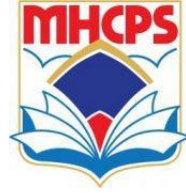


Post Inspection Action Plan (PIAP)

Milford Haven Community Primary School



Context

The school has had an interim acting headteacher since January 2022 following the unexpected retirement of the headteacher. A new substantive headteacher started on the 7th November 2022 one week prior to the inspection.

Prior to Covid19, the school was placed into an amber category due to concerns over the quality of teaching, learning, progress, and standards at the school. At the earliest opportunity, November 2021, the LA carried out a supportive review. Several key areas relating to leadership, teaching and learning were identified for improvement. Limited progress was made since the review, which consequently resulted in the school entering Special Measures following the core inspection in November 2022.

School organisation

The school is on a split site following the amalgamation of the infant and junior schools in September 2018. Foundation Phase and Flying Start are located on the Meads site with KS2 located on the Prioryville site. The sites are within easy walking distance of each other.

During the academic year 2022-2023 the school is organised into 22 classrooms, including a nursery. The school also has Flying Start provision. The leadership team consists of the substantive headteacher, associate headteacher, deputy headteacher, assistant headteacher/ALNCo and 24 teachers and 34 learning support assistants (LSAs). There are also 6 admin staff.



Overview of the Recommendations:

1.	Establish effective Leadership and Governance structures.
2.	Improve the quality of Teaching and Assessment to challenge all pupils consistently.
3.	Improve pupils reading and writing skills.
4.	Improve pupils Numeracy and ICT skills.
5.	Establish effective self-evaluation, school improvement and professional learning processes.
6.	Develop a curriculum that engages pupils and develops their knowledge and skills and understanding systematically and progressively.

Recommendation 1:	Establish an effective leadership and Governance structure.
--------------------------	---

Who is leading on this project?	Staff name:	Mr Stephen Thomas	Governor Link:	Mr Adrian Armstrong Mr Steve Stretch
--	--------------------	-------------------	-----------------------	---

Where are we now? Based on Estyn and our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Monitoring - Key Sources of Evidence
<ul style="list-style-type: none"> - Over time, leaders have not effectively fulfilled their basic duties in terms of monitoring learning and teaching and addressing shortcomings - A Senior and Middle leadership team in place, however, a lack of systems, clarity and understanding of roles and responsibilities is evident. -Role and responsibilities are not carried out effectively for a majority of leaders. -As a result of the turbulent time in relation to Headteachers, there is a lack of strategic direction provided by the leadership team. -There have been limited opportunities created for the involvement of the Governing body in the strategic direction of the school. -There has been poor attendance by Governors to fulfil the roles and responsibilities required. - A lack of attendance at meetings by wider Governing Body has resulted in statutory duties not always being fulfilled. -The school's processes for evaluating and improving its own work are underdeveloped. -A lack of challenge and holding school to account for performance in teaching and learning. -A budget deficit forecast, which requires attention. -Further training required for clerk of the Governing Body. 	<ul style="list-style-type: none"> -Leaders having a clear understanding of their roles and responsibilities within the school and carry these out effectively. -Effective communication systems in place to ensure all staff, parents and pupils feel communicated to effectively. -A clear understanding of what effective leadership is by all leaders and put into action. -Clarity for all in regards to their roles and responsibility through annually update job descriptions, appraisals and coaching. -A record of securing impact against priorities and actions identified. -A greater shared involvement of roles and responsibilities is evident from Governors. -All required sub committees are in place with a variety of Governors attending meetings under the committee assigned. -Greater accountability and opportunities being created for all Governors to be involved in school evaluation and improvement. -An accurate understanding of school's position, including main strengths and areas for development. -Plans carried out to revisit the school staffing structure to ensure structure is effective for teaching and learning and sustainable financially. 	<ul style="list-style-type: none"> -Staffing Structure -Leadership training -Professional learning logs -Job Descriptions -School Evaluation Information -Roles and responsibility documentation – Leaders and Governors -Improved impact on standards of teaching and learning in leaders areas of responsibility. -Stakeholder questionnaires – Parents, Pupils and Staff. -Discussions with leaders, staff and pupils. -Sub Committee structures. -Minutes of Sub Committee and Full Governor meetings -Governor visit learning logs. -Governors discussions.

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress
1.1 To ensure leaders fully understand their roles and responsibilities within the school and carry these out effectively.	<ul style="list-style-type: none"> a) Review roles and responsibilities of all leaders across Senior and Middle Leadership structures. b) Review roles and responsibilities across the school with all staff involved. c) Ensure all are clear on who is responsible for different areas of school's work. d) Undertake regular review meetings with leaders (half termly) to review their work within their area and future plans. e) Provide leaders of AOLE's, teaching and learning opportunities to see good practice and link with other leaders to learn from. f) Capture professional learning through evaluation forms and revisiting to measure impact. 	<ul style="list-style-type: none"> a) ST b) ST c) ST d) ST & SLT e) ST f) ST & SLT 	<ul style="list-style-type: none"> a) Dec 22 b) Feb 23 c) Apr 23 d) Starting Apr 23 – Apr 24 e) Jan 23 to Dec 23 f) Jan 23 – until embedded practice 	e) £2500 release time – P.L Grant	
1.2 To ensure leaders understand what effective leadership looks like and put this into practice.	<ul style="list-style-type: none"> a) Provide professional learning for leaders through good practice visits to Pembroke Dock, Tavernspite and Parkland Primary and linking with other similar leads regarding their roles and responsibilities to learn from. b) Undertake leadership training with Senior and Middle Leaders to better understand themselves as leaders and the team they work within with Geoff Creswell. c) ST to complete training with leaders around Core Values as a leadership team and create a vision for leadership. d) ST and AB to undertake leadership coaching with Senior Leaders on a termly basis reviewing progress against their roles and responsibilities and providing coaching. e) ST to consult with all stakeholders as part of work to re-establish the values, aims and ethos of the school. 	<ul style="list-style-type: none"> a) ST b) ST c) ST d) ST & AB e) ST 	<ul style="list-style-type: none"> a) Dec 22 – Jul 23 b) Feb 23 – May 23 c) Feb 23 – Jul 23 d) Starting May 23 – July 24 e) Jan 23 – Jun 23 	<ul style="list-style-type: none"> a)£1500 – release time Budget b)£900 provider costs – P.L Grant e)£1500 – Art work - Budget 	
1.3 To undertake induction process with all new appointed Governors to ensure understanding as to expectation and requirements to join Governing Body.	<ul style="list-style-type: none"> a) Headteacher and Chair of Governors to undertake an induction process for all Governors prior to joining the Governing Body. b)ST to complete an audit of new Governor skills to ensure roles and responsibilities are distributed effectively based on skills. c) Ensure all new Governors have undertaken the mandatory training and existing Governors renew training. 	<ul style="list-style-type: none"> a) ST & AA b) ST c) GSS SLA d) ST & GSS e) ST & GSS 	<ul style="list-style-type: none"> a) Dec 22 – Feb 23 b) Feb 23 c) Feb 23 – Jul 23 d) Apr 23 onward e) Feb 23 onward 	£0	

	<p>d) Ensure it is recorded that all new Governors have read induction policies.</p> <p>e) Ensure the above is undertaken for all new Governors and changes of Governors.</p>				
<p>1.4.i To create a clear roles and responsibilities structure with a sound understanding of roles and responsibilities for all Governors.</p> <p>1.4.ii Ensuring wider involvement in subcommittee meetings.</p>	<p>a) Review Roles and Responsibilities of Governors at Spring Term meeting 23, ensuring clearly distributed roles and responsibilities across School Improvement and School Management aspects based on audit of skills.</p> <p>b) Plan involvement of Governors to establish relationships with staff and improve Governor knowledge of areas of responsibility within the school.</p> <p>c) Conduct learning walks for Governors in areas of responsibility providing support documentation (templates/example questions) to support their evaluations.</p> <p>d) Set up required sub committees, ensuring all sub committees agree to the terms of reference.</p> <p>e) Review the terms of reference annually within full Governor meetings to ensure statutory requirements are being met.</p> <p>f) Set up new Governors on HWB share site to access school policies to scrutinize and input on before ratification.</p> <p>g) Create a robust policy database to ensure tracking of ratified policies and ensure policies are updated as required.</p>	<p>a) ST</p> <p>b) ST</p> <p>c) ST & SLT</p> <p>d) ST</p> <p>e) ST</p> <p>f) GSS</p> <p>g) ST & MS (Business Manager)</p>	<p>a) Dec 22 – Feb 23</p> <p>b) Feb 23 – Jul 23</p> <p>c) May 23 – Dec 24</p> <p>d) Feb 23</p> <p>e) May 23 – Jun 23</p> <p>f) Feb 23 – Jul 23 – Onward practice</p>	£0	
<p>1.5 To take full part in an improvement panel led by the Local Authority.</p>	<p>a) Following core inspection, feedback findings to full Governors and set up an Improvement Panel to work under the direction of the Local Authority.</p> <p>b) Conduct improvement panel meetings half termly with LA to chair meetings.</p> <p>c) Assign Governors on the panel specific recommendations to monitor progress within.</p> <p>d) Arrange meetings for these Governors to visit the school each term to develop relationship with key staff and improve Governor knowledge of school processes in these areas.</p> <p>e) Introduce evaluation forms for Governors to complete, where they agree actions with staff to review on a monthly basis and monitor impact.</p> <p>f) Set dates with School Improvement Panel for half termly reviews for remainder of the academic year.</p>	<p>a) ST</p> <p>b) ST & AA</p> <p>c) ST</p> <p>d) ST</p> <p>e) ST</p> <p>f) ST & AB</p> <p>g) ST & Governors</p>	<p>a) Dec 22</p> <p>b) Feb 23 – Dec 24</p> <p>c) Sept 23 onward</p> <p>d) Apr 23 – Dec 23</p> <p>e) Apr 23 onward</p> <p>f) Feb 23 – Dec 24</p> <p>g) Sept 24 onward</p>	d)£2000 - Release time - Budget	

	g) Ensure Improvement Panel Governors feedback progress to the full Governing Body in the termly meetings.				
1.6 To undertake restructure process to create an effective, sustainable staffing structure.	a) Undertake the process with support of HR and Finance departments in LA to review school staffing structure. b) Undertake the process in restructuring to ensure an effective, sustainable structure is in place to provide the best possible education to learners, as well as cost effective in the long term. c) ST to undertake recruitment activities to appoint the new leadership structure.	a) ST b) ST c) ST	a) Dec 22-Apr 23 b) Jan 23 – Apr 23 c) Apr – May 23	b) £64,000 Severance Budget LA supported redundancy costs	
1.7 To improve other Governor relationships and knowledge of the school's practices.	a) In Summer term Governors meeting set dates with Governors not in the improvement panel to become involved in school evaluation processes. b) Set up all Governors on HWB share site to access school improvement and evaluation information to be able to triangulate information gathered and gain a more accurate view of the school and prepare questions prior to visits. c) Create a calendar of visits for the year ahead to improve communication to Governors and ensure it links to the School Evaluation Cycle.	a) ST b) GSS c) ST	a) Sept 23 onward b) May 23 – Jul 23 c) May 23	£0	
1.8 To improve Governors capacity to evaluate school performance effectively. Training to be provided for governors on these resources created to support.	a) To create a week-by-week monitoring calendar that outlines school evaluation processes. This will include a Governor section that outlines when Governors will monitor progress against the recommendations. b) To create template documents for learning walks, visits with area/subject leaders and discussions with learners to support Governors in undertaking school evaluation. c) To link Improvement Panel Governors with teachers for their given areas of responsibilities for a visit to share and develop a knowledge and understanding of how the area is run and evaluated in school. d) To arrange information sharing visits for remainder of Governing body to improve relationships with staff and knowledge of school practices. e) Governors to use evaluation / impact forms to feed back into Improvement panel meetings.	a) ST b) ST c) ST d) ST e) ST	a) Feb 23 – Update termly b) Feb - Mar 23 c) Mar 23 – Jul 23 d) Sept 23 onward e) May 23 onward	c) 1.5	

