



*Wrexham Early Years Centre*  
*School Improvement Plan*



*2016 - 2017*

*Our Vision Statement*

*Hand in Hand - together we can*



*Our Aims*

*We aim to create:*

- A caring and happy learning environment where all achievements are celebrated
  - A family school where all are welcomed
- A place where curiosity and independence are encouraged – where learning is fun!

The School Improvement Plan is influenced by:

- The school's self-evaluation process
- The review of last years School Improvement Plan.
- Priorities set with the whole staff and members of the governing body.
- Priorities as set out by Welsh Government and Wrexham County Borough Council.
- Parents input through questionnaires and suggestions.
- Evidence from observations, record keeping and tracking throughout the school.
- The Early Years Foundation Phase
- Appraisal and performance management.



## Evaluation of 2015 -2016 School Improvement Plan

Area identified for improvement	Progress / Impact	Other comments / next steps
<p>Improve children's problem solving skills</p>	<p>Partnership working with Borrás Infants and Gwenfro Primary School. New resources/activities created by partnership schools.</p> <p>New resources promoting problem solving have been purchased and created.</p> <p>Staff have greater understanding of the need to improve problem skills in the classroom.</p> <p>Planning reflects opportunities for problem solving in the indoor and outdoor classroom.</p>	<p>Next steps: Continue to plan opportunities for problem solving taking in to account the needs and abilities of our current cohort of pupils. Ensure staff's skills are further developed in this area . Ensure that new members of staff are aware of the need to provide / promote problem solving opportunities.</p>
<p>To develop opportunities for children to use and apply their numeracy skills across all areas of learning and in the outdoor learning environment</p>	<p>New Number resources purchased including Number songs CDs.</p> <p>Planning continues to show innovative ways of delivering lessons.</p> <p>Data continues to show that most children make good progress in this area often from a low starting place.</p> <p>Staff's skills in Numeracy continue to improve. Staff showing increasing confidence in using and promoting number in the classroom.</p>	<p>Continued partnership working with Borrás and Gwenfro Community Primary School in 2016 - 2017. Continue to look at ways for children to use and apply their numeracy skills, in light of complex needs of many of our pupils. Need to research ways in which children with ALN learn Mathematical skills. Continue to work with parents in helping them to develop their child's Numeracy skills.</p>
<p>To improve monitoring procedures and make better use of data to evaluate the impact of initiatives on children's outcomes</p>	<p>New assessment procedures have helped to identify the needs of all learners and have provided greater opportunities to create data.</p> <p>Due to changing cohort of pupils ie far greater number of resourced pupils, it is difficult to make accurate comparisons / trends over time . Need to continue to improve monitoring procedures.</p>	<p><b>Continued focus in School Improvement Plan - 2016-2017</b> Continue to analyse data from new assessment procedures in order to identify strengths and weaknesses and to set performance targets. Analyse data over three year period in order to identify trends over time. Use expertise of new members of the Governing Body in creating and analysing data.</p>

