, including class reading areas and a central library.

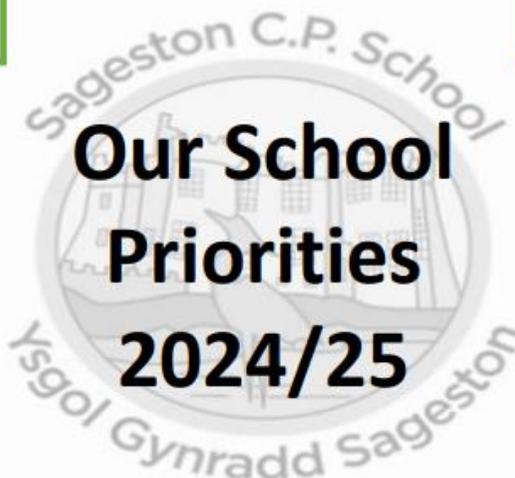


Provide greater opportunities for developing independence across the curriculum, ensuring appropriate levels of challenge for all learners

- Establish a consistent definition and understanding of independence amongst staff and learners, which is reflected in the learning environment.
- Establish effective and regular independent learning activities across all curriculum areas for all pupils.
- Develop whole school systems for ensuring appropriate challenge for all pupils.
- Through direct teaching, staff to assist learners in developing critical thinking skills that will support independent learning.

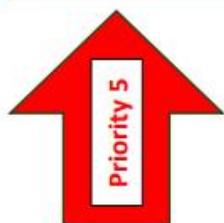
Further develop processes and policy to improve the attendance of all groups of learners

- Establish a governing body subcommittee to monitor attendance and develop ways of improving it.
- Ensure that one of the School Council's priorities is to develop effective means of encouraging pupils to attend school every day.
- Develop a system of reporting individual, class and whole school attendance to parents with greater frequency.
- Revise the school's policy on attendance to incorporate new strategies for improving attendance and making the impact of poor attendance on progress clearer.
- SLT to regularly meet with Education Welfare Officer to monitor attendance.



Strengthen Assessment for Learning approaches, allowing learners to become more reflective and critical about their learning

- Establish consistent language across the school to support pupils when reflecting on their learning.
- Through direct teaching and guided sessions, staff to support learners in developing the skills needed to be reflective and critical about their learning.
- Develop timetables to ensure that learners are given regular opportunities to reflect upon their learning.
- AoLE leads and SLT to carry out regular listening to learner activities to monitor how effectively pupils reflect upon their learning.



Adapt indoor and outdoor learning environments to reflect and encompass all curriculum areas

- Establish consistent displays and learning areas in classrooms and in the outdoor environment.
- Ensure that learning environments promote independence and choice.
- Through resources and carefully designed layouts, promote equity and ease of access for all learners.
- AoLE leads and SLT to rigorously monitor learning environments to ensure consistent approaches being utilised effectively.
- Through identified funding, develop improved library learning area, an outdoor classroom and a sensory learning space to benefit all learners.



Our Three Year School Improvement Plan 2024 - 2027

	Year 1 2024/25	Year 2 2025/26	Year 3 2026/27
Priority 1: Improve standards in LLC	Increase engagement with reading and improving provision for reading across the school (to include Read, Write, Inc. and Guided Reading)	Develop improved writing skills by utilising improved reading engagement and skills	Embed strategies for developing improved writing skills by utilising improved oracy and ready skills
Priority 2: Improve assessment	Develop approaches to Assessment for Learning and the use of learning conversations for self-assessment	Embed improved approaches to AfL and self-assessment to support improved progress	
Priority 3: Improve Learning Environments	Improve outdoor learning provision and establish consistent approaches to classroom environments	Embed continuous and enhanced provisions throughout the school	

School Improvement Plan Checklist

Regulation	Outcome
Raising standards in Literacy	✓
Raising standards in Numeracy	✓
Focus on minimising the effect of poverty on attainment	✓
3-year plan	✓
SIP approved by the Governing Body	✓
Copy of SIP distributed to all staff and governors	✓
Summary copy of SIP presented to parents	✓
SIP monitored in each meeting of the full governing body	✓
GB have reviewed and updated the SIP where appropriate	✓
Success criteria clear and quantifiable	✓
Attention given to leadership development	✓
Accountability recorded clearly	✓
Financial resources recorded clearly	✓
Staff workforce development recorded clearly	✓
Previous SIP reviewed	✓