1.9 To involve parents and gain views/impact on the actions set out within the Post Inspection Action Plan	<p>a) Once finalised, share the Post Inspection Action Plan (PIAP) with parents through school communication systems and school website to share actions in place to address recommendations.</p> <p>b) Set up a termly parent forum meeting that will focus on wider school issues identified by parents but also chosen recommendations for each meeting to report progress and next steps.</p> <p>c) Increase opportunities for parents to be more involved in school life and engage with their children's education e.g. Friends of the School, open evenings/afternoons, extracurricular activity, Curriculum for Wales engagement.</p> <p>d) Provide a termly report to parents with actions through letters, website, twitter and school app, which shows the actions achieved, the steps taken, followed by the next steps within each recommendation. This feedback will also be provided in the Parent Forum.</p>	<p>a) ST b) ST c) SLT & MS d) ST</p>	<p>a) May 23 b) Sept 23 onward (termly) c) Apr 23 - onward d) Starting Dec 23 (termly)</p>	£0	
--	--	--	--	----	--

Step 3: Reviewing Impact (Monitoring progress against milestones)				
Date	Monitoring Activity	By whom?	Tangible signs of progress against milestones / further work required <i>(not merely completion of activities or tasks)</i>	RAG Progress
Jul 23	<p>-Staffing Structure -Governor meeting minutes -Leadership Training Impact Logs -Documentation around leadership structures</p>	<p>AB (SIO) AA (Chair)</p>	<p>Milestone 1:</p> <ul style="list-style-type: none"> • A new vision, values and motto have been devised for the school with all stakeholders involved. • A new staffing structure is in place that allows for greater distributed leadership and clear understanding of roles and responsibilities at all levels. • Roles and responsibilities are agreed and clearly defined for all staff. • A new communication tool is in place to communicate meetings, monitoring activities and Governing Body involvement. • Senior Leadership and Staff meeting minutes are being taken and actions being revisited regularly to ensure completion. • There is a clear link between Senior Leadership meetings, Leadership and Staff meetings. • Training on effective leadership in schools has been delivered for all Senior and Middle leaders. • The new Governing Body has been formed with all positions filled. • Roles and Responsibilities, Sub Committees, Terms of Reference have all been adopted by Governors. • Governors have started visiting school to build relationships and an understanding of school practice/processes. 	

Dec 23	<ul style="list-style-type: none"> -Governing Body Meeting Minutes -Governing Body structure Documentation -Governor Visit Logs -Governor Training Logs -Leadership Training Impact Logs -Job Descriptions -Performance Management 	<p>AB (SIO)</p> <p>AA (Chair)</p>	<p>Milestone 2:</p> <ul style="list-style-type: none"> • A new long-term leadership structure is now in place. • Further coaching and mentoring for leaders following initial training is positively impacting the work of leaders. • Job descriptions have been reviewed and agreed by all to ensure all fully understand their roles and responsibilities. • Performance Management appraisal have taken place and new SMART targets set to challenge and support leaders in gaining school improvement. These link to PIAP. • Senior Leadership meetings and Staff meetings continue to link and actions are revisited to ensure completion. • Leaders are carrying out their roles with greater effectiveness and focus on the quality of teaching and learning. Beginning to secure improvements. • Governing Body members have formed relationships with leaders and visited the school to develop an understanding. Visits continue with clear targets and actions set by Governors and leaders to improve. • The Governing Body are attending meetings regularly and quorum is being met. • The link Improvement Panel Governors are attending Improvement Panel meetings with the LA and contributing purposefully to meetings. 	
Apr 24	<ul style="list-style-type: none"> -Governing Body Meeting Minutes -Governing Body structure Documentation -Governor Visit Logs -Governor Training Logs -Leadership Training Impact Logs -Job Descriptions -Performance Management 	<p>AB (SIO)</p> <p>AA (Chair)</p>	<p>Milestone 3:</p> <ul style="list-style-type: none"> • All leaders are confident in carrying out their roles and responsibilities as part of an effective leadership team. • Leaders are securing improvement within their areas, with at least many teachers performing to at least a good standard across the school. • Leaders are confident in running school evaluation processes and are accurate with evaluations. • Leaders are confident in school improvement planning. • Communication systems within the school are effective at all levels. • Governors continue to attend regularly, support and challenge the school to ensure continued improvements. • Governors show a greater understanding of school strengths and areas to develop within meetings and Improvement Panel meetings. • Governors are well known across the school community through their visibility. 	
Dec 24	<ul style="list-style-type: none"> -Governing Body Meeting Minutes -Governing Body structure Documentation -Governor Visit Logs -Governor Training Logs 	<p>AB (SIO)</p> <p>AA (Chair)</p>	<p>Milestone 4:</p> <ul style="list-style-type: none"> • All leaders carry out their roles and responsibilities as part of an effective leadership team at all levels. • Leaders are securing consistent improvement within their phases with most teachers performing to at least a good standard across the school. • Leaders are confident in running school evaluation processes independently, provide accurate evaluations and plan professional learning to address shortcomings. 	

	-Leadership Training Impact Logs -Job Descriptions -Performance Management		<ul style="list-style-type: none"> • Leaders are confident in school improvement planning. • Communication systems within the school are effective at all levels. • Governors continue to attend regularly, support and challenge the school to ensure continued improvements. The Governing Body functions effectively. • Governors show a greater understanding of school strengths and areas to develop within meetings and Improvement Panel meetings. Governors lead discussion and presentation in meetings, Improvement Panel and during Estyn re-visits. • Governors are well known across the school community through their visibility. 	
--	--	--	--	--

Recommendation 2:	Improve the quality of teaching and assessment to challenge all pupils consistently.
--------------------------	--

Who is leading on this project?	Staff	Mr Stephen Thomas Mrs Suzanne Williams (Deputy Head) Mrs Rachel Thomas (Assistant Head)	Governor Link:	Cllr Rhys Sinnett Mrs Sam Farmer
--	--------------	---	-----------------------	-------------------------------------

Where are we now? Based on Estyn and our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Monitoring - Key Sources of Evidence
<ul style="list-style-type: none"> -Teaching in a majority of class is unsatisfactory. -Teaching in few classes is adequate. -Teaching in few classes is good. -Practice is currently not engaging and securing good progress for learners. -Expectations across a majority of classes is low. -Staff have received limited professional development opportunities in recent years specifically linked to developing teaching practices. -Quality of marking varies significantly across the classes and is incorrect on few occasions. -Inconsistent use of success criteria/AFL across the school. -A majority of teachers over structure learning. -Pupils understanding of their strengths and areas to improve their work are limited for most. -Independent skills of learners are limited across the school. -Many teachers do not use AFL and assessment data well enough, therefore do not robustly know learners strengths and targets. 	<ul style="list-style-type: none"> -Improve quality of teaching across the school in all classes. -Ensure at least most teachers plan lessons focusing on development of skills and development of knowledge linked to topics. -Ensure at least most teachers deliver engaging, purposeful introductions to lessons. -Ensure at least most teachers differentiate effectively to ensure all groups of learners are challenged. -Ensure at least most teachers provide purposeful feedback and marking to support and challenge learners. -Ensure at least most teachers use effective AFL in lessons to move learning forward at the appropriate pace. -All teachers use the agreed success criteria format across the school used consistently and effectively to support learning. -Nearly all pupils having improved independent learning skills. -Most pupils across the school make expected progress or better. -Pupils working above their peers are making expected progress appropriate to their ability. 	<ul style="list-style-type: none"> • Work scrutiny • Lesson observations • Planning reviews • Learning walks • Discussions with learners • Outside areas • Classroom environments • Observation forms • Pupil Questionnaires • Marking and Feedback Policy / Examples • Assessments

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress
2.1 Seek good practice schools and training, discuss and agree on actions in school.	<p>a) Collaborate with a pioneer school to work with in order to improve teaching - Tavernspite and Templeton Federation and Pembroke Dock Community Primary School. As well as Parkland Primary School, Swansea.</p> <p>b) To link with an improvement journey school to support team in understanding the process around the improvement journey.</p> <p>c) ST to seek good practice in schools for developing classroom practice and agree on provisions and systems within Milford to improve practice. Schools listed in a).</p> <p>d) Year group leads to receive training and observe good practice in Literacy, Maths and topic learning (independence / areas of learning) from Headteacher.</p> <p>e) All teaching staff to view good practice in good practice schools identified (point a).</p> <p>f) Headteacher to create a good practice support guide to support teaching and learning at Milford, using the learning from visits and agreed actions.</p>	<p>a) ST</p> <p>b) ST</p> <p>c) ST</p> <p>d) ST</p> <p>e) ST</p> <p>f) ST</p>	<p>a) Jan 23 – Jul 23</p> <p>b) May 23 – Dec 23</p> <p>c) Jan 23 – Jul 23</p> <p>d) Feb 23 and Jun 23</p> <p>e) Jan 23 – Jul 23</p> <p>f) Mar 23 – Jul 23</p>	<p>a) and e) - £4000 - Release Time Budget</p>	
2.2 Undertake Nick Jones Excellent Teaching and Learning training for all staff to develop greater understanding of up to date practices.	<p>a) All teachers to attend Inset day for Nick Jones Excellent Teaching and Learning Training.</p> <p>b) Agree key actions from training, which staff believe will impact practice to implement. – Establish agreed principles from training. Factor into good practice teaching and learning guide.</p>	<p>a) ST</p> <p>b) ST</p>	<p>a) Apr 23</p> <p>b) Apr 23</p>	<p>a) £1500 – Course cost – P.L Grant</p>	
2.3 Ensure that the quality of staff planning consistently challenges and meets the needs of all learners, including more able and talented learners. Ensure that lessons are routinely delivered in line with the planning.	<p>a) Review topics as a staff and create long and medium term plans ensuring LNF and DCF are systematically and progressively mapped.</p> <p>b) Complete long and medium term planning for all AOLE's against topics and again ensure mapping is systematic and progressive.</p> <p>c) Introduce a new short term planning tool Taith360 agreeing what 'good' short term planning looks like, including planning for all groups of learners including MAT and tracking skills delivery.</p> <p>d) Plan for independent learning opportunities through 'Amser Sgiliau', where all learners are challenged appropriately.</p> <p>e) SLT and Year Leads to conduct regular planning reviews and provide feedback for staff, monitoring use of the feedback to improve planning.</p>	<p>a) ST / SLT and TLR holders</p> <p>b) ST / SLT and TLR holders</p> <p>c) ST</p> <p>d) ST</p> <p>e) SLT and Year leads</p> <p>f) ST</p> <p>g) SW</p>	<p>a) Mar 23 – Jul 23</p> <p>b) Jun 23 – Dec 23</p> <p>c) Mar 23</p> <p>d) Jan 23 – Jul 23</p> <p>e) May 23 onward</p> <p>f) Mar 23</p> <p>g) Apr 23</p>	<p>b) £1000 - Release time - Budget</p>	

