Foundation Phase Targets

FPh		2017 Current Year 2								2018 Current Year 1							
		Boys		Girls		Pupils				Boys		Girls		Pupils			
Cohort	Full Cohort	13		12		25				12		13		25			
	Number of FSM	0		1		1				2		1		3			
		O5+	O6+	O5+	O6+	O5+	O6+	Target O5+	Target O6+	O5+	O6+	O5+	O6+	O5+	O6+	Target O5+	Target O6+
Number achieving expected outcome	LCE	5	7	5	7	24	14	96%	56%	9	1	6	6	22	7	88%	28%
	LCW(2ndL)	0	0	0	0	0	0	-	-	0	0	0	0	0	0	-	-
	MDT	4	9	5	7	25	16	100%	64%	7	4	7	5	23	9	92%	36%
	PSD	4	9	5	7	25	16	100%	64%	8	3	5	7	23	10	92%	40%
	DCS							%								%	

- Targets set for current Y2 show a similar expectation of Outcome 5+ in all three areas as that achieved for 2016/17
- Targeted input will be designed to raise the % in LCE to 100%
- Targets set for current Y2 show a higher expectation of Outcome 6+ in all three areas
- Strategies will be put into place to raise the expectation of Outcome 6+
- Targets for current Y1 reflect the two statemented pupils (ASD) and one other pupil who has significant problems which are being investigated and will probably lead to him being statemented

KS2		2017 – Current Year 6								2018 – Current Year 5								2019 – Current Year 4							
		Boys		Girls		Pupils				Boys		Girls		Pupils				Boys		Girls		Pupils			
Cohort	Full	13		15		28				13		16		29				14		17		31			
		L4+	L5+	L4+	L5+	L4+	L5+	Target L4+	Target L5+	L4+	L5+	L4+	L5+	L4+	L5+	Target L4+	Target L5+	L4+	L5+	L4+	L5+	L4+	L5+	Target L4+	Target L5+
Number achieving expected level	English	13	8	15	13	28	21	100%	75%	13	9	16	15	29	24	100%	82,7%	10	4	6	11	31	15	100%	48.3%
	Welsh(2nd L)	11	6	14	13	25	19	89.2%	67.8%	13	9	16	14	29	23	100%	79.3%	10	4	6	11	31	15	100%	48.4%
	Mathematics	13	7	15	13	28	20	100%	71.4%	13	10	16	12	29	22	100%	75.8%	10	4	6	11	31	15	100%	48.3%
	Science	13	7	15	13	28	20	100%	71.4%	13	9	16	15	29	24	100%	82.7%	8	6	6	11	31	17	100%	54.8%
	CSI	13		15		28		100%		13		16				100%									

- Current Y6 targets for L4+ are realistic and will achieve the 100% in English, maths and science
- Current Y6 targets for L5+ are not only achievable, but with the strategies put in place in the SIP, are capable of being improved upon
- Current Y5 targets for L4+ are realistic and will be achieved
- Current Y5 targets for L5+ are capable of being improved on
- Current Y4 targets for L4+ are realistic and will be achieved
- Again, the targets set for Y4 with respect to L5+, are capable of being improved upon

Key Stage 2 targets – pupils in receipt of Free School Meals (Minus CLA)

CA2

Cohort

Cohort	CA2	2016 – Current Year 6 FSM	Non FSM	pupils	2017 – Current Year 5 FSM	Non FSM	pupils	2018 – Current Year 4 FSM	Non FSM	pupils
	Full	1	27	28	2	27	29	1	30	31
	Welsh Medium	0	0	0	0	0	0	0	0	0

Number achieving expected level

	CA2	2016 FSM L4+	FSM L5+	Non FSM L4+	Non FSM L5+	pupils L4+	pupils L5+	Target L4+	Target L5+	Target L4+	Target L5+	2017 FSM L4+	FSM L5+	Non FSM L4+	Non FSM L5+	pupils L4+	pupils L5+	Target L4+	Target L5+	Target L4+	Target L5+	2018 FSM L4+	FSM L5+	Non FSM L4+	Non FSM L5+	pupils L4+	pupils L5+	Target L4+	Target L5+	Target L4+	Target L5+
	English		1		12		100%						2		13		100%						1		10		100%				
	Welsh		1		12		100%						2		12		100%						1		10		100%				
	Mathematics		1		12		100%						2		11		100%						1		10		100%				
	Science		1		12		100%						2		13		100%						1		10		100%				
	CSI																														

