

OYSTERMOUTH PRIMARY SCHOOL



'Achievement Through Challenge'

SCHOOL IMPROVEMENT PLAN 2018 -2019





This document is based on the Welsh Government regulations 155/2014

Priorities for 2018 - 2019	
Priority 1	Improve the performance of boys (girls outperform the boys) in Reading and Writing throughout KS2
Priority: 2	Develop pupils' understanding of the benefits of learning Welsh and becoming bilingual
Priority: 3	Improve Pupil Voice through a focus on high quality creative approaches to teaching and learning experiences throughout the school
Priority: 4	Implement the ALN Reform Act
Priority: 5	To ensure the DCF is embedded throughout the school



Timeline	Date	Staff Members and GB
Planning	September 2018	Caroline Morgan, all staff, Governors, Euros Jones.
Reviewing	Half Termly	Caroline Morgan, all staff, Governors, Euros Jones.

Context of the School Improvement Plan

The plan is written after consultation and input for all stakeholders.

Due regard is given to the school's comparative data and pupil outcomes when creating the plan. Key members of staff contributed to the writing of the plan by concentrating on their areas of responsibility.

The plan is formulated as part of the school's self-evaluation procedures and focuses on Standards, Wellbeing and attitudes to learning, Teaching and learning experiences, Care, support and guidance and Leadership and Management in line with Estyn's Common Inspection Framework. The duration of this plan will run from September 2018 to August 2019 and progress against the plan will be reported in each Headteacher's Termly Report to Governors. This plan is a living document and is constantly reviewed and updated.



MISSION STATEMENT

'Achievement through Challenge'

VISION STATEMENT

Our school will seek to provide an imaginative, broad and balanced interpretation of the curriculum in inspiring, caring and secure classroom, home and wider school environments. We want all children of all potential, abilities and talents to enjoy learning and to develop as independent and motivated thinkers and learners whose achievements are recognised in all areas of the curriculum and personal experience. We work to create a climate of tolerance, respect, mutual communication and support wherein all are willing to accept and are proud of the standards set by the school.



School Aims

At Oystermouth Primary School we aim to provide a happy, stimulating and secure environment where:

- All individuals are valued;
- Individual needs are met;
- We aim to ensure that everyone achieves their full potential;
- Co-operation and friendliness are encouraged;
- Effort and achievement are recognized and celebrated;
- Similarities and differences are respected and valued;
- Moral and spiritual issues are explored;
- Learning is enjoyable and challenging;
- Practical activities which encourage enquiry are central to the curriculum;
- Partnerships with parents and the wider community are welcomed.

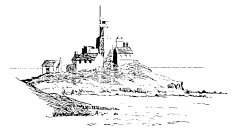
We aim to provide a well-resourced, broad, balance and differentiated curriculum, relevant to the needs of each child, so that children can learn:

- To make mistakes in an atmosphere of trust and support, and learn from them;
- How to make informed choices;
- To plan and evaluate their work;
- To respect and care for themselves, for others, and for the immediate and wider environment;

And can become:

- Literate and numerate;
- Effective speakers and listeners;
- Active, independent and autonomous learners;
- Creative, observant and questioning;
- Caring and responsible members of the school community;
- Physically active and able to develop a healthy, environmentally-friendly lifestyle;

And can develop the skills they need to prepare for future life in an increasingly technological world and to become life-long learners.



Have we met our school aims?

“Pupils make good progress in the key skills of literacy, numeracy and ICT. There are some outstanding features Which include the pupils’ ability to tackle problems confidently, to think creatively and to reach their own decisions, as well as the extent to which they understand what they are doing, how well they are progressing and what they need to do to improve. They are very motivated to learn and have a very positive to work.” ESTYN Inspection Report, 2006

“Most pupils across the school listen attentively to each other and to their teachers. They answer questions with confidence and engage well in discussion with their peers. Many pupils discuss their work well; they provide good oral feedback when assessing the work of their peers and express their own ideas confidently.” ESTYN Inspection Report, 2012

Curriculum Aims

Through the curriculum at Oystermouth Primary School we aim to:

