Priority:	Eight: Improve standards and presentation of work by pupils
Key Question and Quality Indicator:	How good are outcomes?
Related to Post Estyn Inspection Plan:	
Success Criteria/Impact on learner Outcomes:	1. The presentation of pupils' work will improve. 2. Pupils will take more pride in their presentation and will strive to improve their standards. 3. There will be consistency across the school and pupils will know what is expected of them

Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
New A4+ exercise books will be purchased and will be set out in a whole-school pattern including: i) bright, standard usage cover ii) 'presentation page' which sets out criteria which the pupils need to adhere to iii) page which sets out the level descriptors associated with each age group (inc. levels below and above) which will aid with peer and self-assessment iv) copy of the 'Marking Key'	HT and SMT to develop the format of the inserts which will be used.	Ready for the beginning of the new academic year	Book scrutiny to ensure that presentation is improved, higher standards are being achieved and pupils are fully aware of what is expected of them – Learning Intentions	New format exercise books – Time – during the Summer break.			

			and Success Criteria				
Use of colourful inserts – HT to use these during book scrutiny as a tool for praising pupils who have worked hard to improve the quality of their work, alongside a 'Headteacher Advice' insert where HT can also suggest ways in which an individual pupil can improve.	HT	Ongoing throughout the school year	Feedback from HT to all staff	Development of format and photocopying			
Use of inserts for parents to comment on their child's work. These will be given out at Consultation and Open days when parents are invited in to view their child(ren's) work.	HT	Ongoing throughout the school year	Comments analysed by class teachers and reported back on. We, as staff, will then be able to react to these comments and adjust what we are doing accordingly.	Development of format and photocopying			

Priority:	Nine: To further improve standards in Welsh
Key Question and Quality Indicator:	How good are outcomes?
Related to Post Estyn Inspection Plan:	R1
Success Criteria/Impact on learner Outcomes:	1. Pupils will be immersed in the skills associated with the bilingual ethos of the school. 2. Nearly all pupils' reading and writing skills will be enhanced. 3. Pupils will recognize that Welsh and 'Welshness' are important components of life in Oystermouth School.

Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
The school has 'signed up' to 'Siarter Iaith'	All staff	Throughout the academic year	Regular visits from the 'Athrawes Bro', feedback and discussions amongst staff	New books, apps and software provided by the Welsh service			
Two teaching staff, and one HLTA, have attended the term's Sabbatical at the University.	Mrs. Webster and Mr. Hughes Mrs. Roberts, HLTA	This has now been completed	Dissemination by the two staff members. Their expertise can be 'tapped'				

			into				
Weekly Welsh assemblies initiated.	Teaching staff	Weekly	An increase in the use of Welsh by both pupils and staff				
Training of all TAs by the school's Athrawes Bro	TAs	Summer Term 2017	TAs now able to use incidental NoneWelsh when working with pupils				

SIP Target 9:	To further improve standards of reading and writing in Welsh.
Headteacher PM Target	Strengthen the school's participation in 'Siarter Iaith'. All staff to attend cluster session to garner the information necessary. Lesson observation and book scrutiny. Ensure that 'drilling' is consistently applied across the whole school.
SMT PM Target/Link	SMT to apply book scrutiny and lesson observation to ensure that consistency is applied and that good practice is disseminated.
Teacher PM Target/Link	All staff to ensure that Welsh drilling session become a daily routine. Reading and writing to become an integral and important component of the planning process. Oracy to continue to be a priority within the classroom and around the school. Welsh assemblies taken by staff on a weekly basis.
TA Staff Target/Link	TA training has taken place. TAs to now use their skills to ensure that they emphasis the use of Welsh when working with individuals/groups.
Pupil Target/Link	Pupils are encouraged to use Welsh in class and throughout the school. Pupils to concentrate on their reading and writing using a variety of genres; reports, recounts, postcards, diaries, etc.
Monitoring Focus	Book and work scrutiny. Establishment of 'Criw Cymraeg'. Monitoring across the school by 'Athrawes Bro'.

