

Recommendation R1. Continue with the progress of writing skills across the school and track a target group including MAT and FSM pupils			
Judgement:			
Brief, succinct notes of what the school has done to improve things	Monitoring	Grant spending	RAG
<p>By the end of FP nearly all learners will achieve at expected age or better when assessed against the expected year 2 Welsh phonic sound check list from Tric a Chlic utilising accurate phonics skills as a strong foundation for language development</p> <p>Emergent writing skills based on the 10 steps to writing is embedded in the foundation phase establishing early independent writing experiences</p> <p>Nearly all pupils will be able to express themselves confidently when writing utilising accurate linguistic patterns, grammar and spelling appropriate to year group and stage of development</p> <p>Most children are able to independently write a wide range and variety of text purposes as outlined in the ERW Welsh SoW appropriate to year group and stage of development and skills tracked over a 2 year cycle</p> <p>All pupils that require additional support with developing language and writing skills make good progress</p> <p>Fine and gross motor skills development support pupils' ability to write legibly and present their work effectively</p> <p>All staff have high expectations based on clearly defined non-negotiables enabling nearly all pupils to take pride in producing high quality work that is consistently executed to a good standard</p> <p>Feedback policy to include online learning</p> <p>Successful examples of writing genres clear to see in language books across school. More examples seen in theme books</p> <p>Provide parents with a pamphlet of ideas that they can use with the children at home to improve their skills.</p>	<p>Track Progress seen in Incerts, Flightpaths, tracking National tests , IDL and individual tracking</p> <p>Utilise the Language Drilling pack introduced in training on 11/11 to improve language oracy skills to impact writing.</p> <p>Twilight session for LSAs on 'Drilio laith'</p> <p>Track the 'Drilio laith pack across the 2 year cycle of themes</p> <p>Pie Corbett whole school training 24/1/2021</p> <p>Complete Siarter laith questionnaire to provide a Baseline</p> <p>Continue with non-negotiables</p> <p>Book scrutiny arranged for 9/12 with Governors on genres</p> <p>Further Learning talks and meetings over Teams with pupils and Governors on literacy work within theme books and new curriculum</p> <p>Track groups of learners – FSM, Boys / Girls, MAT</p> <p>Track sub levels from 2019-20 to 2020-21</p> <p>Utilise County pack on encouraging use of Welsh at home</p>	<p>PDG: Extra LSA £2750 IDL 13 x £6 =£78 Edukey 26 x£5 £130</p> <p>RCSIG IDL £171 First News £70 Incerts £564 Lined writing books £384.50 Book quiz books £41.34 Dyslexia test £65 Edukey £221</p> <p>RRRS Teacher 2 days a week in FPh Sept-Dec £2320 Monitoring £291.25</p> <p>Prof Learning Extra LSA £409</p>	

Recommendation			
R2. Ensure the well-being of pupils and staff across the school and track a group of pupils in KS2 ensuring they are prepared for learning and build upon their perceived learning capability since the period of lockdown.			
Judgement:			
Brief, succinct notes of what the school has done to improve things	Monitoring	Grant spending	RAG
<p>Carry out PASS survey</p> <p>Signing in every morning and afternoon to ensure pupils are happy and ensuring staff check in with pupils who are unsure.</p> <p>Governors carry out Learning Talk with pupils to check on their feelings about lockdown school learning, returning to school etc.</p> <p>ELSA sessions carried out as part of classroom tasks in KS2</p> <p>Lego Therapy sessions given to targeted pupils in FPh</p> <p>Virtual open evening videos shared with parents on HWB in order for parents to feel involved in how the school works</p> <p>Gold in You assembly purchased from Marc Griffiths – virtual assembly as he cannot visit personally</p> <p>Weekly poster sent home to parents highlighting a value and wellbeing aspect</p> <p>Occasional wellbeing quotes shared with parents and pupils</p> <p>Continue with monthly phase meetings for staff- clear agenda and minutes</p> <p>Visit from PC Helen Llewellyn to each class</p> <p>Cwtsh Clonc every Friday morning assembly to discuss value / wellbeing with pupils – Circle Time</p> <p>Cycle to school week during September</p> <p>Christmas exercise challenge to aid mindfulness</p> <p>Year 5 and 6 pupils to receive growing up talk and girls to receive period pack form the Feminine hygiene grant</p> <p>Mindfulness advent through December</p> <p>Carry out PASS survey on targeted group again in Spring and Summer term</p> <p>All school staff to complete Trauma Informed training</p> <p>ELSAs to provide in-house training / outline of ELSA work for school staff and Governors</p>	<p>Book scrutiny – emotional blue spot added to marking scheme</p> <p>Pupils requiring extra support identified and Edukey plan put in place – Lego Therapy FPh, extra ELSA sessions if needed in KS2</p> <p>Learning walk with pupils to ask about wellbeing and lockdown learning</p>	<p>PDG:</p> <p>Extra LSA £2750</p> <p>PASS £162</p> <p>Urdd membership £9 x26 £234</p> <p>Instrumental lessons 3 x£60 £180</p> <p>Edukey 26 x£5 £130</p> <p>RCSIG</p> <p>Gold in You show £150</p> <p>Incerts £564</p> <p>Edukey £221</p> <p>RRRS</p> <p>Monitoring £291.25</p> <p>Prof Learning</p> <p>Extra LSA £1000</p>	