- The school has a good track record in respect of ensuring that pupils in receipt of FSM achieve their full potential
- The targets set for the FSM pupils currently in Years 6, 5 and 4 would seem to indicate that the school is on track in ensuring that this remains the case

Standards and progress of pupils eligible for Free School Meals

	FP: FPI			KS2: CSI			
	School	Family		School	Family		
2016/17	100.0 (1)	~	~	100.0 (1)	~	~	
2015/16	100.0 (1)	92.3	+7.7	100.0 (1)	90.0	+10.0	
2014/15	100.0 (1)	100.0	+0.0	100.0 (1)	100.0	+0.0	

Standards and progress of boys / girls

Boys: FP - O5+	FPI			LCW			LCE			MDT			PSD		
	School	Family		School	Family		School	Family		School	Family		School	Family	
2016/17	93.3	86.8	+6.5	-	-	-	93.3	87.5	+5.8	100.0	91.0	+9.0	100.0	95.8	+4.2
2015/16	100.0	91.0	+9.0	-	-	-	100.0	92.9	+7.1	100.0	94.2	+5.8	100.0	96.8	+3.2
2014/15	100.0	95.1	+4.9	-	-	-	100.0	95.1	+4.9	100.0	96.5	+3.5	100.0	100.0	+0.0

Girls: FP - O5+	FPI			LCW			LCE			MDT			PSD		
	School	Family		School	Family		School	Family		School	Family		School	Family	
2016/17	100.0	95.2	+4.8	-	-	-	100.0	98.0	+2.0	100.0	95.9	+4.1	100.0	99.3	+0.7
2015/16	100.0	97.1	+2.9	-	-	-	100.0	97.8	+2.2	100.0	97.8	+2.2	100.0	98.6	+1.4
2014/15	100.0	95.3	+4.7	-	-	-	100.0	97.3	+2.7	100.0	96.0	+4.0	100.0	99.3	+0.7

- Pupils in receipt of school meals perform well

- There is a gender gap of -6.4% for FPI and in LCE

- % of pupils, boys and girls is higher for the school than for the family performance across FPI and curriculum areas

Boys: FP - O6+	LCW			LCE			MDT			PSD		
	School	Family		School	Family		School	Family		School	Family	
2016/17	-	-	-	40.0	45.1	-5.1	53.3	50.7	+2.6	60.0	68.1	-8.1
2015/16	-	-	-	37.5	41.7	-4.2	43.8	48.1	-4.4	56.3	71.2	-15.0
2014/15	-	-	-	38.5	39.6	-1.1	53.8	52.1	+1.7	53.8	73.6	-19.8

Girls: FP - O6+	LCW			LCE			MDT			PSD		
	School	Family		School	Family		School	Family		School	Family	
2016/17	-	-	-	53.8	51.7	+2.1	53.8	50.3	+3.5	61.5	87.8	-26.3
2015/16	-	-	-	50.0	57.6	-7.6	50.0	45.3	+4.7	75.0	82.7	-7.7
2014/15	-	-	-	41.2	63.3	-22.1	41.2	52.7	-11.5	52.9	82.0	-29.1

Boys: KS2 - L4+	CSI			Welsh			English			Mathematics			Science		
	School	Family		School	Family		School	Family		School	Family		School	Family	
2016/17	83.3	88.9	-5.6	-	-	-	88.9	90.3	-1.4	83.3	92.4	-9.1	88.9	91.7	-2.8
2015/16	94.1	93.3	+0.8	-	-	-	100.0	93.9	+6.1	94.1	97.6	-3.5	94.1	96.4	-2.3
2014/15	93.3	92.9	+0.4	-	-	-	100.0	95.5	+4.5	93.3	93.5	-0.2	100.0	97.4	+2.6

Girls: KS2 - L4+	CSI			Welsh			English			Mathematics			Science		
	School	Family		School	Family		School	Family		School	Family		School	Family	
2016/17	100.0	97.9	+2.1	-	-	-	100.0	97.9	+2.1	100.0	98.6	+1.4	100.0	98.6	+1.4
2015/16	91.7	96.8	-5.1	-	-	-	100.0	98.7	+1.3	91.7	96.8	-5.1	91.7	98.7	-7.0
2014/15	100.0	96.2	+3.8	-	-	-	100.0	97.7	+2.3	100.0	96.2	+3.8	100.0	97.7	+2.3