Sageston Community Primary School Monitoring and Assessment Calendar 2024-2025

September Term Starts 2 nd	October First Half Term Ends 25 th	November Second Half Term Starts 4 th	December Term Ends 20 th
<ul style="list-style-type: none"> ○ 9th to 20th – Performance Development Meetings ○ 3rd Sept to 18th Oct – Reception Baseline Assessment Period and Nursery On-Entry Assessment Period <p><i>Collect data and evidence for SER</i></p>	<ul style="list-style-type: none"> ○ 7th Sept to 18th Oct – Assessment Period ○ 14th to 25th – Learning Walks, Listening to Learners and Book Scrutinies ○ 7th to 11th – Y3 No More Marking ○ By 25th – OPPs to be updated and saved online ○ By 25th – DEST screening <p><i>Collect data and evidence for SER</i></p>	<ul style="list-style-type: none"> ○ 11th to 15th – Y5 No More Marking ○ WB 11th – Parent Meetings ○ WB 11th – SHRN survey for Years 3 to 6. ○ WB 18th – Welsh Government Testing Week <p><i>Collect data and evidence for SER</i></p>	<ul style="list-style-type: none"> ○ WB 2nd - Listening to Learners and Book Scrutinies ○ WB 9th – Pupil Progress Meetings <p><i>Collect data and evidence for SER</i></p>
January Term Starts 6 th	February First Half Term Ends 21 st	March Second Half Term Starts 3 rd	April Term Ends 11 th Term Starts 28 th
<ul style="list-style-type: none"> ○ 13th to 17th – Y1 No More Marking ○ 6th to 24th – Nursery On-Entry Assessment Period ○ 20th to 24th – Y4 No More Marking ○ 13th to 24th – Assessment Period <p><i>Collect data and evidence for SER</i></p>	<ul style="list-style-type: none"> ○ 10th to 21st – Learning Walks, Listening to Learners and Book Scrutinies ○ 17th to 21st – Y2 No More Marking <p><i>Collect data and evidence for SER</i></p>	<ul style="list-style-type: none"> ○ 3rd to 7th Mar – Y6 No More Marking ○ WB 24th – Parent Meetings ○ WB 31st – Performance Development Review Meetings <p><i>Collect data and evidence for SER</i></p>	<ul style="list-style-type: none"> ○ WB 7th – Pupil Progress Meetings ○ 28th April to 16th March – Nursery On-Entry Assessment Period <p><i>Collect data and evidence for SER</i></p>
May First Half Term Ends 23 rd	June Second Half Term Starts 2 nd	July Term Ends 21 st	August
<ul style="list-style-type: none"> ○ 6th to 16th – Year 4 and 5 No More Marking (Non-Fiction) ○ WB 5th - Listening to Learners and Book Scrutinies ○ 23rd – 3 sample reports to SLT <p><i>Collect data and evidence for SER</i></p>	<ul style="list-style-type: none"> ○ 9th to 20th – Learning Walks, Listening to Learners and Book Scrutinies ○ WB 23rd – Welsh Government Testing Period ○ 27th – Reports to AW <p><i>Collect data and evidence for SER</i></p>	<ul style="list-style-type: none"> ○ 7th – AW to return all reports for amendments ○ WB 7th – Pupil Progress Meetings ○ 11th – Reports sent home to parents ○ WB 14th – SER complete ○ WB 14th – Performance Development Meetings <p><i>Collect data and evidence for SER</i></p>	