<p>To introduce and further develop national and school assessment procedures.</p>	<p>RC introduced new FP Profile to all staff during series of staff meetings. Support offered during assessment period and with recording results at the end of the On Entry period and end of the school year. Data produced from FP Profile assessments. School assessments revised.</p>	<p>Inset Day - September 2016 - Assessment - discuss value and importance of individual National and School Assessments. Finalise assessment portfolio. New Assessment, Recording and Reporting policy to be created following consultation with all staff and governing body</p>
<p>To further develop Outreach and family learning opportunities</p>	<p>Outreach system now expanded and renamed - Primary STEPs ( Supporting Teachers and Educational Practitioners). Regular meetings now held between WEYC, Rhosymedre and Assessment Centre staff and with LA officers. New referral, visit and Evaluation forms created. Data from scheme show the positive effect of initiative on schools and settings.</p> <p>Family learning opportunities - only accessed by small number of parents which could be due to transport issues - many parents are unable to visit school on a regular basis. New Sensory Library established , offering loan of a wide range of resources.</p>	<p>School to continue taking an active part in Primary STEPs initiative.</p> <p>Continue to offer workshops, 1- 1 consultations, phone support on a wide range of issues / needs and concerns of parents.</p>
<p>To develop a 'Language Routes' system, organising children into groups based on their speech and language skills, in order to provide specific focussed input.</p>	<p>On Entry assessments of individual pupils carried out. Data used to establish Language groups, ensuring specific focussed input for all pupils. Despite sessions organised and planned for each group, it has often proved difficult to adhere to the timetable due to review meetings, courses , staff absences etc. On occasions, it is difficult to release two staff to work with a small group of children in a quiet area.</p>	<p><b>September 2016.</b> School has appointed a teaching assistant - IDP coordinator - to work with individuals and small groups on areas such as language skills. It is hoped that this will be a more realistic and manageable way of offering support to pupils.</p>
<p>To enhance the school's performance management system in order to reflect changes to the context and nature of the school and to provide a clear focus on improving teaching and learning.</p>	<p>Senior Management Team evaluated existing PM system and made changes to the format to ensure system was robust, fit for purpose and manageable. New system for Teaching Assistants Administration staff, was in place by Summer Term 2016.</p>	<p>Evaluate effectiveness of new system, midway and end of PM period.</p>
<p>To improve links with local businesses and community groups</p>	<p>Some progress made in this area but due to staff member ( with responsibility for community links) absence and illness , there is a need to focus on further improving links in the next academic year.</p>	<p>Continue to develop links with community groups and associations eg Wrexham Family Information Service.</p>

## Areas identified for improvement in our Self Evaluation Report - July 2016

### Key Question 1: How good are outcomes?

- To further develop and refine assessment procedures to monitor and evaluate results and to provide further performance data.
- To further develop practitioners observational skills in the classroom.
- To further develop the skills and confidence of staff and parents in the use of Welsh.
- To enhance all pupils' levels of attainment in literacy and numeracy.
- Attendance - to closely monitor unauthorised attendance and punctuality.
- To work towards achieving the Gold award Dental SMILE scheme.

### Key Question 2 :How good is provision?

- To develop staff and parents skills in use of the Welsh language
- To further develop a 'Language Routes' system, organising children into groups based on their speech and language skills, in order to provide specific focussed input.
- To develop further opportunities to develop early writing skills.
- To work towards achieving the Eco Silver award
- To further develop the environmental area.
- To monitor tracking / target setting systems to ensure robust systems in place.
- To refine and further develop assessment materials in order to ensure that they are manageable, informative and robust.
- To further develop the use of electronic systems to record assessment of pupil progress.
- To further develop individual On Entry profiles for Nursery pupils.
- To use new technologies to develop systems in order to ensure more focused feedback and monitor impact
- To ensure that all new members of staff / Governing Body receive training in Child Protection/Safeguarding.
- To further raise the profile of Health and Safety within the school.
- To ensure that staff are familiarised with new Digital and technological initiatives.
- For all members of staff to access further training opportunities in ALN, for example ASD.
- To help pupils develop their toileting skills.
- To further develop the Centre's work on placement outcomes for ALN pupils and to look at primary needs trends in order to inform planning and provision.
- To create more informative and appealing Home School diaries.
- To further develop the Environmental area of the outdoor classroom.
- To monitor and assess the outdoor environment through risk assessment procedures to ensure that the highest levels of health and safety are adhered to.

### Key Question 3: How good are Leadership and Management ?

- To further develop Governor knowledge and skills through tailored courses, workshops and learning walks.
- To continue addressing national priorities such as raising standards in literacy and numeracy.
- To further enhance the school's performance management system in order to reflect changes to the context and nature of the school and to provide a clear focus on improving teaching and learning.
- To continue developing Networks of professional practice with local schools.
- To ascertain the views of Flying Start / Early Education parents or carers in order to further improve the self evaluation process.
- To seek the views of visiting professionals in order to identify strengths and areas for development.
- To improve self evaluation mechanisms by developing further data analysis procedures.
- To further develop the role of the Governing Body sub committees.
- To further develop the recording of resources purchased / disposal procedures.
- To further promote the well being of staff.