	<p>f) Short term planning platform to be accessible for all so staff can share good examples of planning across year groups.</p> <p>g) Review current PPA arrangements and expectations on who plans within year groups for each class.</p>				
2.4 Review and develop AFL strategies to support independence, differentiation and challenge.	<p>a) SP and ST to deliver training to all leads on effective assessment for learning and assessment of learning with a focus on retrieval practice for pupils to revisit their skills in new contexts, focusing on feedback and marking.</p> <p>b) Once agreed on approaches, SP and ST to deliver training to all staff.</p> <p>c) Following training agree on strategies across the school in relation to marking and feedback. Review the policy and agree on agreed principles.</p> <p>d) Agree on success criteria strategies to be used across the school.</p> <p>e) Begin monitoring consistency of the feedback and marking, AFL and Success Criteria processes across the school – starting 3 weeks after implementation.</p> <p>f) Conduct collaborative work sharing specifically focusing on marking and feedback with the aim on sharing good practice in school and gaining greater consistency across the school.</p> <p>g) Introduce Mr Men within FP for pupils to begin evaluating their learning. Begin monitoring for consistency and quality 3 weeks after implementation.</p>	<p>a) ST & SP</p> <p>b) ST & SP</p> <p>c) ST</p> <p>d) ST</p> <p>e) ST & SLT</p> <p>f) ST & all teachers</p> <p>g) RT/JR</p>	<p>a) Feb 23</p> <p>b) Feb 23</p> <p>c) Mar 23</p> <p>d) Mar 23 onward</p> <p>e) Mar 23 – Jul 23</p> <p>f) May 23 – Dec 23</p> <p>g) May 23 – Dec 23</p>		
2.5 Undertake lesson observations identify strengths and shortcomings in teaching.	<p>a) Organise lesson observations to establish the strengths and areas to develop for each teacher.</p> <p>b) Use strengths and areas for development to plan out collaboration / good practice sharing and to identify specific training needs for individuals.</p> <p>c) Identify support following observations to appropriately support staff and improve the quality of teaching within classes. Utilising the good practice teaching and learning guide created.</p> <p>d) Capture good practice and include within the teaching guide to celebrate the success of staff.</p> <p>e) Provide further training and support to improve challenge, questioning and differentiation within teacher planning and within lessons.</p>	<p>a) ST & SLT</p> <p>b) ST & SLT</p> <p>c) ST & SLT</p> <p>d) ST</p> <p>e) ST & SLT</p> <p>f) ST & SLT</p> <p>g) ST & SLT</p>	<p>a) Feb 23</p> <p>b) Feb 23 onward</p> <p>c) Mar 23 – Jul 23</p> <p>d) Mar 23 onward</p> <p>e) Mar 23 – Jul 23</p>	<p>a) £2000 - Release time of leads over two years to conduct monitoring - Budget</p>	

	<p>f)Continue to evaluate impact of the training and support linked to above action and provide further support/training to gain improvement across the school in these areas.</p> <p>g)Address areas of underperformance, where support and training is continuing to not achieve the desired impact.</p>		<p>f) May 23 – Dec 23</p> <p>g) May 23 – Dec 23</p>		
2.6 Introduce Quality Assurance of assessments	<p>a)Early Years lead and SLT to quality assure Baseline and On-Entry assessments to ensure accurate picture on entering the school. Feedback provided to staff.</p> <p>b)Year leads and SLT to quality assure teacher assessments termly, through comparing work / book evidence to assessments recorded in Taith360.</p> <p>c)Progress/Quality Assurance meetings to take place between year leads, SLT and teachers on termly basis to feedback quality assurance findings.</p> <p>d)Introduce in-house assessment quality assurance to share work and agree on assessment level against LNF and DCF on termly basis.</p>	<p>a) NW, KS & SLT</p> <p>b) TLR holders and SLT</p> <p>c) SLT and TLR holders</p> <p>d) Assessment lead</p>	<p>a) Sept 23 / Jan 24 / Apr 24</p> <p>b) Sept 23 onward</p> <p>c) Sept 23 onward</p> <p>d) Sept 23 onward</p>	a)and c) £2500 - Release time - Budget	
2.7 Introduce a system for teacher short term planning and assessment against progression steps and 4 purposes.	<p>a)PP Provide training for staff on the use of Taith360 for planning and assessing.</p> <p>b)Provide update training for staff as required.</p> <p>c)Year leads and SLT to conduct half termly planning reviews and feedback sessions to raise expectation at planning stage, as well as assess the skills coverage against long and medium term planning.</p>	<p>a) PP</p> <p>b) ST</p> <p>c) SLT and TLR holders</p>	<p>a) Mar 23</p> <p>b) Sept 23</p> <p>c) May 23 onward</p>	c)2.5	
2.8 Devise an effective system for teachers to collate assessment information and utilise this as part of teaching.	<p>a)Training will be provided by Headteacher to the Assessment lead to develop strategic mindset, which distributes responsibility to teachers in leadership of assessment.</p> <p>b)The Assessment lead will devise an effective tracking system that collates information on all pupils robustly, providing summaries of performance, as well as progress made on an individual, class and whole school level.</p> <p>c)The ALNCO, Safeguarding and Attendance leads will link into this assessment system to ensure a robust once place system for information on every pupil.</p> <p>d)Assessment lead will devise a robust assessment calendar will be revised and shared with staff so assessment information can be collated.</p>	<p>a) ST</p> <p>b) SN</p> <p>c) SN</p> <p>d) SN</p> <p>e) SN</p> <p>f) SN</p> <p>g) TLR holders and Year leads</p> <p>h) SLT and TLR holders</p>	<p>a) Feb 23</p> <p>b) Feb 23 – May 23</p> <p>c) May 23 – Jul 23</p> <p>d) Apr 23</p> <p>e)Mar 23</p> <p>f)Mar 23</p> <p>g)Sept 23 onward</p> <p>h) Sept 23 onward</p>	Funding referenced in 2.6	

	<p>e)Assessment lead to provide training to be provided to staff on how to use these systems will be provided.</p> <p>f)Assessment lead to deliver training for staff to understand how to generate class, group and individual reports will be provided.</p> <p>g)Staff will be supported by year leads through designated time to analyse assessment information and consider how to use this within planning to address targets.</p> <p>h)Pupil progress meetings will be held with all teachers on a rota basis termly to review progress of learners across the academic year using the new assessment system as a basis for discussion along with pupil work.</p>				
--	---	--	--	--	--

Step 3: Reviewing Impact (Monitoring progress against milestones)				
Date	Monitoring Activity	By whom?	Tangible signs of progress against milestones / further work required <i>(not merely completion of activities or tasks)</i>	RAG Progress
Jul 23	Self-Evaluation documentation Professional Learning logs Pupil work Lesson Observations Assessment tracker	ST AB (SIO) CJC	Milestone 1: <ul style="list-style-type: none"> • A new vision, values and motto have been devised for the school, as well as vision for the curriculum involving all stakeholders of the school. This has been shared and all are clear on the direction of travel. • All teachers have been provided professional learning opportunities to view good practice in teaching and learning. • All teachers have had an input to the good practice teaching principles at Milford Haven Community Primary School (MHCPS). • All teachers have received feedback from Senior Leaders following monitoring of teaching on strengths and specific target areas to improve. • All teachers have received training on the new Maths Scheme and Inter Disciplinary Learning and are delivering this in class. • Moving Forward training has been disseminated across FP to understand the principles of FP. • AFL strategies have been agreed and are being trialled across year groups to ensure progression. • Classrooms have been redesigned in Junior site to accommodate Inter Disciplinary Learning in the afternoon. • Nick Jones Excellent Teaching and Learning training has been delivered and actions following training agreed and early signs of their implementation across a majority of classes. • The assessment system has been created and training given to teachers on their role within the assessment system. • Teachers have had an opportunity to set their first class assessments and have worked with year leads to analyse the assessment data. 	
Dec 23	Self-Evaluation documentation Professional Learning logs Pupil work Lesson Observations Assessment tracker Planning Assessment Reports	ST AB (SIO) CJC	Milestone 2: <ul style="list-style-type: none"> • Teaching in a majority of classes is good across all aspects of teaching identified within success criteria and leaders have clear plans where it is not. These plans show progress in the quality of teaching in these classes. • Teaching has improved across all classes in the areas identified within the success criteria. • A clear curriculum structure is developing and being used well by teachers when planning and assessing skills. • The online professional learning site created is evolving and used well by teachers to understand expectations in what effective teaching looks like. Professional learning and research is starting to be captured within this site. 	