- Develop self-confidence and independence;
- Encourage enquiry, exploration and experiment;
- Build self-esteem and instill self-belief;
- Encourage fluency;
- Provide worthwhile activities, appropriate to the age and stage of development of the child;
- Provide experiences beyond the confines of the school which will stimulate pupils and add relevance to the themes and work which they will pursue;

By providing a curriculum which;

- Is active and practical;
- Is enjoyable;
- Is collaborative and social;
- Supports all areas of learning and experience;
- Supports effective transition between classes, phases and school to school;
- Is planned, progressive and matched to each child’s needs;
- Is monitored, assessed, evaluated and recorded;



- Effectively develops the basic skills of literacy and numeracy;
- Builds upon, accepts and values previous experiences;
- Develops those skills which pupils will need to become independent, life-long learners;
- Values the contribution parents make to education by involving them in partnership and by communicating the purposes and aims of the school.

Do we meet our curriculum aims?

“Pupils make consistently good progress through the school, regardless of their home background, gender, race or disability they are very well-behaved and know the boundaries of acceptable behavior. They are courteous and polite, respect adults and display good self-discipline.” ESTYN Inspection Report, 2006

“Staff help many pupils to develop a firm understanding of their own learning and what to do to improve their work.”

“Teachers identify pupils’ additional learning needs and write individual education plans in child-friendly language and discuss them regularly with parents. Teachers also make parents aware of the ways in which they are able to support their children at home.” ESTYN Inspection Report, 2012

To achieve these aims,

Children should be:

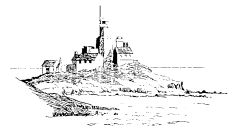
- Talking and listening to teachers, other adults and each other;
- Showing and sharing their work to children, teachers and parents;
- Asking questions and finding answers;
- Selecting and collecting the materials they need, using them responsibly and effectively;
- Absorbed and concentrating;
- Working on one task or activity for increasing lengths of time as they progress through the school;
- Taking pride in their own and others’ achievements;
- Developing, practising and mastering skills;
- Playing, reading, writing, calculating, drawing and painting;
- Singing, moving, planning, composing, making and evaluating things;
- Watching, demonstrating, experimenting, explaining and describing their work;



- Helping each other;
- Understanding the work they do;
- Making mistakes, trying things out;
- Working in groups of varying sizes, gender balance, ability range, for a range of activities;
- Taking things home and bringing things from home.

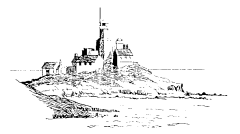
Teachers should be:

- Planning, organising, offering experiences and activities for children;
- Providing a broad, balance, active and practical curriculum which motivates children;
- Providing a stimulating environment, activities and resources;
- Organizing their work, children's tasks, the classroom environment and equipment;
- Planning tasks and activities that meet the needs of individuals and groups;
- Balancing teaching with supporting, encouraging independence and experimentation;
- Watching children, monitoring, assessing and recording their learning;
- Encouraging children to experiment, take responsibility and make mistakes in a supportive environment;
- Recognizing the achievements of children (individuals and groups), parents and other adults;
- Giving positive feedback and setting targets;
- Through awareness of children's attainment, setting new targets and challenges that ensure progress for each child;
- Consolidating skills and knowledge by relevant and varied practice;
- Setting standards and rules and helping children to understand them;
- Evaluating the curriculum and their teaching;
- Talking with and listening to children, teachers, other school staff and parents;
- Organizing the work of other adults working in the classroom;
- Providing models of behavior and adult activities;
- Working as part of a team, providing skills, information and support and benefiting from the contributions of others;
- Reading and keeping up-to-date;
- Considering their own professional development, and recording it and appropriately;
- Experimenting, trying new ideas;
- Proactive rather than reactive.



Parents should be:

- Ensuring that their child attends school regularly, on time and properly equipped;
- Ensuring that the school is aware of any concerns or problems that might affect children's work or behavior;
- Supporting the school's policies and guidelines;
- Supporting children in homework and other opportunities for home learning;
- Attending Parents' Evenings and discussions about children's progress;
- Working with the school to ensure that their child's time here is a happy one;
- Getting to know about their child's life at school



Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school is good because:

- Pupils' performance at 7 and 11 is good;
- The standard of work in pupils' books and in many lessons is good;
- The school is a caring community that develops and promotes pupils' wellbeing successfully;
- There is a good range of learning experiences; and
- There are robust and effective partnerships between the school and the wider community that have a positive impact on pupils' learning.