Priority:	Ten: Further improve targeting and reviewing of individual pupil progress through pupil review and Pupil Reviews (PR)							
Key Question and Quality Indicator:	How good are outcomes?							
Related to Post Estyn Inspection Plan:								
Success Criteria/Impact on learner Outcomes:	1. Pupils understand their current learning strengths and targets for improvement; 2. Pupils monitor their progress against targets and plan their next learning steps.							
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring			
					G	A	U	
					Aut	Spr	Sum	
Identify pupils for support/intervention/catch-up/challenge. (use of VAP+, Core Data, National Tests) Establish baseline of current standard. Monitor progress termly.	Class teachers to liaise with TAs trained in particular intervention/catch-up programmes.	By Autumn half-term and then on a regular basis of review (see SIP target 2)	SMT					
Establish Pupil Reviews.	All teaching staff	Begin at the beginning of the academic year, each Friday afternoon.	Feedback in ADDs	ADDs				
Establish a class target display.	Classteachers	After Autumn	PM					

	and TAs.	half-term.				
Level/Outcome sheets placed in the front of pupils' books for Teacher, TAs and pupils to use	All Staff and pupils	For start of the academic year				

SIP Target 10:	Further improve targeting and reviewing of individual pupil progress through pupil review and Pupil Reviews (PR)
Headteacher PM Target	Identification of groups of pupils who are in danger of failing to meet their Level/Outcome and, conversely, those who need an extra input to enable them to move to a higher Level/Outcome.
SMT PM Target/Link	Discussion with SMT, examination of data (VAP+, Core Data, National Tests) to identify pupils. Establish strategies to use with these groups of pupils to ensure reinforcement and progress.
Teacher PM Target/Link	Part of the PM cycle – groups of children in individual classes will be monitored to examine progress, book/work scrutiny will be undertaken, review of teachers' plans to ensure coverage , differentiation and continuity.
TA Staff Target/Link	Those TAs with training in catch-up/challenges to be utilized to work with these pupils. All TAs to be made aware of the programme and the part they have to play in ensuring its success.
Pupil Target/Link	Book and work scrutiny to ensure the content and standard of work. Review meetings with pupils to gauge their understanding and needs to move on.
Monitoring Focus	Regular work/book scrutiny. Discussion and feedback in ADDs.

Priority:	Eleven: Review all subject area policies and planning to ensure that the LNF is firmly embedded.						
Key Question and Quality Indicator:	How good are outcomes?						
Related to Post Estyn Inspection Plan:							
Success Criteria/Impact on learner Outcomes:	1. All policies are reviewed and statements relating to the LNF strategies are included 2. Planning is developed and refined in Phase Meetings to ensure that Literacy and Numeracy strands are incorporated wherever possible. 3. Skills in literacy and numeracy are planned for						
	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
Meetings of staff to review policies.	All staff	By Oct. half-term	Policies to be checked, whole-school wording to be used to ensure consistency.				
Planning meetings to take place, in phase groups, to ensure that the LNF is secure within those termly plans	All staff	Beginning of the academic year 2017-18	Teachers' plans monitored to ensure inclusion of literacy and				

			numeracy strategies.				
Skills are incorporated into teachers' planning.	All staff	Beginning of the academic year 2017-18	Monitoring of teachers' plans				

SIP Target 11	Review all subject area policies and planning to ensure that the LNF is firmly embedded.
Headteacher PM Target	HT to establish time for phase meetings to take place. HT to monitor Policy reviews and teachers plans and disseminate this information to staff and governors.
SMT PM Target/Link	SMT to be involved in examining plans and policies. SMT to monitor how these plans are put into operation.
Teacher PM Target/Link	Use of 'Building Blocks' to establish termly plans by staff, both individually and as phase groups to ensure coverage and consistency, as well as literacy, numeracy and skills are incorporated.
TA Staff Target/Link	TAs to be made aware of teachers' plans and the necessity of putting these into practice with groups/individuals.
Pupil Target/Link	Pupils work to be monitored to check that LNF pervades all work. Pupils given the opportunity to review their work and to question staff to ensure that they understand what is expected of them and to also make sure that they are given opportunities to seek reassurance from their teacher.
Monitoring Focus	Feedback in ADDs sessions, book and work scrutiny.

Priority:	Twelve: Embed the DCF (Digital Competency Framework) into the curriculum so that it pervades all that goes on within the classroom.
Key Question and Quality Indicator:	How good is provision?
Related to Post Estyn Inspection Plan:	
Success Criteria/Impact on learner Outcomes:	1. Nearly all pupils will be able to use the skills inherent in the DCF to enhance their work across all areas of the curriculum 2. Nearly all pupils will acquire skills which will enable them to use technology improve their understanding and to use it in all aspects of their lives

Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
Carry out an audit (to be found on HWB) to establish what we do well, what we are doing inadequately and what we are not doing at all.	All staff	By 6th Oct.	Audits collected by ICT Coord.				
Results of audit analysed by ICT coordinator and SMT.	ICT coord., SMT	Oct. half-term					
ADDs session(s) to establish how skills associated with DCF are to be built in to the curriculum, ensuring coverage and progression.	All staff	By end of Autumn term in preparation for full 'roll out' in Jan.	Overview by SMT and ICT coord.				