			<ul style="list-style-type: none"> • Feedback and Marking, along with the use of effective AFL strategies is now having a positive impact across a majority of classes in supporting learners to improve their work, identify strengths and areas to develop and increases pupils confidence to discuss their learning. • Amser Sgiliau has improved pupil independence skills across a majority of classes to expected standard. • Pupil voice opportunities in learning are improving across all classes as part of the IDL process. • We are more consistent in the quality of independent learning opportunities we are providing pupils to develop their skills through 'Amser Sgiliau'. • Learning across the school is less 'teacher led', with good examples across a majority of classes. • There is more fluidity in practice in FP with less structure and over reliance on adults from pupils. • Assessments have been undertaken for the second time and compared against previous assessments to measure progress of learners. Areas to develop or address are identified and plans are in place and being acted upon. • All teachers understand their role within the strategic assessment system in place and carry this out with support of the assessment lead. • Teachers are analysing assessments with growing confidence and there are clear examples across a majority of classes how they use this information to inform planning. 	
Apr 24		ST AB (SIO) CJC	Milestone 3: <ul style="list-style-type: none"> • Teaching in at least many classes is good linked to the success criteria identified and leaders have clear plans where it is not. These plans show progress in the quality of teaching in these classes. • Teaching has improved across all classes in the aspects identified within the success criteria. • A clear curriculum structure is used well by all pupils when planning and assessing skills. • The online professional learning site created is used well and stores the professional learning and research undertaken by staff. • Feedback and Marking, along with the use of effective AFL strategies has a good impact across many classes in supporting learners to improve their work, identify strengths and areas to develop and increases pupils confidence to discuss their learning. • Amser Sgiliau has improved pupil independence skills across at least many classes to expected standard. • Pupil voice opportunities in learning are embedded as part of the IDL process. • Assessments have been undertaken and compared against previous assessments to measure progress of learners. Areas to develop or address are identified and plans are in place and being acted upon. • All teachers understand their role within the strategic assessment system in place and carry this out with support of the assessment lead. • Most teachers are analysing assessments with growing confidence and there are clear examples across a majority of classes how they use this information to inform planning and impact standards. 	
Dec 24	Self-Evaluation documentation	ST	Milestone 4:	

	<p>Lesson Observations Work Scrutiny Discussions with learners Assessment tracker Discussion with staff Assessment data Progress reports</p>	<p>AB (SIO) CJC</p>	<ul style="list-style-type: none"> • Teaching is at least good in most classes across all aspects identified within the success criteria. Where it has not, leaders have clear plans in place to support and these are having a positive impact. • Teaching has improved across all classes against the success criteria identified. • A least most pupils make expected progress in their Literacy, Numeracy and Digital skills and make good progress in wider curriculum areas. • We have accurate assessments of pupil's skills/abilities to take into the next academic year. • The new school tracker is up to date and including all relevant information required for teachers to know their classes/individual pupils well. This is now embedded practice being updated by teachers on a half termly basis. • We have reassessed pupils using the GL Assessment platform. We have compared against teacher assessments to ensure accuracy and consistency of teacher assessment. • We are tracking the progress of FSM, EAL and other groups of learners effectively. • Standardisation practices are embedded as part of school evaluation cycle and are effective in ensuring accurate levelling. • Teacher assessment across the school is accurate. 	
--	--	--	---	--

Recommendation 3:	Improve pupils reading and writing.			
Who is leading on this project?	Staff name:	Mrs C Goronwy New TLR holder – Sept 2023 being appointed	Governor Link:	Cllr Terry Davies Rev Hannah Karparty Canon John Cecil

Where are we now? Based on Estyn and our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Monitoring - Key Sources of Evidence
<p>Reading: Throughout the school, a majority of pupils do not develop their reading skills well enough. In nursery and reception, pupils enjoy listening to stories and a majority begin to develop an early understanding of letters and their matching sounds. However, by Year 2 around half still have difficulty trying to sound out quite simple unknown words and struggle to read short texts appropriately. By Year 6, a majority of pupils read aloud age-appropriate texts. However, they struggle to understand fully, or take away information from, the texts they have read. A very few have useful higher order reading skills, for instance the ability to skim or scan texts to find particular information. A minority of pupils do not notice when they make errors when reading, even when this means the sentence does not make sense. Limited progress made in phonics due to an inconsistent approach in all classes.</p> <p>Writing: In nursery and reception, most pupils begin to make marks in their play to represent writing. A minority write a few letters and short words clearly, such as writing their name. By Year 2, a majority of pupils are beginning to communicate purposefully in writing, for example writing a few simple sentences about what they like to do. They generally write words in a logical sequence, following a given model. However, a majority still need significant adult help to enable them to write complete sentences. They do not spell basic words accurately or use capital letters and full stops consistently. By Year 6, many pupils understand how to structure different genres of writing, such as persuasive texts and stories. A majority understand how to use descriptive and emotive language appropriately, such as when using a rhetorical question to be persuasive. However, around half still do not write at length well enough. They change tenses in paragraphs, do not use more complex sentence structures or use basic punctuation accurately. A minority of pupils' spelling skills remain poor. These weaknesses have a negative effect on their work in other areas across the curriculum, such as when attempting to record findings in a science investigation.</p>	<p>Provision:</p> <ul style="list-style-type: none"> - A structured phonics scheme is in place with all staff delivering this consistently across their year group. - Guided reading sessions are well organised, differentiated and teach all reading skills. - We are well resourced and all pupils take reading books home on a weekly basis to carry out home reading. - All pupils are listened to reading each week across all classes. - All teachers have a clear understanding of the Phonics and T4W process and follow the agreed content for fiction and non-fiction units. - There is a good variety of opportunities for pupils to apply reading and writing skills across the curriculum. - Spelling, punctuation and grammar are taught systematically and evident in children's writing. <p>Pupil Skills:</p> <ul style="list-style-type: none"> - At least many learners are able to read to age expected standard and all learners make progress each year in their reading. - Most pupils progress through phonics at the appropriate stages and progress to independent readers by Year 2 - At least many pupils can use higher order reading skills effectively across each year group to make meaning and discuss texts, as well as access wider curriculum. - At least many learners write effectively using basic skills accurately and can write at length across all nonfiction and fiction genres. - At least many learners can apply writing skills across the curriculum to age appropriate level in line with Literacy Framework. 	<ul style="list-style-type: none"> • Work Scrutiny • Lesson Observations • Learning walks • Discussions with learners • Reading assessment data • Cold to Hot task progress • Reading records • Performance Management • Professional Learning records

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress
3.1 To develop the effective teaching of phonics and spelling throughout the school	<p>a) Jayne Etherington to provide training for staff on how to teach phonics and further spelling strategies from Early Years to Year 6, as well as follow up monitoring, coaching and support sessions to improve practice.</p> <p>b) Head and SLT to research different phonics schemes and decide on one that best suits the needs of the school.</p> <p>c) Literacy Lead to research effective methods/schemes for teaching further spelling (after phonics).</p> <p>d) Purchase Phonically decodable books to support teaching and for home reading for pupils in Rec – Y2.</p> <p>e) Head and Literacy Lead to create a robust mapping that is progressive and systematic for the teaching of phonics within the school.</p>	<p>a) JE</p> <p>b) ST & SLT</p> <p>c) JS</p> <p>d) ST & SLT</p> <p>e) ST & JS</p>	<p>a) Apr 23 – Dec 23</p> <p>b) Feb 23 / Mar 23</p> <p>c) Jun 23</p> <p>d) Mar 23</p> <p>e) Mar 23</p>	<p>a) £5000 – P.L Grant</p> <p>d) £15,000 - Budget</p> <p>(Spent March 23 on reading books across both sites)</p>	
3.2 To develop the effective teaching of reading throughout the school	<p>a) Head to seek training for staff on how to teach reading from Early Years to Year 6.</p> <p>b) All teachers to view good practice listed in 2.1 in the teaching of reading in good practice schools.</p> <p>c) Use training and good practice visit to agree on agreed approach to the teaching of reading and guided reading at the school.</p> <p>d) SLT and Literacy Lead to conduct regular monitoring and feedback of reading and provide support based on findings.</p> <p>e) Revisit reading spine texts mapped out and agree on how these can be utilised within T4W units to make the use of texts purposeful and impactful on the children's learning.</p> <p>f) Purchase levelled reading books for reading in class and to take home to begin raising the profile of reading in KS2.</p>	<p>a) ST</p> <p>b) ST</p> <p>c) ST & SLT</p> <p>d) ST, SLT and Literacy lead</p> <p>e) SLT and Literacy lead</p> <p>f) ST & SLT</p>	<p>a) Feb 23</p> <p>b) Feb – Jul 23</p> <p>c) Jun 23</p> <p>d) Mar 23 onward</p> <p>e) Jun/Jul 23</p> <p>f) Mar 23</p>	<p>a) Listed in 3.1 a)</p> <p>b) Listed in 2.1 e)</p> <p>£600 – release time - Budget</p>	
3.3 To create a reading rich ethos and environment throughout the school	<p>a) Literacy lead to set up system to continue with real readers but as an additional lending library system.</p> <p>b) Deputy Headteacher and Literacy lead to develop the school library on Prioryville site: apply for funding, structure and organise the space.</p> <p>c) Create a school reading/story telling area on the Meads site.</p> <p>d) Provide visits and visitors – library, story-tellers, authors (online or face-to-face).</p>	<p>a) JS</p> <p>b) SW and JS</p> <p>c) RT and JS</p> <p>d) Teachers</p>	<p>a) Sept 23</p> <p>b) Apr – Jul 23</p> <p>c) Jul 23</p> <p>d) Sept 23 onward</p>	<p>b) £10,000 - Foyle foundation grant application</p> <p>Contingency: Private fund and budget</p>	

3.4 To upskill all teaching staff in the T4W process	a)Literacy lead to complete audit of staff training needs linked to T4W. b)Carol Satherwaite to provide training for existing and new staff on the T4W process. c)Headteacher and Literacy lead to provide modelling and example lessons and share good practice within school. d) TLR holders to view good practice in teaching T4W in other schools.	a) JS b) CS c) ST and JS d) JR, MC, JS	a) Jun 23 b) Oct 23 c) Mar 23 / Jun 23 / Feb 24 d) Sept 23 - Dec 23	b) £1300 Training costs – P.L Grant d) 2.1	
3.5 To ensure all staff have support to deliver T4W effectively	a)Literacy lead to complete skills mapping of progression steps aligned with Literacy Framework for units. b)Literacy Lead to create a good practice guide for a fiction and non-fiction units of work to support staff. c)Create opportunities for sharing and collaborating in-house for teachers to share ideas and facilitate improvement.	a) JS b) JS c) ST and JS	a) Jun 23 b) Sept 23 – Dec 23 c) Sept 23 onward	a)£1000 – release time - Budget	
3.6 To provide an inclusive Literacy curriculum that will enable all learners to achieve	a) Head, SLT and Literacy lead to review planning and observe lessons and books, to monitor the level of differentiation provided. b)Monitor progress and identify learners who are under achieving and provide additional learning provision as necessary. c)Develop strategies with ALNCO to support learners with an alternative Literacy curriculum where needed.	a) ST, SLT and JS b) ST, SLT and JS c) JS & RT	a) Sept 23 onward b) Sept 23 onward c) Sept 23 onward		

Step 3: Reviewing Impact (Monitoring progress against milestones)				
Date	Monitoring Activity	By whom?	Tangible signs of progress against milestones / further work required <i>(not merely completion of activities or tasks)</i>	RAG Progress
Jul 23	-SIP Completion -Work Scrutiny evaluations -Learning Walks -Collaborative Book sharing -Discussions with learners -Lesson Observations	ST AB (SIO)	Milestone 1: <ul style="list-style-type: none"> All teaching staff have received training and have a comprehensive understanding of T4W and there is improved consistency in the approach across a majority of classes. Skills have been mapped against the genres and text types and are used for planning in the long and medium term for T4W and topic well by at least many teachers. All teachers have received training in reading and phonics. An agreed approach to the teaching of phonics has been established, mapped out and is being followed by all teachers. Good practice guides for fiction and non-fiction in T4W have been created and are being utilised by all teaching staff. 	