Prospects for improvement are good because:

- The Headteacher has a clear vision that is shared effectively with teachers, parents and governors;
- The school has effective strategies to raise standards of literacy across the curriculum;
- The SMT and staff focus consistently on raising standards and improving provision;
- There is effective teamwork at all levels; and
- The school gives good value for money.



Grant Finance 2018-2019		
Source of Funding	Purpose	Sum
RCSIG	Ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none"> • Improving Literacy • Improving Numeracy • Breaking the link between disadvantage and educational attainment 	£87,856
Pupil Deprivation Grant	Breaking the link between disadvantage and educational attainment <ul style="list-style-type: none"> • Improving Literacy – achieving above the standardised score of 85 and especially 115 for pupils eFSM • Improving Numeracy – achieving above the standardised score of 85 and especially 115 for pupils eFSM • Improving the average scores for pupils eFSM and closing the gap in the average scores between pupils eFSM and pupils not eFSM 	£9,700`
Foundation Phase Grant	Support staffing to fulfill the Foundation Phase philosophy	Part of RCSIG this year



School Improvement Priorities 2018 - 2019

Priority: 1	Improve the performance of boys Close the gap between boys and girls performance (girls outperform the boys) in Reading and Writing throughout KS2						
Key Question and Quality Indicator:	Inspection Area 1: Standards Inspection Area 3: Teaching and learning experiences						
Related to Post Estyn Inspection Plan:	R3 Improve the quality of marking of marking and ensure that teachers consistently provide feedback that helps pupils to improve their work						
Success Criteria/Impact on learner Outcomes:	Begin to close the gender gap in boys' performance throughout KS2 in Reading and Writing at the expected level +1 Boys' outcomes in Reading and Writing are uplifted A deeper understanding of when boys begin to underperform compared to the girls, action is instigated to see the gap close further						
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
Analysis of data and identify boys 'at risk' of not achieving L4+ and those pupils who are 'on the cusp' of achieving a higher Level in Reading and Writing	All teachers	September 2018	Scrutiny of boys' historical and current performance in English, target improvements	Literacy Diagnostic Tool VAP+			
Identify the boys who would benefit from support and intervention programmes	All teachers TAs - Mrs Founds , Mrs Roberts, Mrs Jones	Ongoing	Scrutiny of data analysis, planning and pupil work, listening to learners and staff, tracking of	TA time			



Ensure the 'Marking and Feedback Policy' is fully implemented to ensure that boys are set realistic and challenging targets to improve their work/attainments	All teachers	Ongoing	pupils' skills Scrutiny of pupil work, listening to learners and staff, tracking of pupils' skills				
ADDs session with Sharon Jones - 'Literacy and Outdoor Learning using rich texts'	All teachers	TBC					
Theatr Na nOg - White Feather performance / Into Film Projects	Y4, Y5, Y6 classes	Autumn Term 2018	Scrutiny of pupil work and listening to learners	Arts Council Grant - £925			
Y6 Parent Reading Project	Y6 teacher, children and parents	Spring Term 2019	Scrutiny of pupil work and listening to learners Parent Feedback	Texts			
Strategies specifically designed to be more practical and 'hands on' to appeal and enthuse all learners e.g. Roman Museum, Mad Scientist Day, Trench Memorial Day, extended use of ICT, XL Wales workshops	KS2 classes	Ongoing	Scrutiny of pupil work and listening to learners				

Priority: 2	Develop pupils' understanding of the benefits of learning Welsh and becoming bilingual
Key Question and Quality Indicator:	Inspection Area 3: Teaching and learning experiences
Related to Post Estyn Inspection Plan:	R1 Raise the standard of pupils' reading and writing skills in Welsh
Success Criteria/Impact on learner Outcomes:	To achieve the Siarter Iaith Cymraeg Bronze Award Pupils will be immersed in the skills associated with the bilingual ethos of the school.