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SIP Target 12:	Embed the DCF into the school curriculum
Headteacher PM Target	HT to initiate audit using the ERW tool on Hwb
SMT PM Target/Link	Discussions to establish a time frame for the introduction of the DCF
Teacher PM Target/Link	All teachers to complete the audit tool. ADDs sessions set aside to discuss the implications raised by the analysis of the audit returns and to formulate a plan for implementation (beginning of Spring Term). Time set aside at the beginning of the Summer Term to evaluate the draft usage and to suggest any changes/improvements with a view to adopting the final plan in the Summer Term 2018. ICT coordinator and SMT to evaluate its effect on the curriculum and impact on pupils' skills.
TA Staff Target/Link	All TAs to receive training from the ICT coordinator so that they know what is required of them when working with the children.
Pupil Target/Link	Pupils' ICT usage to be monitored by all staff (both teaching and non-teaching)
Monitoring Focus	Regular feedback sessions during the working of the Draft Plan to enable the final plan to address all concerns/improvements.

Priority:	Thirteen: Embed Growth Mindset/Assessment strategies during the AutumnTerm.							
Key Question and Quality Indicator:	How good are standards Wellbeing							
Related to Post Estyn Inspection Plan:								
Success Criteria/Impact on learner Outcomes:	1. All classes will introduce Growth Mindset into their classrooms 2. Growth Mindset displays will become a prominent feature in all classrooms 3. Growth Mindset lessons will be taught							
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring			
					G	A	U	
					Aut	Spr	Sum	
All learners need a feeling of self-belief to motivate themselves in order to make progress	HT and SMT	Begin in the Autumn Term	Reporting back during staff discussions	ADDs sessions				
One teacher attended a course during the Summer Term and one teacher attended a course in Sept. 2017.	JJ and CM have disseminated the principles outlined in the courses which they attended							
These two teachers have disseminated the principles and practices to all teaching staff								

Teachers to identify, amongst their pupils, the children who have a fixed mindset or a growth mindset and to put into place strategies to encourage children to move away from a fixed mindset.	All staff						

SIP Target	
Headteacher PM Target	HT to facilitate the attendance of two teachers at Growth Mindset courses. HT and SMT to discuss ways of introducing these strategies.
SMT PM Target/Link	Discussions to prepare the ground for the introduction of Growth Mindset
Teacher PM Target/Link	Growth Mindset principles/lessons to become an integral part of teachers' planning.
TA Staff Target/Link	Training for TAs so that they understand what Growth Mindset is, the principles which underpin it and are, therefore, able to reinforce these principles in their work with pupils.
Pupil Target/Link	Pupils become more aware of their capacity to change their attitudes to learning. Teachers and SMT to speak to pupils to gauge what effect these lessons are having on their attitudes.
Monitoring Focus	At the beginning of Spring term staff will report back on the effects these strategies are having within their classrooms. Results of speaking with pupils and evidence of the ongoing displays within the classrooms will enable us to gauge the effect of the strategies and ways to improve our delivery and, consequently, the positive effect evident in the children.

Future Priorities

High level priorities and targets for years 2 and 3 of this plan		
Priority	Intended Targets	Year 2 or 3
Planning	Further embed and, where necessary, refine new planning format based on 'Building Blocks'	Year 2
Assessment	Further develop and refine assessments to be used with 'Building Blocks'	Year 2
Peer and self assessment	Aim to ensure that nearly all pupils become more independent and confident learners	Year 2
Improve standards and presentation of pupils' work	Discuss and review effects of new system. Refine and change where necessary to ensure maximum effect for pupils.	Year 2
Raise standards for those vulnerable groups	Refine the use of data to identify pupils. Review and improve strategies used with these pupils to ensure they achieve their full potential. Keep pupil groupings under review in order to obtain the maximum impact for pupils.	Years 2 and 3
'Wrap Around' facility	Examine the use by parents, analyse the results of questionnaires in order to improve the delivery and content of the service.	Year 2
Reorganisation of FP	Review the use of both the new inside and outside spaces to ensure that they have worked to improve pupils' independence, development of skills and focused use of continuous and enhanced provision. Improve provision/resources where necessary.	Year 2
Improve standards in Welsh, especially reading and writing	Embed the strategies which have been used this year and look carefully at the results of the strategies put into place. Strengthen the use of the 'Criw Cymraeg'.	Year 2
Continue to raise standards	Build on current practice established to continuously raise standards.	Year 3