			<ul style="list-style-type: none"> • Staff have received purposeful feedback and there is early evidence that feedback and professional learning has had an impact of teaching and learning. • Monitoring identifies improved progress for learners in the T4W approach and their progress in phonics. • The purchase of new reading books has taken place and these have been rolled out to pupils. • The library on Prioryville has been created and a system is in place for timetabling use for each class. 	
Dec 23	<ul style="list-style-type: none"> -SIP Completion -Work Scrutiny evaluations -Learning Walks -Collaborative Book sharing -Discussions with learners -Lesson Observations 	<p>ST</p> <p>AB (SIO)</p>	<p>Milestone 2:</p> <ul style="list-style-type: none"> • Monitoring highlights that staff are following the good practice guides and greater consistency in the approach is evident across many classes. • Monitoring highlights good phonics teaching across at least a majority of classes. • Monitoring highlights good teaching of reading across KS2 in at least a majority of classes. • Good progress is evident for at least a majority of learners in the T4W process, when comparing cold and hot tasks. • A consistent approach to reading and writing is evident across year groups and consistent and progressive throughout the school. • Reading assessment data highlights that at least many pupils are making progress in their reading this term using the new reading resources. • At least many pupils are engaged and enthusiastic about their Literacy experiences. • At least a majority of learners are achieving age related expected progress in phonics. • Staff continue to receive professional learning in T4W and reading through coaching, mentoring, training events and 1-1 planning support. There is evidence those receiving this support and making progress in their teaching. • The library is used regularly by classes on their timetable and reading books continue to go home on a weekly basis, as well as in class reading. 	
Apr 24	<ul style="list-style-type: none"> -SIP Completion -Work Scrutiny evaluations -Learning Walks -Collaborative Book sharing -Discussions with learners -Lesson Observations 	<p>ST</p> <p>AB (SIO)</p>	<p>Milestone 3:</p> <ul style="list-style-type: none"> • All teachers continue to follow the agreed process for reading and writing and this is consistent and progressive across most classes. • At least many pupils read and write to age expected standard. • At least many learners are achieving age related expected progress in phonics. With Nearly all making progress. • Most learners make progress in their reading and writing across the school. • Teaching in phonics, T4W and reading is at least good in many classes. • Most teachers have high expectations of all learners at all levels. • Most pupils are engaged and enthusiastic about their Literacy experiences. 	

			<ul style="list-style-type: none"> • Staff continue to receive professional learning in T4W and reading through coaching, mentoring, training events and 1-1 planning support. There is evidence those receiving this support and making progress in their teaching. • The library is used regularly by classes on their timetable and reading books continue to go home on a weekly basis, as well as in class reading. 	
Dec 24	<ul style="list-style-type: none"> -SIP Completion -Work Scrutiny evaluations -Learning Walks -Collaborative Book sharing -Discussions with learners -Lesson Observations 	<p>ST</p> <p>AB (SIO)</p>	<ul style="list-style-type: none"> • All teachers continue to follow the agreed process for reading and writing and this is consistent and progressive across nearly all classes. • Most learners are achieving age related expected progress in phonics. With Nearly all making progress. • Many/most pupils read and write to age expected standard across the school. • Nearly all learners make progress in their reading and writing across the school. • Teaching in phonics, T4W and reading is at least good in most classes. • All teachers have high expectations of all learners at all levels. • Most pupils are engaged and enthusiastic about their Literacy experiences. • Staff continue to receive professional learning in T4W and reading through coaching, mentoring, training events and 1-1 planning support. There is evidence those receiving this support and making progress in their teaching. • The library is used regularly by classes on their timetable and reading books continue to go home on a weekly basis, as well as in class reading. 	

Recommendation 4:	Improve pupils Numeracy and ICT skills.			
Who is leading on this project?	Staff	Miss Lucy Neale (ICT) Mr Matthew Cheung (Maths and Numeracy)	Governor Link:	Rev Hannah Karpaty Rev John Cecil Cllr Terry Davies

Where are we now? Based on Estyn and our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Monitoring - Key Sources of Evidence
<p>Maths and Numeracy A majority of pupils make an appropriately positive start to developing their early number skills. However, their skills develop slowly as they move through the rest of the school. By Year 3, a majority of pupils are confident when adding and subtracting numbers to 20 and in using their 2 and 10-times tables. However, a minority of pupils still work mostly with numbers below 10 and a few still do not form numbers correctly. In Year 6, a majority of pupils have adequate mathematical skills. They have a sound understanding of basic fractions and can simplify more complex fractions well. However, a minority struggle to understand basic mathematical terms, such as multiple and difference. They have difficulty in using their mathematical understanding to solve problems, such as when using their understanding of decimals to calculate amounts of money.</p> <p>ICT Many younger pupils develop their digital skills suitably to help support their learning in other curriculum areas. However, few pupils develop their skills well enough to, for example, combine text and images or use simple charts to record information. By Year 6, many pupils understand well how to use the internet to search for information, and how to access basic apps to create presentations and documents. Many know how to send a basic email and record simple, short films. A very few pupils have a limited understanding of spreadsheets. Overall, pupils' understanding of important areas of ICT, such as spreadsheets and databases, is weak.</p>	<ul style="list-style-type: none"> -A clear and progressive scheme/structure is in place for Maths teaching in the morning where skills and strategies are progressively taught year on year. -Mapping of Numeracy skills is robust against Big Questions to ensure quality opportunities for application of Numeracy skills across the curriculum. -Clear teaching toolkits have been agreed and are used consistently to ensure appropriate level of challenge across all groups of learners. -At least most pupils develop age appropriate skills in Number, Algebra, Statistics and Geometry in line with Numeracy Framework. -At least most pupils can apply their strategies and skills across the curriculum in real life contexts, as well as in problem solving and reasoning activities. -A clear programme is in place for the teaching of ICT skills progressively at each year group. -DCF skills are mapped carefully against the Big Questions to ensure appropriate opportunities to apply ICT skills across the curriculum. -Resources are available and used to develop wider areas of the ICT programme e.g. coding, 3D printing, stop/start animation. -At least most pupils develop age appropriate skills across the DCF within producing, interacting and collaborating, data and computational thinking, as well as online safety in line with Digital Competence Framework. -At least most pupils can apply their skills across the curriculum in a variety of contexts. -At least many pupils show a strong understanding of varying programmes and can discuss with confidence programmes used with pros and cons. 	<ul style="list-style-type: none"> -Lesson Observations -Work Scrutiny -Discussions with learners -Learning Walks -Online learning platforms -Staff Meeting minutes -Professional Learning logs -Displays

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress
4.1 Implement a clear and progressive structure for the development of Maths and Numeracy skills.	<p>a)Headteacher to introduce a new Maths scheme, which provides a clear structure and skills progression year on year.</p> <p>b)Agree on best example teaching toolkits to use to ensure appropriate challenge for all groups of learners.</p> <p>c)Maths lead and Year leads to complete robust mapping of skills against Big Questions to ensure progression in delivery of Numeracy across curriculum skills.</p> <p>d)Ensure a clear short term planning system in place which focuses on introduction variation, differentiation, use of AFL/Success criteria and activities which link to the skills in medium term planning.</p> <p>e)Maths lead to introduce Let's Think and CAME programme for the development of Problem Solving and Reasoning.</p>	<p>a) ST</p> <p>b) ST</p> <p>c) MC and Year leads</p> <p>d) ST</p> <p>e) MC</p>	<p>a) Jan 23</p> <p>b) Mar 23</p> <p>c) Jun – Oct 23</p> <p>d) Mar 23</p> <p>e) Sept 23</p>	c) £1200 - Release time for mapping - Budget	
4.2 Improve quality of teaching of Maths and Numeracy	<p>a)Headteacher to provide training to all teachers on the new programme for teaching Maths.</p> <p>b)Maths Lead to provide training to all teachers on effective problem solving and reasoning through the Let's Think and CAME programme.</p> <p>c)Using the good practice visits training linked to excellent teaching and learning, link this training to effective teaching in Maths (Rec 2).</p> <p>d)Headteacher to provide collaborative sharing opportunities for teachers to share practice in house and learn from one another, as well as conducting professional dialogue.</p> <p>e)Kate Andrews to provide training opportunities through Partneriaeth and good practice visits specifically linked to Maths for those in greatest need.</p>	<p>a) ST</p> <p>b) MC</p> <p>c) ST</p> <p>d) ST</p> <p>e) KA</p>	<p>a) Jan 23</p> <p>b) Sept 23</p> <p>c) Apr – Jun 23</p> <p>d) Jun – Dec 23</p> <p>e) May 23 – Dec 23</p>		
4.3 Implement a clear and progressive structure for the development of the DCF	<p>a)ICT lead to introduce a new ICT programme, which provides a comprehensive structure for the teaching of ICT skills progressively year on year.</p> <p>b)ICT lead and Year leads to ensure robust mapping of DCF skills against the Big Question topics ensuring appropriate opportunities to apply ICT skills across the curriculum.</p> <p>c)ICT lead to review current timetable for teaching and learning ensuring opportunities are factored in for discreet ICT skills teaching in the early stages of this plan to improve pupils skills at a quicker rate.</p>	<p>a) JR</p> <p>b) JR and Year leads</p> <p>c) JR</p> <p>d) JR</p>	<p>a) Sept 23 – Dec 23</p> <p>b) Jun 23 – Dec 23</p> <p>c) Jun 23</p> <p>d)Sept 23</p>	b)4.1	

	d)Introduce Digital Wizards within the class to provide opportunities for the more able learners to share skills and support teachers in upskilling and supporting learners in the class.				
4.4 Improve staff skills and quality of teaching of IT	<p>a)JR to complete an audit of skills for all staff linked to ICT skills and plan a programme of training and support to address high priority areas.</p> <p>b)JR and HB (Partneriateth) to provide ongoing training and support for identified areas through audit of skills to improve staff skills.</p> <p>c)ICT lead to provide 2 weekly in house training sessions on various software and devices to be used in teaching and learning.</p> <p>d)Headteacher to link the excellent teaching and learning training to ICT when conducted as part of Rec 2.</p> <p>e)Headteacher and JR to create collaborative sharing sessions on a half termly basis for staff to share examples of ICT work undertaken by pupils. Use these for learning, as well as opportunities for professional discussions.</p> <p>f)Headteacher to provide good practice visits linked to ICT to other settings for individuals and groups of staff.</p>	<p>a) JR</p> <p>b) JR and HB</p> <p>c) JR</p> <p>d) ST</p> <p>e) ST and JR</p> <p>f) ST</p>	<p>a) Sept 23</p> <p>b) Oct 23 – Jul 24</p> <p>c) Nov 23 – Jul 24</p> <p>d)Nov 23</p> <p>e) Dec 23 onward</p> <p>f) Oct 23 – Jul 24</p>	f) £1400 - Release time - Budget	