- Significant gender gap for Outcome6+ (13.8%)

- % of Outcomes 6+ (boys) lower than family but higher than the family in respect of the girls

- Level 4+ this year is significantly lower than 2015/16 – 1 statemented boy, 9 boys needing support (as opposed to 2 girls)

Boys: KS2 - L5+	Welsh			English			Mathematics			Science		
	School	Family		School	Family		School	Family		School	Family	
2016/17	.	.	.	27.8	41.7	-13.9	22.2	49.3	-27.1	22.2	45.1	-22.9
2015/16	.	.	.	58.8	53.3	+5.5	41.2	56.4	-15.2	58.8	50.9	+7.9
2014/15	.	.	.	73.3	54.2	+19.1	66.7	54.8	+11.9	80.0	55.5	+24.5

Girls: KS2 - L5+	Welsh			English			Mathematics			Science		
	School	Family		School	Family		School	Family		School	Family	
2016/17	.	.	.	78.6	72.7	+5.9	78.6	64.3	+14.3	78.6	69.9	+8.7
2015/16	.	.	.	91.7	68.6	+23.1	83.3	61.5	+21.8	83.3	60.3	+23.0
2014/15	.	.	.	60.0	66.9	-6.9	66.7	60.0	+6.7	73.3	62.3	+11.0

- Significant gender gap between boys and girls at L5+

- Significant gap between school and family with respect to boys

- A different story with respect to the girls – they out-perform family totals in Eng., maths and science

Standards and progress of FSM pupils	• FSM pupils achieve well – Quartile 1 for the last three years and above the family % last year and on a par with that achieved in 2014/15
Standards and progress of ALN pupils	• ALN pupils monitored • Files of work kept for each ALN pupil and progress in National Tests monitored
Standards and progress of pupils who receive intervention	• Statemented pupils receive their statutory entitlement • Pupils with 1:1 support have designated programmes in place and are making good progress • Regular Review meetings are held with parents and appropriate outside agencies • Pupils identified as needing support are in receipt of IEPs which are discussed with parents so that parents are aware of the difficulties being experienced • Pupils receive timetabled support from the school's Support teacher on a withdrawal basis • Differentiated work is planned for and delivered by the child's teacher
Standards an progress of MAT pupils	• Differentiated and challenging work is delivered to MAT pupils

Evidence
• Scrutiny of work from groups of pupils • Scrutiny of pupils work/books

- Use of tracking data - VAP+
- Observations of lessons
- Scrutiny of teachers' planning
- Use of assessment data

Standards and progress in speaking and listening, reading and writing (Welsh)	- Regular monitoring by 'Athrawes Bro' - Monitoring by staff - Evidence kept (portfolios), filmed and taped sequences
Standards and progress in speaking and listening, reading and writing (English)	- Work/book scrutiny - Evidence, both audio and video, kept - Standards moderated - Literacy diagnostic tool used to inform future planning and teaching - Focus on higher order questions using tools such as 'Bloom's Taxonomy' - Coordinator provides individual Target cards for pupils
Standards and progress in numeracy	- Work scrutiny - Numeracy diagnostic tools used to inform future teaching and planning - Coordinator provides individual Target cards for pupils
Standards and progress in the requirements of the LNF	Format of our report to parents designed to inform parents of the requirements of the LNF and their individual child's response to. And success in achieving, the strands within this requirement
Standards and progress in ICT	- Evidence of all ICT work kept and monitored by ICT coordinator - Resources (both hardware and software) kept up-to-date - DCF audit completed which will lead to the establishment

	of a whole-school framework which will address the DCF requirements on a cohesive, progressive and consistent way
Standards and progress in thinking skills	- Bloom's Taxonomy - priority in the Literacy Action Plan - Growth Mindset: being targeted by all teachers, planned lessons to encourage development of learning and learning skills - Continued development of rich tasks in literacy and numeracy through the Building Blocks challenges to encourage thinking, problem-solving, investigation and differentiated learning. - Challenging tasks - Learning linked to other lessons, subjects, life outside school - Active engagement - Learners encouraged to think, question, talk - Asking questions - Summarising, explaining and understanding - Let's Think activities - Questions for Thinking - TASC Wheel - AfL strategies - Lesson Plan format
Standards and progress in creative skills	- Creative areas of the curriculum, e.g. art, music much to the fore - Portfolios kept and regularly updated - Displays around the school show evidence of the creative life of the pupils - Evidence of performance recorded and kept