## Key Development Priorities for 2016 - 2017

- To develop the skills, knowledge and expertise of staff working with children with autism.
- To develop consistent early writing and pre writing skills to raise achievement in writing.
- To further improve monitoring procedures and make better use of data to evaluate the impact of initiatives on children's outcomes

### Other priorities for 2016 - 2017

- To ensure that new Reception pupils are fully supported through their transition in to full time education.
- To revise / adapt Home School diaries in order to make them more informative and to encourage regular feedback from parents.
- To support Nursery and Reception children with toilet training
- To ensure that the school environment is as safe as possible for all pupils and staff.
- To ensure that all Safeguarding and Child Protection procedures are safe and up to date.
- To promote staff well being.
- To ensure that all staff are introduced to the Digital Competence Framework and the HWB Learning Platform.



Key Priority 1

- To develop the skills, knowledge and expertise of staff working with children with autism.

What is our vision? What do we want our children to achieve?

- To develop a range of approaches and strategies to support children with autism.
- To provide our children with a safe and secure learning environment.
- To develop all practitioners' skills.
- To create an 'autism friendly school.'

Development Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To develop the skills, knowledge and expertise of staff working with children with autism.	<ul style="list-style-type: none"> <li>• To conduct research on how best to create an 'autism friendly classroom'.</li> <li>• To produce / purchase resources to support children.</li> <li>• To plan and provide for a range of activities that address children's individual needs.</li> <li>• To provide training opportunities in order to develop the understanding and skills of staff.</li> <li>• To provide training opportunities for Governors in order to develop their understanding of autism.</li> <li>• Ensure that ALNco's access all relevant courses, speakers etc</li> <li>• To offer / share practical advice and strategies to support parents</li> <li>• Continue to ensure that staff are kept informed of SEN practices and procedures through regular meetings and sharing of information.</li> <li>• To develop the role of IDP coordinator in order to provide additional support to ALN Nursery pupils.</li> <li>• To observe good practice in other specialised settings.</li> </ul>	<p><b><u>Finance / Resources</u></b></p> <p><u>CPD needs</u></p> <p>Training Courses / Visits - Supply Cover if appropriate.</p> <p><u>Meetings</u></p> <p>To share information, ideas and research conclusions.</p> <p>Staff plan activities according to need.</p> <p>Progress and achievements recorded and analysed.</p> <p>IDP Coordinator to liaise with ALNcos re targets.</p>	<p>October 2016</p> <p>September - July 2017</p> <p>On going</p> <p>Ongoing</p> <p>On going</p>	<p>HT</p> <p>ALNcos - Liz Jones and Rachel Costeloe</p> <p>Family Learning Coordinator</p>	<p>Practitioners - improved skills, knowledge and expertise in working with children with autism.</p> <p>Resources – appropriate resources purchased and made to support children with autism.</p> <p>Calming and inviting learning environment created for all children.</p> <p>All tasks / activities will have been successfully completed and evaluated.</p> <p>Support and guidance available to parents through drop in sessions and workshops.</p>

Record of Monitoring and Evaluation	
Monitoring/Review Notes	Evaluation (making judgements against the defined success criteria)
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this.            Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.            Analysis of professional discussions.</p>	<p>Report on outcomes / impact.            Refer to success criteria.            Use judgements made to update Self Evaluation report</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.            Use judgements made to update Self Evaluation report.</p>



Key Priority 2

➤ To develop consistent early writing and pre writing skills to raise achievement in writing.

What is our vision? What do we want our children to achieve?