Step 3: Reviewing Impact (Monitoring progress against milestones)				
Date	Monitoring Activity	By whom?	Tangible signs of progress against milestones / further work required <i>(not merely completion of activities or tasks)</i>	RAG Progress
Jul 23	<ul style="list-style-type: none"> -Lesson observations -Work Scrutiny -Discussions with learners -Professional Learning Logs -Planning reviews -Pupil Online Accounts 	<p>ST</p> <p>SW</p> <p>RT</p> <p>AB (SIO)</p>	<p>Milestone 1:</p> <ul style="list-style-type: none"> • A new Maths and ICT scheme has been introduced and training provided to all staff on the programme. • The teaching and learning timetable has been reviewed to ensure time for discreet teaching of ICT skills. • Agreement on teaching toolkits to use alongside the Maths programme has been reached and is in place. • First draft of Numeracy and ICT mapping against Big Questions for 2023-24 is in place to provide long term structure. • Short term planning format is in place and agreement on the requirements of this planning is in place. • A training programme in ICT for staff has started and there is evidence of a positive impact on the skills of staff, as well as the experiences in classes. • An audit of ICT devices has been complied and devices distributed appropriate to needs at different age groups. • Teaching of Maths is at least good in a majority of classes. • There is early evidence to show where teaching is good, pupils are making improved progress in the Maths skills and their application across the curriculum. 	

			<ul style="list-style-type: none"> • Teaching of ICT is at least good in half of classes. • There is early evidence to show where teaching is good, pupils are making improved progress in the ICT skills and their application across the curriculum. 	
Dec 23	<ul style="list-style-type: none"> -Lesson observations -Work Scrutiny -Discussions with learners -Professional Learning Logs -Planning reviews -Pupil Online Accounts 	ST SW RT AB (SIO)	Milestone 2: <ul style="list-style-type: none"> • Training has been provided as part of the roll out of Let's Think and CAME problem solving and reasoning Maths. • Planning reviews show that at least many teachers are covering all skills within the Maths and ICT schemes. • Short term planning reviews are taking place by AOLE leads and feedback/1-1 support is being provided to teachers in need. There is evidence showing an improvement in planning for skills from this support. • The agreed teaching toolkits to use alongside the Maths programme are being used consistently and having a positive impact on raising expectations across at least many classes. • Numeracy and ICT mapping has been reviewed following its use against Big Questions for 2023-24 is in place, is progressive and evidence in pupils work shows this. • The training programme in ICT for staff continues and there is evidence of a positive impact on the skills of staff, as well as the experiences in classes. • Teaching of Maths is at least good in a majority of classes. Teaching of problem solving and reasoning is good across a majority of classes. • Where teaching is good, most pupils are making good progress in the Maths skills and their application across the curriculum. At least a majority of pupils are working to expected standard in Maths lessons. Around half of pupils can apply their Maths skills to complete problem solving and reasoning activities confidently. • Teaching of ICT is at least good in a majority of classes. • Where teaching is good, most pupils are making improved progress in the ICT skills and their application across the curriculum. At least a majority of pupils are working to expected standard in ICT lessons. • At least a majority of pupils can apply ICT and Numeracy skills to expected standard across the curriculum. 	
Apr 24	<ul style="list-style-type: none"> -Lesson observations -Work Scrutiny -Discussions with learners -Professional Learning Logs -Planning reviews -Pupil Online Accounts 	ST SW RT AB (SIO)	Milestone 3: <ul style="list-style-type: none"> • Planning reviews show that most teachers are covering all skills within the Maths and ICT schemes. • Short term planning reviews are taking place by AOLE leads and feedback/1-1 support is being provided to teachers in need. Planning is at least good across most classes. There is evidence showing an improvement in planning for skills from this support. • The agreed teaching toolkits to use alongside the Maths programme are being used consistently and having a positive impact on raising expectations across most classes. 	

			<ul style="list-style-type: none"> • Numeracy and ICT mapping across curriculum is used well by most teachers and as a result there are good opportunities for the development of these skills across the curriculum. • The training programme in ICT for staff continues and there is evidence of a positive impact on the skills of staff, as well as the experiences in classes. • Teaching of Maths is at least good in many classes. Teaching of problem solving and reasoning is good across a majority of classes. • Where teaching is good, most pupils are making good progress in their Maths skills and their application across the curriculum. At least Many pupils are working to expected standard in Maths lessons. Around a majority of pupils can apply their Maths skills to complete problem solving and reasoning activities confidently. • Teaching of ICT is at least good in many classes. • Where teaching is good, most pupils are making improved progress in the ICT skills and their application across the curriculum. At least Many pupils are working to expected standard in ICT lessons. • At least Many pupils can apply ICT and Numeracy skills to expected standard across the curriculum. 	
Dec 24	<ul style="list-style-type: none"> -Lesson observations -Work Scrutiny -Discussions with learners -Professional Learning Logs -Planning reviews -Pupil Online Accounts 	ST SW RT AB (SIO)	Milestone 4: <ul style="list-style-type: none"> • Planning reviews show that most teachers are covering all skills within the Maths and ICT schemes and planning is effective in most classes. • Expectations are appropriate across at least most classes. • There are rich opportunities for the application of Numeracy and ICT skills across most classes. • The training programme in ICT for staff continues and there is evidence of a positive impact on the skills of staff, as well as the experiences in classes. • Teaching of Maths is at least good in most classes. Teaching of problem solving and reasoning is good across at least many classes. • At least many pupils are working to expected standard in Maths and can apply their skills through problem solving, reasoning and across the curriculum. • Nearly all pupils make progress in the Maths and Numeracy skills development. • Teaching of ICT is at least good in most classes. • At least many pupils are working to expected standard in ICT and can apply their skills across the curriculum. 	

Recommendation 5:	Establish effective self-evaluation, school improvement and professional learning processes.
--------------------------	--

Who is leading on this project?	Staff name:	Mr S Thomas	Governor Link:	Mr Adrian Armstrong Mr Steve Stretch
--	--------------------	-------------	-----------------------	---

Where are we now?	Targets & Success Criteria	Monitoring - Key Sources of Evidence
Based on Estyn and our self-evaluation	We will know we have succeeded when:	
<ul style="list-style-type: none"> -The school's processes for evaluating and improving its own work are underdeveloped. -The range of activities leaders use for gathering information are limited, not robust enough, and do not focus well enough on the standards achieved by pupils. -The results of monitoring activities do not feed into the improvement planning process effectively. -This results in whole school priorities being devised without input from, or the knowledge of, all staff. Consequently, not all staff members are aware of the true picture of the school's strengths and its priorities for improvement. -There are examples of professional learning undertaken for staff, however, these don't always link specifically to priorities. -The impact of professional learning is not monitored effectively, particularly its impact on classroom practice or pupils' learning. -Performance Management has not been robust enough in tackling under performance and identifying training needs of individuals. -A significant amount of professional learning is required to improve the quality of teaching. -A significant amount of professional learning is required around understanding of the Curriculum for Wales, its principles and the 12 pedagogical principles. 	<ul style="list-style-type: none"> -Accurate self-evaluation findings feed the organisation of professional learning and school improvement planning. -A clear system in place with templates, which focus on the evaluation of pupils skills across all AOLE's and the Cross Curricular frameworks. -Leaders use accurate and honest evaluations, which focus on pupil skills to write effective school improvement plans, which direct training and support linked to priorities identified. -Professional learning opportunities are shared among staff and discussions around which aspects will be adopted in school practice. -Professional learning is revisited to monitor its impact on teaching and the skills development of pupils across all areas of the curriculum. -Performance Management targets are devised from accurate self-evaluation and clear professional learning is planned to support staff in achieving their targets. -Professional learning is having a positive impact on improving the quality of teaching and learning across all classes. -All leaders are confident in the school process for evaluating, planning and providing professional learning. -All leaders evaluate accurately and honestly, focusing on pupil's skill and experiences. -Leaders are effective at securing improvement. 	<ul style="list-style-type: none"> -Performance Management -Professional learning overview -Professional Learning evaluations -Self Evaluation monitoring highlighting impact of professional learning. -Lesson Observations -Discussions with learners -Learning walks -Staff and pupil questionnaires -Work Scrutiny

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress
5.1 Create a robust self-evaluation calendar and templates to support a range of self-evaluation activities.	<p>a)Headteacher to create an annual calendar for self-evaluation activities ensuring all recommendations are monitored robustly and regularly to evaluate effectiveness and progress.</p> <p>b)Headteacher to create a more detailed term by term calendar that is clear for all staff as to the monitoring activities taking place each term.</p> <p>c)Headteacher to create templates to support evaluations of pupils skills, teaching and provision in Literacy, Numeracy, ICT, Cross Curricular Learning and Teaching. This will include:</p> <ol style="list-style-type: none"> 1. Work scrutiny 2. Lesson observations 3. Learning walks 4. Discussions with learners 5. An overview to organise and capture the information collated. <p>d)Ensure templates created focus on the aspects that make good teaching so evaluations are focused on what teachers do well and need to improve.</p> <p>e)Ensure templates created focus on skills of learners so evaluations focus on progress and standards of learning in the all areas evaluated.</p>	<p>a) ST</p> <p>b) ST</p> <p>c) ST</p> <p>d) ST</p> <p>e) ST</p>	<p>a) Jan 23</p> <p>b) Feb 23</p> <p>c) Feb 23</p> <p>d) Feb 23</p> <p>e) Feb 23</p>	£0	
5.2 Create a self-evaluation system, which factors in Professional Learning to monitor links to targets and impact of professional learning.	<p>a)Headteacher to create an overview template, which collates all findings from Self-Evaluation activities into an organised and clear document.</p> <p>b)Within this document, create an area to summarize findings for year groups, Progression steps and individuals.</p> <p>c)Also within this document, create a log of professional learning, which can be matched to individual teachers targets and monitored once impacted positively on teaching and/or learning.</p>	<p>a) ST</p> <p>b) ST</p> <p>c) ST</p>	<p>a) Feb 23</p> <p>b) Feb 23</p> <p>c) Feb 23</p>	£0	
5.3 Provide training for leaders at all levels to understand how to carry out evaluation using the templates created.	<p>a)Headteacher to provide training to SLT and Middle Leaders on the new system and how to effective use this within practice.</p> <p>b)Headteacher to model and coach the use of Self-evaluation system with leaders on a 1-1 or small group basis.</p> <p>c)Headteacher and SIO to undertake monitoring alongside leaders to upskills and support.</p>	<p>a) ST</p> <p>b) ST & AB</p> <p>c) ST & AB</p> <p>d) SLT</p> <p>e) ST & AB</p>	<p>a) Mar 23</p> <p>b) Feb 23 - Jul 24</p> <p>c) Feb 23 – Jul 24</p> <p>d) Apr 23</p>	d) £750 – P.L Grant	