	Pupils will recognize that Welsh and 'Welshness' are important components of life in Oystermouth School To improve the provision and standards of Welsh in Oystermouth Primary School Nearly all pupils' Welsh reading and writing skills will be enhanced.						
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
Develop pupils' understanding of the benefits of learning Welsh and becoming bilingual	All pupils and staff	Weekly Welsh Assembly Su'Mae Day – 15.10.18 Eisteddfod	Cwrricwlwm Cymreig Year Planner	New resources have been purchased			
Improve pupils' confidence in Welsh Oracy, Reading and Writing through daily sessions, Welsh Book Buddies, Welsh Guided Reading	All pupils	Daily - Helpwr y Heddiw, Slot Ddrillo Weekly - Welsh Book Buddies, Welsh Group Reading, Welsh Mascot taken home Welsh Week 11.13.18 – 15.3.18	Monitors the work being done throughout the school				
Develop pupils' use of Welsh outside the classroom	Criw Cymraeg award stickers	Ongoing	Learning Walks	Welsh signage is used in and outside the school Playground games on lanyards			
Work with the school's Welsh Education Officer	Mrs Nerys Jones	Ongoing	Scrutiny of pupil work and listening to learners				



Upskill support staff and teachers with everyday Welsh phrases and resources to be used in class	All Staff	Ongoing		Everyday Welsh booklets in each class			
School to School Collaboration	Visit from Portmead Criw Cymraeg to Oystermouth Visit of Oystermouth Criw Cymraeg to Grange	Summer Term 2018 Autumn Term 2018	Pupil Feedback				
Staff attend relevant LA Welsh Training	All staff	Ongoing		Supply cover			

Priority: 3	<p>Improve Pupil Voice through a focus on high quality creative approaches to teaching and learning experiences throughout the school</p> <p>Provide opportunities for the pupils to be involved and influence decision making</p>
Key Question and Quality Indicator:	Inspection Area 4: Care, support and guidance
Related to Post Estyn Inspection Plan:	
Success Criteria/Impact on learner Outcomes:	<p>Pupil voice to impact upon attitudes to learning, health and wellbeing and behavior</p> <p>All pupils develop a sense of ownership</p> <p>Greater impact of Pupil Voice Groups on school improvement</p> <p>Increase Pupil Voice involvement and impact in Assemblies</p>



Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
Oytermouth Senedd – Introductory Assembly Oytermouth Senedd – Application Form	CM KS2 children	10.9.18					
Establish the Parliament - All Key Stage 2 pupils and teachers are members of the Parliament	KS2 children and teachers						
Establish the Government - Made up of seven groups each with a teacher <ul style="list-style-type: none"> • Communication • Criw Cymraeg • Digital Wizards • Wellbeing • Learning Environment • Eco • Rights 	KS2 children and teachers	Monthly Meetings Some groups meet more frequent – when the need arises					
Establish the Cabinet - Pupil Chair and Vice Chair from each group, Acting Headteacher and a member of the Governing Body	Pupil Chair and Vice Chair from each group, Acting Headteacher and a member of the Governing Body	Termly					
Improve pupils’ self-awareness and the impact of what they do and say on their peers	KS2 children	Ongoing	Listening to learners, questionnaires				
Assemblies led by the Wellbeing Group for Anti Bullying Week and the Rights Group to work towards	KS2 children	Ongoing					



the Rights Respecting award. Criw Cymraeg to take part in Welsh Assemblies in KS2							
Pupil Voice Groups to develop aspects of health, safety, wellbeing, ethos and learning philosophy by reviewing all relevant policies	KS2 children	Ongoing	Listening to learners, questionnaires				
Evaluate Oystermouth Senedd	CM KS2 children and teachers	Termly	Listening to learners, questionnaires				

Priority: 4	Implement the ALN Reform Act						
Key Question and Quality Indicator:	Inspection Area 4: Care, support and guidance						
Related to Post Estyn Inspection Plan:							
Success Criteria/Impact on learner Outcomes:	Increased participation of pupils and parents Simpler and unified ALN system						
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
Training to support the implementation of the ALN Reform Act	CM KF	20.9.18 8.10.18		Supply Cover			
Develop School Implementation Plan	CM KF						
Embed the Person-Centred Practice approach	All teachers						