- To support children in further developing their writing skills
- To promote enjoyment and enthusiasm for learning through practical activity and exploration.
- To further improve the teaching skills of all practitioners through developing a shared understanding of how children progress in writing.
- To provide advice and support for parents on the ways they can build learning activities into everyday routines to support their child's writing skills

Development Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To develop consistent early writing and pre writing skills to raise achievement in writing.	<ul style="list-style-type: none"> <li>• To undertake a range of national and school based assessments in order to identify individual needs.</li> <li>• To research ways in which young children learn mark making skills in order to inform teaching methods.</li> <li>• To plan innovative and fun mark making experiences.</li> <li>• To provide information to governors about pupils' progress in writing to enable them to monitor standards more effectively.</li> <li>• For staff to observe good practice in the teaching of early writing by visiting other schools.</li> <li>• To purchase and create new and relevant fine motor skills / mark making resources</li> <li>• To work with parents in helping them to support their child in Maths by providing them with information on how to develop their child's numeracy skills.</li> </ul>	<u>Finance / Resources</u> Apps for iPads Resources - fine motor skills / mark making - £500  <u>Staffing / Staff time</u> Non contact time to input pupil assessments  <u>Meetings</u> To share ideas and progress of individual pupils. To discuss and moderate judgements  To receive data analysis	October 2016  On going	HT  Language, Literacy and Communication Curriculum Team  SMT Team  Resource Coordinator  Family Learning Coordinator – Mel Jones	Based on Autumn Term base line information – tracking grids used show clear progression Learning gaps are quickly identified.  All tasks / activities will have been successfully completed and evaluated.  Pupils make expected progress in their early writing skills and reach their individual targets.  Staff becoming skilled in identifying opportunities to develop and reinforce mark making skills .

Record of Monitoring and Evaluation					
Monitoring/Review Notes			Evaluation (making judgements against the defined success criteria)		
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this.  Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.  Analysis of standardised tests and professional discussion</p>			<p>Report on outcomes / impact.  Refer to success criteria.  Use judgements made to update Self Evaluation report</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.  Use judgements made to update Self Evaluation report</p>		



Key Priority 3

- To further improve monitoring procedures and make better use of data to evaluate the impact of initiatives on children's outcomes

What is our vision? What do we want our children to achieve?

- To identify an agenda for improvement in order to raise standards.
- To use data to review performance leading to better outcomes for pupils .

Development Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To further improve monitoring procedures and make better use of data to evaluate the impact of initiatives on children's outcomes	<ul style="list-style-type: none"> <li>• To use new assessment evidence to identify the needs of all learners and to provide a clear picture of how individual pupils and groups of pupils are doing.</li> <li>• To devise an assessment system to measure very small steps that pupils are expected to make and patterns of pupils progress.</li> <li>• Continue to analyse and interpret data in order to identify strengths and weaknesses and use data to set performance targets for school improvement.</li> <li>• Analyse data over three year period in order to look at trends over time - look at value added.</li> <li>• Analyse data relating to standards and progress of different groups of pupils ALN children</li> </ul>	<p><u>Finance / Resources</u></p> <p>To be funded if required from school budget eg stationary costs</p> <p><u>Meetings</u></p> <p>Senior Management Meetings</p> <p>Data Outcome group meetings</p> <p>Meetings with partnership schools.</p> <p>As required.</p>	<p>October 2016 - ongoing</p> <p>October 2016</p> <p>On going</p>	<p>R.H.</p> <p>Data Outcome group - staff and governors</p> <p>R.H.</p> <p>All staff to be involved</p>	<p>School is well placed to evaluate its work against assessment information and pupils' performance data. School has better information upon which to inform discussions with teachers, governors and parents about the effectiveness of the school's provision.</p>

	<ul style="list-style-type: none"> <li>• Work in partnership with colleagues to discuss use of data in evaluating impact of initiatives.</li> <li>• Organise regular meetings in order to review progress.</li> </ul>				
<b>Record of Monitoring and Evaluation</b>					
<b>Monitoring/Review Notes</b>			<b>Evaluation (making judgements against the defined success criteria)</b>		
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this.  Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.  Analysis of standardised tests</p> <p>Professional discussion</p>			<p>Report on outcomes / impact.  Refer to success criteria.  Use judgements made to update Self Evaluation report  To ascertain views of professionals to provide information for future development.</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.  Use judgements made to update Self Evaluation report.</p>		