	• School orchestra flourishing
	• Musical competitions entered on a regular basis
	• School choir
Standards and progress in physical skills	• School teams: rugby, football, cross-country netball, rounders, athletics
	• After school clubs: netball, tennis, football/rugby
	• Residential visits to Pendine and Brecon (Years 5 & 6)
	• Food and Fitness Week
	• Juniors to 360 Watersports last term to play beach games and volleyball

Evidence:

- All Wales Core Data Sets
- Other data
- Work scrutiny
- Observations around the school
- Displays
- Musical performances
- School choir
- Evidence of competitions, e.g. musical, entrepreneurial, 'Samtampa' project

Wellbeing:

- Pupil behavior inside class and in the wider environment is very good
- PSE, Healthy School, Rights Respecting Schools, etc, are all positive features of the school culture and are well-publicised and familiar to all pupils
- Numerous extra-curricular activities available, both after school and at lunchtimes

- School Council, Criw Cymraeg, Active Journeys Crew, Junior Road Safety Officers, Sustrans Team have all been an integral part of the school for a number of years
- All pupils are actively encouraged to take part in all of the above
- Two residential visits take place each year; one for Y5, one for Y6. Both give experiences to pupils that are invaluable and would not normally be met either in day-to-day school life
- Visits out and visitors in are a strong feature of the school and have been for a number of years: lauded by parents
- Pupils made aware of bullying in all its forms and how to report it, which also includes cyber bullying and internet safety

Evidence:

- Observation of pupils outside, in clubs, etc
- School Council minutes
- Assemblies by School Council, Active Journeys Crew, etc
- Scrutiny of work
- Children's Rights, UNICEF, RRS, etc
- Records of bullying incidents

	Attendance			Persistent absenteeism					
	School		FSM	<80%		<85%		<90%	
2016/17	~	~	~	~	(~)	~	(~)	~	(~)
2015/16	95.7	3	95.3	0.0	(0)	0.0	(0)	4.9	(9)
2014/15	95.8	3	91.9	0.6	(1)	1.7	(3)	5.5	(10)

- Improving attendance has been a school priority for the last academic year
- Strategies used include: Newsletters to parents stress the importance of regular attendance, meetings with parents whose child's attendance falls below acceptable levels, incentives for pupils (certificates for 100% attendance, badges, extra play for the class with the best attendance each week, etc)
- Use of EWO to visit parents
- All the above have led to a marked improvement and the school has been informed that the school has moved into the 2nd Quartile for its attendance record for the academic year 2016/17

Attitudes to Learning:
- Pupils are encouraged to become independent, confident learners   - Teaching and learning experiences are structured to enable pupils to take ever more control of their educational experiences   - Visits out, as a starting point for topic/themes is a strong feature of the school. This enables pupils to relate practical experiences to their work within the classroom   - Similarly, visitors are encouraged to come into school to share their knowledge, experience, etc, e.g Warburton's, Pizza Express, theatre companies, Entrepreneurial project, etc   - The local and wider communities are accessed regularly, e.g. estate agents, optician's, churches and chapels, other places of worship (Hindu temple, Mosque)   - Pupils work in a variety of settings, e.g. whole-class, groups, independently   - Pupils are encouraged to develop their listening skills and the skills of persistence and concentration   - Good attendance and punctuality is actively stressed and encouraged, e.g. assemblies, Attendance Certificates, incentives posters in evidence around the school extolling the importance of regular and high levels of attendance   - School's attendance for 2016/17 has moved back into the 2nd Quartile with a target of reaching the 1st Quartile by the end of this academic year
Evidence
- Policies – Behaviour, Anti-Bullying, Healthy Eating, Attendance   - Work Scrutiny   - Discussions with pupils   - Records of visits and visitors   - Observation of clubs/extra-curricular activities

Teaching and Learning experiences

- Teachers' planning reflect short, medium and long-term objectives and draw on Schemes of Work
- Teachers consolidate their planning during phase meetings to ensure progression and consistency in the acquisition of skills
- All lessons follow a whole-school format – Learning Objective, Success Criteria, Plenary
- Introduction of 'Building Blocks' during the academic year 2016/17 has ensured that planning is more focused and relevant to the needs of all pupils
- Continuous assessment is a feature and is used to inform future teaching based on the needs of all pupils
- Introduction of 'Feedback and Marking Policy' ensures that teachers mark pupils' work proactively, guiding pupils to refine and improve their work continuous through the setting of targets and reflection time once a week