	<p>d)Senior Leaders to undertake effective Self-Evaluation training with Nick Jones.</p> <p>e)Continued modelling and coaching via Headteacher and Improvement Officer for all leaders. SLT to coach and mentor once confident to do so.</p>		e) Feb 23 – Jul 24		
5.4 Raise expectations of leaders through training and good practice visits to see good standards of teaching and learning.	<p>a)Headteacher to provide opportunities for leaders to visit good practice school to view high quality teaching and learning (Pembroke Dock, Templeton/Tavernspite and Parkland).</p> <p>b)Leaders to utilise good practice visits and mentoring listed in 5.3 as part of the coaching and mentoring when carrying out self-evaluation activities and raising expectations of leaders.</p> <p>c)Provide collaborative sharing on a half termly basis linked to priorities at the time among leaders and staff to highlight effective teaching and learning and use this to support and train underperforming staff to see what good looks like.</p> <p>d)Headteacher and SLT to provide professional learning opportunities linked to good teaching e.g. Excellent Teaching and Learning by Nick Jones to support understanding of what effective teaching looks like.</p> <p>e)Headteacher and SLT to provide professional learning opportunities linked to recommendations through inhouse and external training providers, good practice visits to schools listed previously, training provided by the cluster of schools and Partneriaeth training linked to good teaching and Curriculum for Wales Workshops to raise understanding around what constitutes as effective teaching and learning. Training will link to priorities as whole school and for individuals based on quality self evaluation.</p> <p>f)Headteacher and SLT to track and monitor all professional learning within the self-evaluation overview document to measures its impact on raising expectations for leaders at all levels.</p>	<p>a) ST</p> <p>b) SLT, TLR holders and Year Leads</p> <p>c) ST & SLT</p> <p>d) ST and SLT</p> <p>e) ST & SLT</p> <p>f) ST & SLT</p>	<p>a) Feb 23 / Mar 23/ May 23</p> <p>b) Feb 23 - Jul 23</p> <p>c) May 23 – Jul 24</p> <p>d) Apr 23</p> <p>e) Feb 23 – Jul 23</p> <p>f) May 23 – Jul 24</p>	<p>a)costs in 1.1</p> <p>d) costs in 2.1</p> <p>e)costs in Rec 1 and 2</p>	
5.5 Provide training and support for leaders at all levels in using evaluation information to write effective school improvement plans.	<p>a)Provide Effective Self-Evaluation Training for leaders via Nick Jones Training</p> <p>b)Headteacher and School Improvement Officer to coach and mentor improvement plan writing through providing WAGOLL's, 1-1 sessions and feedback.</p> <p>c)Leaders at all levels to attend leadership training with Geoff Creswell linked to leading people, managing conversations and planning for improvement.</p>	<p>a) ST</p> <p>b) ST & AB</p> <p>c) ST</p> <p>d) ST & SLT</p> <p>e) ST & SLT</p> <p>f) ST, SLT and TLR holders</p>	<p>a) Apr 23</p> <p>b) Feb 23 - Dec 23</p> <p>c) Feb 23 – May 23</p> <p>d) Jun 23 onward</p>	<p>a)5.3</p> <p>c)costs in 1.2</p>	

<p>5.5 ii) Provide training and support for Governors in understanding self evaluation and improvement planning processes within school to develop a sound understanding of school's performance.</p>	<p>d)Headteacher and SLT will support Governors during visits to observe self-evaluation through use of the templates (5.1) to develop an understanding as to the process and what we look for. These visits will be on a termly basis for different Governors based on their area of responsibility. e)Governors will work with leaders on a termly basis during self-evaluation to observe processes being undertaken in order to support them to develop a clearer understanding as to the school's performance. f)Leaders will write evaluations, identify priorities and planning professional learning during termly visits, with Governors observing to strengthen their understanding around areas of strength, as well as areas to develop and how these are being addressed.</p>		<p>e) Jun 23 onward f) Jun 23 onward</p>		
---	--	--	---	--	--

Step 3: Reviewing Impact (Monitoring progress against milestones)				
Date	Monitoring Activity	By whom?	Tangible signs of progress against milestones / further work required <i>(not merely completion of activities or tasks)</i>	RAG Progress
Jul 23	Self-Evaluation Documentation Professional Learning Impact Logs PIAP Additional Improvement Plans Professional Learning Tracking Document	AB (SIO) Can JC	Milestone 1: <ul style="list-style-type: none"> • A self-evaluation calendar annually and term by term has been set up. • Self-Evaluation Templates have been created to support monitoring using a range of approaches. • Senior and Middle Leadership have received training in the new system. • Senior and Middle Leaders have attend Nick Jones – Effective Self-Evaluation Training. • Senior and Middle Leadership have started using the monitoring templates and are receiving coaching and mentoring via the Headteacher and School Improvement Officer. • Leaders across the school have undertaken monitoring across all subject areas to acquire a clear baseline of strengths and identified targets. • Professional Learning opportunities linked to teaching and learning has been provided to most. 	
Dec 23	Self-Evaluation Documentation Professional Learning Impact Logs PIAP Additional Improvement Plans	AB (SIO) Can JC	Milestone 2: <ul style="list-style-type: none"> • Senior Leaders have grown in confidence using the self-evaluation system and are now mentoring middle leadership during this process. • Senior Leaders expectations and accuracy within the evaluations is clear and as a result they are identifying appropriate professional learning opportunities for staff. • As a result of increased monitoring, feedback, professional learning and improvement planning, we are beginning to see an improvement in the standards of teaching in a majority of classes. 	

	Professional Learning Tracking Document		<ul style="list-style-type: none"> • Where we see improved teaching, we are seeing an improvement in the progress and standards achieved by pupils. • There are clear examples of how professional learning has impacted positively teaching and learning. • Governing Body members are apart of this process consistently and feedback into full Governor meetings and Improvement Panel meetings alongside leads. 	
Apr 24	Self-Evaluation Documentation Professional Learning Impact Logs PIAP Additional Improvement Plans Professional Learning Tracking Document	AB (SIO) Can JC	Milestone 3: <ul style="list-style-type: none"> • Senior and Middle Leaders are now confident in the Self-Evaluation system and complete this regularly and with increasing accuracy. • Senior and Middle Leaders are confident in identifying appropriate professional learning opportunities for staff following monitoring. • Professional learning undertaken is having a positive impact on the quality of teaching across at least many classes. • Where improved teaching is seen, progress and standards of at least many pupil's skills is also evident. • Pupils not making expected progress are receiving quality additional support that supports them in making progress at their appropriate pace. • Leaders are providing quality feedback to staff sharing strengths but also areas to develop and training to support. • Leaders are using their findings and writing quality detailed improvement plans, which link to the targets identified. There is evidence of their evaluation, support provided and planning having a positive impact on teaching and learning in their areas of responsibility. • Governing Body members are apart of this process consistently and feedback into full Governor meetings and Improvement Panel meetings with increased confidence. 	
Dec 24	Self-Evaluation Documentation Professional Learning Impact Logs PIAP Additional Improvement Plans Professional Learning Tracking Document	AB (SIO) Can JC	Milestone 4: <ul style="list-style-type: none"> • Leaders and Governors have a strong understanding of the school's strengths and areas to develop. • All leaders are now highly confident in conducting self-evaluation, providing quality professional learning and generating effective school improvement plans consistently. • Leaders see through their improvement plans, regularly evaluating progress against actions and modifying them based on findings from monitoring information collected. • Staff receive high quality and purposeful professional learning that links to their targets and secures a positive impact on the quality of teaching and learning. • As a result of the effective system between self-evaluation, professional learning and improvement planning; teaching has improved across most classes to at least a good standard. • As a result of the above improvement in teaching, most learners make expected progress and reach expected standards across all AOLE's. • All learners make progress and those not making expected, have appropriate provision in place that secures progress at their level. 	

Recommendation 6:	Develop a curriculum that engages pupils and develops their knowledge, skills and understanding systematically and progressively.
--------------------------	---

Who is leading on this project?	Staff name:	Stephen Thomas SLT Year Leads	Governor Link:	Rev Hannah Karpaty Rev John Cecil Cllr Terry Davies
Where are we now? Based on Estyn and our self-evaluation		Targets & Success Criteria We will know we have succeeded when:		Monitoring - Key Sources of Evidence
<p>The school does not have a clear, shared vision for the development of the Curriculum for Wales. Staff have not engaged well enough with professional learning designed to support the co-construction of a purposeful, engaging, broad and balanced curriculum. Teachers plan learning through termly themes, for example 'Home is where the Heart is', 'Time Machine' and 'Disaster Zone'. These themes, together with a number of published resources form the basis for planned learning. However, the curriculum does not build well-enough on what pupils have learned before and, as a result, does not develop pupils' knowledge, skills or experiences effectively enough as they move through the school. The curriculum is enhanced by an increasing range of visits and real-life experiences. Pupils respond well to visitors to the school. The recent visit of a bat ranger from Pembrokeshire National Park enabled staff to develop an interesting range of purposeful learning activities to develop pupils' oracy and creative skills. However, teachers plan too few opportunities for pupils to progressively develop and use their literacy, numeracy and digital skills across the curriculum. As a result, pupils do not improve and apply these skills well enough.</p> <p>Their implementation of the 'must, should, could and challenge' approach fails to challenge pupils consistently or meet the needs of those who need support, preventing pupils from making the progress of which they are capable.</p> <p>Pupils have a few opportunities to influence what and how they learn. In the reception class, pupils help to choose the activities that are available within their learning areas. However, opportunities for pupils to influence wider school life are minimal, both within the classroom and particularly at a whole school level. Overall, pupils' independent learning skills are limited, and they often turn to an adult quickly when faced with difficulties, before drawing upon other strategies, such as thinking about previous learning.</p>		<ul style="list-style-type: none"> -To embed a clear vision for excellent teaching. -To embed a clear vision for Curriculum at Milford Haven Community Primary School. -To ensure a robust curriculum which clearly maps skills and experiences, ensuring pupils receive appropriate skills at the appropriate age year on year. -To embed a curriculum that provides learners a wealth of experiences in regard to learning about their culture, heritage, community, country and develop as ethically informed citizens. -To ensure a curriculum which allows pupils to learn skills and be provided rich opportunities to apply these skills. -To ensure pupils have a range of opportunities and experiences to develop the Four Purposes. -To ensure pupils have a clear voice and ownership in their learning and wider school experience. -To ensure pupils are confident, independent learners as a result of the curriculum offer. 		<ul style="list-style-type: none"> -Curriculum Design -Curriculum and Professional learning site -Curriculum long term planning -Discussions with learners -IDL projects -School Evaluation System information -Professional Learning Logs -Pupil Voice groups