## Other priorities 2016 - 2017

Development priority	Tasks or Activities	Requirements/ Provision for addressing professional needs of all staff	Target date for completion	Lead person	Success Criteria
To ensure that new Reception pupils are fully supported through their transition in to full time education.	<p>Organise meals for those pupils who wish to have a school meal. Organise lunchtime / dinner supervision.</p> <p>Ensure pupils are suitably challenged with a range of activities on offer. Children to work on individual targets following assessments.</p>	<p><u>Finances / Resources</u></p> <p>Tablecloth, cups and plates.</p> <p><u>Staffing / Staff time</u></p> <p>Organise staff to supervise lunchtimes.</p>	September 2016 - ongoing	SMT – Rhian Hughes, Rachel Costeloe, Liz Jones	Children enjoying full time Reception experience, participating in a range of activities suitably differentiated to meet their needs.
To revise / adapt Home School diaries in order to make them more informative and to encourage regular feedback from parents.	SMT to seek opinions of parents as to what they wish to know about their child's week. SMT to revise current diary format. Feedback from home monitored and responded to when required.	<p><u>Finances / Resources</u></p> <p>Stationary Costs</p> <p><u>Staffing / Staff time</u></p> <p>Home School Link Coordinator to be released to make weekly phone calls to parents.</p> <p><u>Meetings</u></p> <p>Initially required to revise documents and later to monitor effectiveness of weekly diaries.</p>	September 2016 - ongoing	<p>HT - Rhian Hughes</p> <p>Home / School Link Coordinator – Sara Williams</p> <p>SMT - Rachel Costeloe and Liz Jones</p>	Improved communication between parents and home. Parents informed about all aspects of their child's morning / day in school.

<p>To support Nursery children with toilet training</p>	<p>To audit pupils who are not yet toilet trained. To identify children who appear to be showing some awareness of toileting needs. To devise toileting programmes for individual children.</p> <p>To work with parents as part of the toileting programme.</p> <p>To revise Toileting Policy in light of changes.</p>	<p><u>Finance / Resources</u> Purchase toileting aids eg Dry like me pads</p> <p><u>Meetings</u></p> <p>Meetings with staff to discuss individual programmes in order to ensure consistency of approach.</p> <p>Regular meetings with parents to discuss progress.</p>	<p>October 2016 – July 2017</p>	<p>Home School Link Coordinator - Sara Williams</p> <p>ALNCos - Liz Jones Rachel Costeloe</p>	<p>Children on toileting programmes to be out of nappies and fully toilet trained. Parents supported in all aspects of toilet training.</p>
<p>To ensure that the school environment is as safe as possible for all pupils and staff.</p>	<p>To check that health and safety management arrangements are sensible and proportionate by conducting a review of current practice.</p> <p>Organise courses in First Aid and Food Safety for staff.</p> <p>Organise termly health and safety walks to identify any issues that may have arisen both inside the school and in the garden.</p> <p>Produce Health and Safety checklist for the indoor and outdoor classroom.</p>	<p>Supply cover - possible non contact time to release member of staff</p>	<p>On going 2016 - 2017</p>	<p>Health and Safety Coordinator - Toni Gwilliam</p> <p>Health and Hygiene Coordinator – Yvonne Rowley</p> <p>Governing Body Premises Committee</p> <p>Rhian Hughes</p>	<p>A safe learning environment, where real risks within school are managed carefully helping to ensure that all members of the school community are protected.</p>