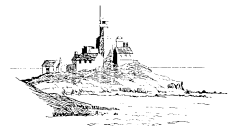


ALN Code and new systems in place	CM KF	September 2020					
ALN learners will transfer to IDPs	All teachers	September 2020 – See timetable	IDPs	IDPs			
Parental understanding of the ALN Reform	Welsh Government Guidance Publication	Due to be released		Welsh Government Guidance Publication			

Priority:5	To ensure the DCF is embedded throughout the school						
Key Question and Quality Indicator:	Inspection Area 3: Teaching and learning experiences Inspection Area 5: Leadership and management						
Related to Post Estyn Inspection Plan:							
Success Criteria/Impact on learner Outcomes:	<p>Staff are confident in delivering the DCF and provision is good, impacting on pupil outcomes</p> <p>Nearly all pupils will be able to use the skills inherent in the DCF to enhance their work across all areas of the curriculum</p> <p>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</p>						
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	November 2018	Audits collected by ICT Coords				
Results of audit analysed by ICT coordinator and SMT	CM HM OW	November 2018					
Staff development for embedding the DCF fully throughout the school ADDs session(s) to establish how skills associated with DCF are to be built in to the curriculum, ensuring coverage and progression.	HM OW	ADDs 22.10.18	DCF Mapping Tool				
Staff attend relevant LA DCF Training	MH HM HM	Data and Computational Thinking 22.1.19 DCF Network Co-ordinators 4.2.19 Implementing the DCF in Foundation Phase 26.2.19	DCF Skills Audit	Cover for teachers			
Staff use the Building Blocks planning and assessment tool to monitor DCF coverage in all classes	All Staff	Ongoing	CM, HM, OW to monitor DCF coverage				
Ensure that continuity and progression throughout the school is clearly identified	CM HM OW		DCF Mapping Tool				
Continue to encourage pupil engagement in the DCF – Digital Wizards	Digital Wizards	Ongoing					

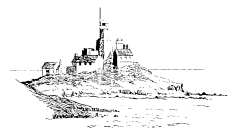


<p>To purchase new digital technology in order to implement the DCF to provide learners with access to good quality resources to develop ICT skills</p> <p>Spheros and microbits purchased to improve coding provision in ks2.</p> <p>Workshops with Technocamps to investigate computational thinking in Y5 and Y6</p>	HM OW	October 2018		8 x Samsung Tablets - £1200 – PTA Beebots - £450 Lease - £12,000 over 3 years			
<p>To effectively timetable digital technology across the curriculum to provide suitable access to equipment at relevant curriculum times</p>	HM OW	Termly					



Strategic Plan for Improvement - Three-Year Priorities 2018 – 2021

	2018-2019	2019-2020	2020-2021
Inspection Area 1: Standards	<ul style="list-style-type: none"> Improving standards and progress overall but especially boys' standards and progress overall (P1) 	<ul style="list-style-type: none"> Improving standards and progress overall 	<ul style="list-style-type: none"> Improving standards and progress overall
Inspection Area 2: Wellbeing and attitudes to learning	<ul style="list-style-type: none"> Pupil Voice Groups to impact upon attitudes to learning, health and wellbeing and behavior (P3) Embed the growth mindset approach to impact upon attitudes to learning Foster independent learning in areas of pupils' individual interests Continue to focus on attendance Continue to focus on well being 	<ul style="list-style-type: none"> Growth Mindset approaches Attitudes to learning Attendance 	<ul style="list-style-type: none"> Growth Mindset approaches Attitudes to learning Attendance
Inspection Area 3: Teaching and learning experiences	<ul style="list-style-type: none"> Provision for Welsh (P2) Pupil voice groups and curriculum experiences to impact upon pupils' perceptions of behavior (P3) Implementing changes to provision to address achievement of identified groups (P1 / P5) New curriculum development to be in line with the Successful Futures review by Donaldson 	<ul style="list-style-type: none"> New curriculum development Outdoor learning 	<ul style="list-style-type: none"> Provision within new curriculum