Evidence

- Teachers' planning – Building Blocks
- Records of continuous assessment
- Scrutiny of pupils' work
- Marking and Feedback Policy
- Records of lesson observations
- Discussions with pupils

The Curriculum

- Innovative approaches to the curriculum, e.g. Entrepreneurial project, collaborative working,
- Areas in the Foundation Phase have been reorganized to consolidate principles, encourage independent and confident learners and to facilitate continuous and enhanced provision
- Outside areas and the wider community are used in a productive and stimulating way to enhance the curriculum and the experiences offered to pupils and aids in their understanding and development of their learning and skills
- Teachers set targets for individual pupils through the marking policy and help individual pupils meeting these targets through planning and time for reflection
- Support given to pupils who need it through withdrawal and use of TA support in class

- Statemented pupils receive their statutory entitlement as per their Statement
- Curriculum reflects the cultural, ethnic and linguistics diversity of the pupils within the school family
- The curriculum reflects the culture and language of Wales and its 'Welshness'

Evidence

- Teachers' plans, SoW
- Pupils' work
- Displays around the school
- Arrangements for grouping pupils
- IEPs and Support Teacher's plans and pupils files
- Assessment records and tracking arrangements
- Evidence of work outside and in the local and wider community and its impact on pupils' learning
- ALN pupils' files and records

Care, Support and Guidance

- School actively encourages the participation of parents in the education of their children, e.g. parents help with guided reading, they help within, and outside, the classroom supporting pupils in need of extra help, they share their experiences of work, travel, etc with pupils when the class topic/theme requires it
- Two Consultation periods during the year are timetabled
- There is one 'Open Evening' held during the year and parents are encouraged to look at pupils' work and comment on it
- Reports are sent out to parents annually and the school has changed the format during the last few years to reflect changing requirements of the curriculum and the wishes of parents
- School has robust procedures to ensure the health and well-being of its pupils, e.g. Health Care Plans, Parental Questionnaire relating to the health needs of pupils, etc

- School has a genuinely 'Open Door' policy and actively encourages parents to give as much information as possible about their child
- School makes full use of outside agencies and health care professionals, e.g. Ed. Psych., School Nurse, Counsellors (e.g. bereavement), Social Workers, etc
- School's PSE curriculum places great emphasis on fostering the 'whole child' with great stress being laid on developing thoughtful and caring individuals with a tolerant and respectful attitude to all
- Safeguarding arrangements designed to protect all pupils, as well as to identify and care for more vulnerable pupils, are in place and are rigorously enforced
- All adults who work within the school, as well as all govs., are DBS checked and a matrix is kept and regularly updated
- All adults who help with outside visits have to provide two references
- All staff and govs. Have regular child protection training and all know the procedures to follow in the event of suspicions being raised
- School buildings and the outside areas are regularly checked by the Caretaker and members of the Health and Safety Committee (govs.)
- The school has appropriate procedures and documentation in place re. Fire Safety, which has been checked by the Fire Service
- All staff have received fire safety and prevention training
- Regular fire drills are held
- Senior staff have received Fire Marshal training

Evidence

- Safeguarding Policies
- ALN Register
- Health Care Plans
- Evidence of latest training and appropriate certificates
- Policies on bullying, harassment and discrimination
- Health and Safety Policy
- Risk Assessments
- Gov. Body minutes

Leadership and Management
- School has an established SMT   - DHT has been away from school since late Oct. 2016   - SMT meets regularly to discuss issues and formulate plans for School Improvement   - Leaders are good role models for all staff   - There is a collaborative culture amongst staff and all are encouraged to contribute ideas which will lead to school improvement and better educational experiences for pupils   - Staff has responsibility for subject areas within the curriculum. Each area is covered by two coordinators, one from each pahse of the primary experience to ensure that all pupils and curricular needs are catered for   - School has an experienced Gov. Body with a good balance of skills   - Gov. Body understand their roles and are aware of the strengths and weaknesses of the institution and the methods being employed to improve the school   - Govs. are consulted fully on issues such as the School Improvement Plan, priorities for the year ahead, etc
Evidence
- School's vision and aims   - Minutes of meetings, e.g. SMT, staff, Governors   - Action plans   - Self-evaluation Reports   - Data analysis   - Staffing structure   - Job descriptions   - Transition plans   - Impact of planning