<p>To ensure that all Safeguarding and Child Protection are safe and up to date.</p>	<p>Organise training opportunities / courses for all staff in order to enable them to constructively and appropriately respond to issues such as neglect and abuse.</p> <p>Ensure all staff are aware of procedures to be followed when concerns are felt such as how to respond</p>	<p><u>Finance / Resources</u></p> <p>Supply cover costs if required.</p> <p><u>Meetings</u></p> <p>Staff meetings to discuss policies and procedures.</p>	<p>September 2016 - July 2017</p>	<p>HT - Rhian Hughes</p>	<p>All staff have updated Child Protection training, in order to refresh their knowledge and techniques. This will help to ensure the safety and well being of all our children</p>
<p>To promote staff well being .</p>	<p>To organise periods where individual staff have the opportunity to enjoy quiet and relaxing times within the school day.</p> <p>To create a Staff Well being Policy, setting out the many school practices that support staff health and well being.</p>	<p><u>Finance / Resources</u></p> <p>Refreshments - Happy Hour</p> <p><u>Meetings</u></p> <p>Staff to meet to discuss ways in which staff well being can be promoted.</p>	<p>September 2016 - July 2017</p>	<p>Rhian Hughes Rachel Costeloe</p>	<p>A happy learning community where staff feel valued, appreciated and are encouraged to develop personally and professionally.</p>
<p>To ensure that all staff are introduced to the Digital Competence Framework and the HWB Learning Platform.</p>	<p>ICT Coordinator to attend training events on The Digital Competence Framework and the HWB Learning Platform.</p> <p>In house training with the SMT and all practitioners</p>	<p><u>Courses</u> – Supply costs if required</p> <p>Training events run by GWe and Wrexham LA</p> <p>In House Training</p>	<p>September 2016 – On-going</p>	<p>Rachel Costeloe ICT Coordinator</p>	<p>Digital Competence Framework is evident in our planning and delivery of the curriculum.</p> <p>All staff are aware and can access the HWB Learning Platform.</p>

**Monitoring Schedule 2016 - 2017**

Autumn Term 2016	Spring Term 2017	Summer Term 2017
SENIOR MANAGEMENT TEAM – COLLECTING / ANALYSING DATA	GOVERNING BODY AND S.M.T. :LEARNING WALK- AUTISM EARLY WRITING SKILLS  DATA ANALYSIS	LESSON OBSERVATIONS - NURSERY / EARLY EDUCATION – LANGUAGE / EARLY WRITING SKILLS
GOVERNING BODY:  FEEDBACK OF AUDITS/REPORT FINDINGS - SUB COMMITTEES / FULL  AUTISM / EARLY WRITING/HOME SCHOOL DIARIES/TOILET TRAINING  LEARNING WALK – FAMILIARISATION  HEALTH AND SAFETY   CLASSROOM VISITS  DATA ANALYSIS	GOVERNING BODY AND SMT : LEARNING WALK - WRITING SKILLS /ALN  DIGITAL COMPETENCE FRAMEWORK / HWB LEARNING PLATFORM  CHILD PROTECTION / SAFEGUARDING  HEALTH AND SAFETY	GOVERNING BODY: ANALYZING DATA – EVALUATING IMPACT OF INITIATIVES ON CHILDREN'S OUTCOMES   SMT FEEDBACK / STUDYING EXAMPLES OF ASSESSMENTS / DATA   CLASSROOM VISITS

The School Improvement Plan will be monitored in the following ways:

- ❖ By the Senior Management Team : The Senior Management Team regularly monitor and evaluate the SIP. Reports are prepared to share with the Governors, Staff and parents. A copy of the SIP will be placed in the Meeting room for easy reference by staff and in the Community Room and foyer for access by parents.
- ❖ By all staff: All staff will be involved in the Monitoring and Evaluation system. This will enable everyone to take a full and active role in the SIP.
- ❖ By the Governing Body: The SIP will be placed on the Agenda for half termly meetings. The Headteacher will provide a report of progress on the SIP and will indicate future areas to be developed. As part of the monitoring progress, Governors will be invited in to school.
- ❖ By GwE - Will be discussed in termly meetings with the Challenge Advisor.