Sageston CP School Teacher Tasks Calendar

September	October	November	December	January	February
<p>Assessment Weeks Reception Baseline Nursery Adapted Baseline</p> <p>Termly Planning Performance Development</p> <p>Set interventions on EduKey</p> <p>Open Evening</p>	<p>Record Assessment Data No More Marking – Y3</p> <p>Learning Walks Listening to Learners Book Scrutinies</p> <p>TAPPAS 1: update TAPPAS 1 grid TAPPAS 2: consultation outcome grid (if applicable)</p> <p>Harvest Diwrnod Shwmae</p>	<p>National Tests No More Marking – Y5</p> <p>Parents' Meetings</p> <p>Review and set interventions on EduKey Update OPPs Signed OPP+ during parents' meetings</p> <p>Remembrance Service</p>	<p>Record National Test Data Teacher Assessment Data Pupil Progress Meetings</p> <p>Listening to Learners Book Scrutinies</p> <p>Review of Provision Mapping Grid (if applicable)</p> <p>Christmas Fayre Christmas Performances Landing and Launch Days</p>	<p>Assessment Weeks No More Marking – Y1 and Y4</p> <p>Termly Planning</p> <p>Review and set interventions on EduKey TAPPAS 1: update TAPPAS 1 grid TAPPAS 2: consultation outcome grid (if applicable)</p>	<p>Record Assessment Data No More Marking – Y2</p> <p>Learning Walks Listening to Learners Book Scrutinies</p> <p>Performance Development Reviews</p> <p>Review and set interventions on EduKey</p>
March	April	May	June	July	August
<p>No More Marking – Y6 Teacher Assessment Data Pupil Progress Meetings</p> <p>Parents' Meetings</p> <p>Signed reviewed OPP+ during parents' meetings Review of Provision Mapping Grid (if applicable)</p> <p>St David's Day</p>	<p>Termly Planning</p> <p>Listening to Learners Book Scrutinies</p> <p>Review and set interventions on EduKey</p> <p>Landing and Launch Days</p>	<p>Report Writing</p> <p>TAPPAS 1: update TAPPAS 1 grid TAPPAS 2: consultation outcome grid (if applicable) Review and update OPPs</p>	<p>National Tests</p> <p>Report Writing</p> <p>Learning Walks Listening to Learners Book Scrutinies</p> <p>Review and set interventions on EduKey</p> <p>Sports Day Summer Fete</p>	<p>Teacher Assessment Data Pupil Progress Meetings</p> <p>Performance Development Cohort and Whole School Trackers</p> <p>End of Year Reviews – signed by parents Final review of interventions on EduKey Review of Provision Mapping Grid (if applicable)</p> <p>Leavers' Assembly/Presentation Day Landing and Launch Days</p>	

INSET and Professional Learning

Broader professional learning comprehensively planned and tracked on OneNote.

INSET Days		
Date	Focus	SI Link
INSET One: 2.9.24 (Directed Day)	Safeguarding Updates ALN Updates Assessment for Learning Independence and challenge	SIP Priorities 2 and 3
INSET Two: 13.9.24	Pedagogy – Hywel Roberts – ‘Botheredness’	SIP Priorities 1, 2, 3 and 4
INSET Three: 4.11.24	Cluster Day – Areas of Learning and Experience and Assessment	SIP Priorities 1, 2, 3 and 4
INSET Four: 6.1.25 (provisional date – tbc)	Creating an Outstanding Reading School	SIP Priority 1
INSET Five: 28.4.25	Indoor and outdoor learning environments, provision and learning opportunities	SIP Priorities 2 and 4
INSET Six: 21.7.25	Covered through Twilight Sessions Cluster working – AoLE groups	SIP Priorities 1, 2, 3 and 4

Safeguarding Action Plan

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
Update and share Safeguarding Policies	<ul style="list-style-type: none"> ✓ All staff read the <u>Safeguarding Policy</u>. ✓ SLT update policy and GB ratify in the autumn term 2024 (using County Council provided model policy). 	AW	By 25.10.24	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Safeguarding policy is shared with all staff. ✓ Safeguarding policy is up to date. 	
All mandatory POD Safeguarding modules are completed by staff	<ul style="list-style-type: none"> ✓ Access training records of staff and ascertain who requires what training. ✓ Staff provided with time to complete modules. 	All staff	Ongoing	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Staff are up to date on safeguarding training modules. 	
All mandatory Safeguarding training completed by identified Governors	<ul style="list-style-type: none"> ✓ Safeguarding Governor/s identified. ✓ Governors attend any face-to-face and/or online training required to support school in fulfilling its safeguarding duties and responsibilities. 	AW Identified Governors	Sept onwards	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Identified Governors are up to date on safeguarding training. 	
Safeguarding leads attend additional safeguarding training	<ul style="list-style-type: none"> ✓ Safeguarding Children, Young People and Adults training ✓ Safer Recruitment training via POD ✓ Child Protection and Processes training ✓ Safeguarding Allegations or Concerns about Practitioners and those in Positions of Trust training 	AW, ND and SC	Sept onwards	Release time for identified teachers - £215 per day	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Safeguarding leaders are up to date on the latest training. 	
Utilise online system for recording all safeguarding concerns (EduKey – Safeguarding My School)	<ul style="list-style-type: none"> ✓ Refresh training for all staff on use of digital safeguarding resource (Safeguarding My School). 	All staff	Ongoing	£405pa for licence	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Staff utilise EduKey safeguarding resource to record all safeguarding concerns 	