Recommendation			
R3. Utilise the tracking processes and progress data to ensure that nearly all pupils are making the expected progress or more in Literacy and Numeracy specifically tracking pupils in FPh.			
Judgement:			
Brief, succinct notes of what the school has done to improve things	Monitoring	Grant spending	RAG
<p>RRRS grant utilised to improve literacy and numeracy skills in the FPH following the lockdown period through employing a teacher 2 days a week to improve progress</p> <p>All pupils apply their numeracy and literacy skills at a consistently challenging level across the curriculum.</p> <p>Audit and revision of planning clearly defines a range of cross curricular opportunities for all pupils to apply their number skills effectively.</p> <p>Outcomes for learners at all levels and quality of cross curricular provision has improved</p> <p>Numeracy and Literacy coordinator to contribute effectively to self-evaluation processes in line with monitoring timetable</p> <p>Staff effectively use data and a wide range of pupil information to track progress and identify and address gaps in learning and provision</p> <p>Staff develop challenging questioning to support problem solving and develop strategies to support reasoning and procedural fluency</p> <p>Staff to ensure that all learning areas are numeracy and literacy rich environments filled with numerical and literacy activities and stimuli</p> <p>All pupils utilise a range of strategies to problem solve</p> <p>Continue to scrutinise books to ensure numeracy and literacy work is completed across the curriculum. Book scrutiny sessions half termly</p> <p>Pie Corbett – story telling INSET 24/1/2021</p> <p>Level reading books in both phases</p> <p>Reasoning National test to be completed</p>	<p>Evidence to be seen in both maths and theme books. Work differentiated either through chillies or by outcome.</p> <p>Pupils tracked on school tracking system, Flightpaths and Incerts. Most making expected progress</p> <p>Teaching staff use effective questioning to move learning forwards but minority of support staff not doing so. Effective questioning training carried out for all staff and questions provided to help staff in lessons. Questions prepared as prompts for support staff</p> <p>Skills check list compiled KS2 – books</p> <p>Baseline tests completed at start of academic year to track – IDL Literacy (English), National Reading test (Welsh and maths), spelling (Welsh and English)</p> <p>Tric a Chlic monitored and tracked</p> <p>Libraries re-arranged</p> <p>Maths and writing styles skills tracked within cover of books - KS2</p> <p>New curriculum skills – tracked</p> <p>New teaching and learning policy written</p> <p>Morning handwriting and spelling sessions during registration</p> <p>Star of the week certificates presented within the 4 aspects of the new curriculum</p> <p>Theme lessons introduced through the new curriculum</p>	<p>PDG:</p> <p>Extra LSA £2750</p> <p>IDL 13 x £6 =£78</p> <p>Edukey 26 x£5</p> <p>£130</p> <p>Big Maths 26x£8.50</p> <p>£221</p> <p>RCSIG</p> <p>IDL £171</p> <p>Big Maths £429</p> <p>Incerts £564</p> <p>Lined writing books</p> <p>£384.50</p> <p>Edukey £221</p> <p>RRRS</p> <p>Teacher 2 days a week in FPh Sept-Dec</p> <p>£2320</p> <p>Monitoring</p> <p>£291.25</p>	

Recommendation			
R4. Improve the quality of feedback to challenge MAT pupils and refine the digital feedback policy in readiness for a further lockdown where blended learning would be utilised			
Judgement:			
Brief, succinct notes of what the school has done to improve things	Monitoring	Grant spending	RAG
<p>All pupils across the ability range make good progress as a result of high quality teaching which is consistently good or better</p> <p>All staff identify and utilise the essential elements of high quality teaching with a clear focus on lesson pace and pupil progress</p> <p>Accurate identification of pupils' skills and learning needs ensure that all pupils are challenged and supported effectively</p> <p>Teachers effectively use data and a wide range of pupil information to regularly track progress in order to identify and address gaps in learning</p> <p>All staff have high expectations of pupils, provide appropriate challenge through high quality questioning which deepens learning so that more pupils make better than expected progress</p> <p>Support staff will work effectively with pupils to make good or better progress</p> <p>Effective challenge across all activities is evidenced through learning walks, work scrutiny and listening to learners</p> <p>In the Foundation Phase teachers will ensure that pupils have Assessment for learning informs teaching and learning to address identified gaps in learning</p> <p>All staff use the feedback policy consistently so that all pupils understand how to improve their learning</p> <p>Ensure green for growth is used to impact learning especially that of MAT pupils</p> <p>Ensure Feedback policy also incorporates online feedback strategies</p> <p>Track MAT pupils to ensure they are making the expected progress.</p> <p>Clear guidance on how blended learning would work if there was a further lockdown</p>	<p>Teaching in nearly all classes consistently good. Staff identified who need further support</p> <p>Lesson pace in most classes of a consistently good standard</p> <p>Continue to ensure lesson pace, differentiation and feedback has a positive impact on learning.</p> <p>FPh / KS2 PPA takes place together in order for staff to work collaboratively on planning and share good practice, highly valuable to ensure purposeful planning</p> <p>Effective Book scrutiny in staff meetings / LSA and Governor training and good practice shared and areas for improvement identified to ensure strong and beneficial impact. Feedback was previously not consistent across school, policy revamped and in place from May 2019 – impact clear and most books demonstrate a positive and consistently good improvement. Green for growth needs to be stronger to ensure MAT pupils are challenged further</p> <p>Valuable Non-negotiables introduced and impact strong. Most support staff understand importance of non-negotiables, their role in implementing them and their role in school accountability</p>	<p>PDG: Extra LSA £2750</p> <p>RCSIG Xcellence programme £495 Incerts £564 Edukey £221</p> <p>RRRS Monitoring £291.25</p>	