Progress with SIP priorities for 2016/17

Priority	Actions
Improve the curriculum delivery of the FP	• Improved access to outside areas - completed • Resourced these area with equipment which can be used to enhance the curriculum, role play, foster independent learning – continuous and enhanced provision - completed • Rationalized the two rooms previously used by the Nursery into one – to be done during the Summer holidays • Reorganised the activity room and the FPHall to enable them to be used as independent learning areas – to be done during the Summer holidays
Improving standards of Welsh throughout the school	• School has become a member of 'Siarter Iaith' - completed • Introduction of 'Slot Drillio' in every class each day - completed • Greater emphasis placed on reading and writing in Welsh – this has started well and work is being monitored and recorded by Athrawes Bro and Welsh coordinator • Second teacher and one HLTA to attend the Welsh Sabbatical – completed • Welsh Club to be initiated in the school – begun with one class and hope to extend this in 2017/18 • Criw Cymraeg initiated – pupils monitor the use of Welsh around the school and award points. Winners in each age group announced in assembly • Welsh assembly once a week • Lesson observations • Work scrutiny • Welsh/Art Club
Introduce new system of planning (short, medium and long term) with a more collaborative approach amongst teachers.	• Investigation of 'Building Blocks' by senior teacher – visit to schools where the system was embedded • Discussions amongst staff

	- Training session (INSET Day) to familiarize staff with the system - Introduced in Sept. 2016 - Plan to add assessment to the planning component – introduced Sept. 2017 - Phase meetings amongst teachers
Establishment o9f 'Marking and Feedback Policy'	- Discussions amongst senior staff re.'What do we want from a marking policy?' - Visits to other schools to look at what they had developed/were using - Discussions amongst all staff to 'firm up' our needs - Establishment of a draft 'Feedback and Marking Policy' - Draft policy trialled throughout the school and final policy drawn up in response to staff concerns/requirements - Final Policy adopted and now used throughout the school. We now have a policy which: i) allows teachers to marking work constructively ii) sets targets for pupils to follow to improve both the content and presentation of their work iii) ensures consistency across the whole school iv) allows pupils to reflect on their work - To ensure that pupils and teachers have time to discuss targets set, we have introduced 'Reflection Time' once a week in each class
Develop new school website	Discussions amongst staff setting out requirements of a new website: i) it must encourage both pupils and parents to use it ii) it must be 'user-friendly' and be easy to use iii) it must contain information which will be relevant to parents, e.g. plans of work to be covered over the term, reports showing pupils at work, both inside the classroom and outside, standard forms (Consent forms, Newsletters, etc)

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	iv) it must have the facility for parents, Governors and other interested parties to comment on the content v) it must have the ability to change to suit the changing needs of the school • Website was constructed by one of our parents and, although a little delayed, come on stream the week beginning 9th October

Policy/Plan Reviews

2017-2018	2018-2019	2019-2020
Statutory	Statutory	Statutory
Autumn • Child Protection • Performance Management • Pay Policy • School Improvement Plan • Governors' Annual Report to parents • Instrument of Government • Register of Business Interests • Charging for School Activities • School Session Times • Complaints	Autumn • Child Protection • Performance Management • Pay Policy • School Improvement Plan • Governors' Annual Report to parents • Instrument of Government • Register of Business Interests • Charging for School Activities • School Session Times Complaints	Autumn • Child Protection • Performance Management • Pay Policy • School Improvement Plan • Governors' Annual Report to parents • Instrument of Government • Register of Business Interests • Charging for School Activities • School Session Times • Complaints
Spring • Behaviour and Discipline • Transition Plans • School Prospectus • FOI Publication Scheme	Spring • Data Protection Policy • Capability Procedures • School Prospectus • FOI Publication Scheme	Spring • Discipline/Disciplinary Procedures • School Prospectus • FOI Publication Scheme • Sex Education
Summer • Health & Safety • Governors' Allowance Scheme	Summer • Strategic Equality Plan inc. Equality Plan, Accessibility Plan • Grievance Procedures • Teaching & Learning (Curriculum)	Summer • Target setting • ALN & MAT

Policy/Plan Reviews

2017-2018	2018-2019	2019-2020
Non-statutory	Non-statutory	Non-statutory
Autumn • Safeguarding • Fire safety Policy inc. Fire Risk Assessment, NOP & EAP • ARR	Autumn • LAC • Business Continuity Plan • Food Policy	Autumn • Leave of Absence • SER • Toilet Policy • Collective Worship
Spring • ICT acceptable use • Harassment Policy • LA Policy on Admissions	Spring • LA Policy on Admissions	Spring • Managing Absence • Curriculum Leadership • LA Policy on Admissions • Equal Opportunities
Summer • Substance misuse • Whistleblowing • Literacy • PSE/PD	Summer • Use of Restrictive Physical Interventions • Attendance • Homework • Numeracy	Summer • Monitoring, inc. lesson observations, work scrutiny, learning walk criteria • School Improvement • Sustainable Development Policy

Key

Red – Safeguarding Policies

Amber - Staffing Policies

Purple – Curriculum

Blue - School Governance

Green - School Improvement Policies