<p>Inspection Area 4: Care, support and guidance</p>	<ul style="list-style-type: none"> • Monitor and track the progress of pupils • Wellbeing Pupil Voice Group to promote healthy lunches and lunch boxes (balanced diet) • Wellbeing Pupil Voice Group to impact upon pupils' perceptions of behavior, bullying and stereo typing (P3) • ALN Reform Act (P4) 	<ul style="list-style-type: none"> • Tracking and assessment of pupils' outcomes and progress in learning • Independent learning 	<ul style="list-style-type: none"> • Tracking and assessment of pupils' outcomes and progress in learning • Independent learning
<p>Inspection Area 5: Leadership and management</p>	<ul style="list-style-type: none"> • Monitor the impact of provision on all pupils but especially boys' and pupils eFSM achievement (P1) • Monitoring the impact of digital learning and curriculum changes (P6) • Monitor the impact of ALN Reform Act (P4) 	<ul style="list-style-type: none"> • Monitoring impact of curriculum changes on pupil outcomes • Management and planning for outdoor learning 	<p>Monitor curriculum changes Staff development for embedding the new curriculum</p>



Policy/Plan Reviews

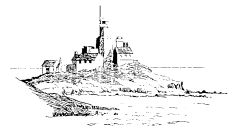
2018-2019	2019-2020	2020-2021
Statutory	Statutory	Statutory
<p>Autumn</p> <ul style="list-style-type: none"> • Child Protection • Performance Management • Pay Policy • School Improvement Plan • Governors' Annual Report to parents • Instrument of Government • Register of Business Interests • Charging for School Activities • School Session Times • Complaints 	<p>Autumn</p> <ul style="list-style-type: none"> • 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 	<p>Autumn</p> <ul style="list-style-type: none"> • 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
<p>Spring</p> <ul style="list-style-type: none"> • Anti-Bullying • Behaviour and Discipline • Transition Plans • School Prospectus 	<p>Spring</p> <ul style="list-style-type: none"> • Data Protection Policy • Capability Procedures • School Prospectus • FOI Publication Scheme 	<p>Spring</p> <ul style="list-style-type: none"> • Discipline/Disciplinary Procedures • School Prospectus • FOI Publication Scheme • Sex Education



<ul style="list-style-type: none"> • FOI Publication Scheme 		
<p>Summer</p> <ul style="list-style-type: none"> • Health & Safety • Governors' Allowance Scheme • ALN & MAT 	<p>Summer</p> <ul style="list-style-type: none"> • Strategic Equality Plan inc. Equality Plan, Accessibility Plan • Grievance Procedures • Teaching & Learning 	<p>Summer</p> <ul style="list-style-type: none"> • Target setting

Policy/Plan Reviews

2018-2019	2019-2020	2020-2021
Non-statutory	Non-statutory	Non-statutory
<p>Autumn</p> <ul style="list-style-type: none"> • Safeguarding • Fire safety Policy inc. Fire Risk Assessment, NOP & EAP • ARR 	<p>Autumn</p> <ul style="list-style-type: none"> • LAC • Business Continuity Plan • Food Policy 	<p>Autumn</p> <ul style="list-style-type: none"> • Leave of Absence • Toilet Policy • Collective Worship
<p>Spring</p> <ul style="list-style-type: none"> • ICT acceptable use • Harassment Policy • LA Policy on Admissions 	<p>Spring</p> <ul style="list-style-type: none"> • LA Policy on Admissions 	<p>Spring</p> <ul style="list-style-type: none"> • Managing Absence • Curriculum Leadership • LA Policy on Admissions • Equal Opportunities
<p>Summer</p> <ul style="list-style-type: none"> • Substance misuse • Whistleblowing • Literacy • PSE/PD 	<p>Summer</p> <ul style="list-style-type: none"> • Use of Restrictive Physical Interventions • Attendance • Homework 	<p>Summer</p> <ul style="list-style-type: none"> • Monitoring, inc. lesson observations, work scrutiny, learning walk criteria • Sustainable Development Policy



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| | <ul style="list-style-type: none">Numeracy | |
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Key

Red – Safeguarding Policies

Amber - Staffing Policies

Green - School Improvement Policies

Purple– Curriculum

Blue - School Governance