Objective	Actions	Person Responsible	Timescale	Cost & source	Evaluation of progress
6.1 To create a clear vision and curriculum structure with skills mapped progressively and systematically.	<p>a) Headteacher and SLT to create a vision for education at Milford Haven Community Primary School which includes input from all stakeholders, which clearly identifies our provision for learners to ensure learners acquire the skills and knowledge needed in their time at the school</p> <p>b) Headteacher and SLT to create an overview of the principles of the curriculum and teaching and learning at Milford Haven Community Primary School, highlighting our beliefs and identity for quality education.</p> <p>c) Headteacher, along with SLT, TLR holders and Year leads to ensure a clear long, medium and short term planning structure is in place, which maps all AOLE areas, experiences and opportunities progressively and systematically throughout the school.</p> <p>d) Headteacher, along with SLT, TLR holders and Year leads to create a robust overview of Big Questions, which promote learning across all AOLE's, develop the Four Purposes and opportunities to learn about our heritage, culture, community and the wider world.</p> <p>e) To establish a new prospectus pulling together our values, vision, aims and curriculum offer.</p>	<p>a) ST and SLT</p> <p>b) ST and SLT</p> <p>c) Senior and Middle Leadership Teams</p> <p>d) Senior and Middle Leadership Teams</p> <p>e) ST</p>	<p>a) Jan 22 – Jun 23</p> <p>b) Feb 22 – Jul 23</p> <p>c) Feb 23 – Dec 23</p> <p>d) Jul 23 – Dec 23</p> <p>e) Jan 24</p>	<p>c) and d) Release time listed in 2.3 and 4.1 - Budget</p>	
6.2 To establish a curriculum that promotes rich opportunities for the application of Literacy, Numeracy and Digital skills across all AOLE's.	<p>a) Literacy lead to ensure Language, Literacy and Communication skills within the AOLE are mapped robustly in the Talk4Writing mapping at each year group, cross referencing skills against the Literacy Framework.</p> <p>b) Headteacher and Maths lead to ensure Mathematics and Numeracy skills within the AOLE are mapped robustly in the Maths scheme at each year group, cross referencing skills against the Numeracy Framework.</p> <p>c) ICT lead to ensure Digital skills within the AOLE are mapped robustly in the ICT scheme at each year group, cross referencing skills against the Digital Competence Framework.</p> <p>d) Headteacher to ensure a clear short term planning structure is in place and understood by all with skills at the heart of the planning process for all teachers.</p>	<p>a) JS</p> <p>b) ST and MC</p> <p>c) JR</p> <p>d) ST</p>	<p>a) Dec 23</p> <p>b) Sept 23</p> <p>c) Dec 23</p> <p>d) Mar 23</p>	<p>a) 3.5</p> <p>b) and c) 4.1</p>	

<p>6.3 To establish a curriculum which provides rich opportunities for pupils to develop each of the Four Purposes.</p>	<p>a) Headteacher, along with SLT, TLR holders and Year leads to ensure our curriculum vision (6.1) ensures four purpose development is intertwined throughout curriculum, provision and teaching. b) TLR holders and Year leads to visit good practice schools in developing these curriculum aspects and use ideas to enhance our curriculum design. c)TLR holders and Year leads to create an experiences and opportunities map, which highlights additional activities to promote purpose statements not covered as well in the curriculum mapping. d) SLT, TLR holders and Year leads to establish a Life Skills programme, which encourages pupils and families to practice such skills and help in developing our learners against the Four purposes.</p>	<p>a) ST, SLT, TLR and Year leads b) TLR holders and Year leads c) TLR holders and Year leads d) SLT, TLR holders and Year leads</p>	<p>a) Sept 23 – Dec 23 b) Sept 23 – Apr 24 c) Jan 24 – Apr 24 d) Jan 24 – Jul 24</p>	<p>b) £800 – Release time - Budget</p>	
<p>6.4 To establish a curriculum which teaches the children about their community, heritage, culture and the wider world, developing ethically informed Citizens</p>	<p>a) SLT, TLR holders and Year leads to ensure all curriculum design and mapping takes into consideration learning around our heritage, culture, community and allows opportunity for comparison across the world. b) SLT, TLR holders and Year leads to visit good practice schools in developing these curriculum aspects and use ideas to enhance our curriculum design. c)To incorporate activities within the Life Skills programme alongside our curriculum and topics. d) SLT, TLR holders and Year leads to carefully map out Big Question topics throughout the year against local, national and world wide events e.g. National Eisteddfod or Cop Summit events.</p>	<p>a) ST, SLT, TLR and Year leads b) TLR holders and Year leads c) TLR holders and Year leads d) SLT, TLR holders and Year leads</p>	<p>a) Sept 23 – Apr 24 b) Jun 23 – Dec 23 c) Apr 24 – Jul 24 d) Jun 23 – Dec 23</p>	<p>a)6.3 b)1.1</p>	
<p>6.5 To create a curriculum offer which is rich in listening to the pupil's voice and developing their independence</p>	<p>a)To ensure pupils are involved from the very beginning of all curriculum design. b)Headteacher to introduce Inter Disciplinary Learning across the school within topic based learning to achieve greater voice, independence and application of skills with a structure approach to topic learning e.g. Week 1 – Harvesting ideas from pupils, Week 2/5 – Skills and knowledge teaching, Week 5-7 – Planning, Creating, Presenting and Celebrating. c)Headteacher to introduce Amser Sgiliau across the school to again encourage greater pupil voice and independent learning skills development on a weekly basis, where pupils have input to the</p>	<p>a) ST and SLT b) ST c) ST d) Class teachers e) ST and SLT</p>	<p>a) Jan 23 – Dec 23 b) Jan 23 – Jul 23 c) Jan 23 – Jul 23 d) Dec 23 e) Sept 23</p>	<p>b) and c) - £2000 – class resources for new approach - Budget</p>	

	<p>activities within these challenges and access them weekly across all age groups to complete learning independently at a level appropriate to them.</p> <p>d) To link pupil voice ideas to the current skills mapping, with a degree of flexibility to ensure teachers can cover the popular ideas of pupils.</p> <p>e) Headteacher and SLT to introduce a more purposeful approach to pupil voice across the school where all pupils are involved.</p>				
--	---	--	--	--	--

Step 3: Reviewing Impact (Monitoring progress against milestones)				
Date	Monitoring Activity	By whom?	Tangible signs of progress against milestones / further work required <i>(not merely completion of activities or tasks)</i>	RAG Progress
Jul 23	Curriculum Design Structure Mapping Schemes of work Planning Discussions with learners Learning walks Work Scrutiny Stakeholder engagement Lesson Observations Pupil Council Discussions	ST SW RT AB (SIO)	Milestone 1: <ul style="list-style-type: none"> All stakeholders have been engaged with on the formulation of the school values, vision, aims and badge. A vision has been created and shared with all. A curriculum structure for Milford Haven Community Primary is in place and understood by all for what Milford's Curriculum is centred around and its principles. Talk4Writing Mapping now has skills mapped robustly and progressively year on year. The Maths scheme has skills mapped robustly and progressively year on year, as well as strategies to be used at each year. Big Questions have been mapped out on a cycle taking into consideration four purpose, Welsh heritage, community and wider world. The mapping of skills against these Big Questions has started. The introduction of IDL is improving pupil voice in learning and opportunities for independent skills development across all classes. The short term planning structure is in place and all staff have received training and are confident in using the platform. 	
Dec 23	Curriculum Design Structure Mapping Schemes of work Planning Discussions with learners Learning walks Work Scrutiny Stakeholder engagement	ST SW RT AB (SIO)	Milestone 2: <ul style="list-style-type: none"> All stakeholders can talk about the curriculum vision at MHCPS and how we are implementing this in practice. The school environment, as well as school prospectus is reflecting the new Curriculum design at MHCPS and promotes the vision, values and aims of the school. There is effective inclusion of pupil voice in learning across a majority of classes. There is effective development of independent learning skills across a majority of classes. A majority of pupils are reaching expected standard in Language and Maths as a result of teachers raising expectations using the long term mapping structure. 	

	Lesson Observations Pupil Council Discussions		<ul style="list-style-type: none"> • The mapping of skills against these Big Questions has been completed and is used consistently by most teachers. • There is a clear structure for opportunities to develop the four purposes and this is used well in a majority of classes. • Experiences and opportunities are used well across a majority of classes to enhance teaching and learning. • As a result of the above, there is a greater variety of learning experiences and skills development across all AOLE's and improved progress in these areas for all learners. 	
Apr 24	Curriculum Design Structure Mapping Schemes of work Planning Discussions with learners Learning walks Work Scrutiny Stakeholder engagement Lesson Observations Pupil Council Discussions	ST SW RT AB (SIO)	Milestone 3: <ul style="list-style-type: none"> • All stakeholders can talk confidently about the curriculum vision at MHCPs and how we are implementing this in practice, as well as refinements and improvements as a result of their input. • The school environment reflects the vision and direction of the curriculum. • There is effective inclusion of pupil voice in learning across many classes. • There is effective development of independent learning skills across many classes. • Many pupils are reaching expected standard in Language and Maths as a result of teachers raising expectations using the long term mapping structure. • The mapping of skills against these Big Questions has been completed and is used consistently by most teachers. • There is a clear structure for opportunities to develop the four purposes and this is used well in many classes. • Experiences and opportunities are used well across many classes to enhance teaching and learning. • As a result of the above, there is a greater variety of learning experiences and skills development across many classes in all AOLE's and improved progress in these areas for all learners. 	
Dec 24	Curriculum Design Structure Mapping Schemes of work Planning Discussions with learners Learning walks Work Scrutiny Stakeholder engagement Lesson Observations Pupil Council Discussions	ST SW RT AB (SIO)	Milestone 4: <ul style="list-style-type: none"> • The curriculum vision is clear, embedded and well known by all stakeholders. • The school environment continues to evolve highlighting the vision and promoting the practice within the school. • There is effective inclusion of pupil voice in learning across most classes. • There is effective development of independent learning skills across most classes. • At least many pupils are reaching expected standard in Language and Maths as a result of teachers raising expectations using the long term mapping structure. Most pupils make progress in these skills. • The mapping of skills against these Big Questions has been completed and is used consistently by most teachers. • There is a clear structure for opportunities to develop the four purposes and this is used well in most classes. • Experiences and opportunities are used well across most classes to enhance teaching and learning. 	

			<ul style="list-style-type: none">• As a result of the above, there is a greater variety of learning experiences and skills development across most classes in all AOLE's and improved progress in these areas for all learners.	
--	--	--	--	--