



Wrexham Early Years Centre
School Improvement Plan



2017 - 2018

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 year's 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 2016 -2017 School Improvement Plan

Area identified for improvement	Progress / Impact	Other comments / next steps
<p>To develop the skills, knowledge and expertise of staff working with children with autism.</p>	<ul style="list-style-type: none"> • Sensory audit devised. Individual sensory assessment sheet devised, identifying sensory issues that needed to be addressed in the environment. Audit of premises conducted to identify ways in which sensory issues affect learning. Changes made to many aspects of school life to make school 'autism friendly'. These changes have included softening lightening and staff avoiding strong smelling perfumes. • Individual sensory assessments devised. Assessments identified areas where the child found aspects of the classroom stressful or overwhelming. Response to these factors was found to be having an impact on their behaviour and well being. Strategies were then developed to help ensure that each child is better supported in the classroom. These assessments are now used to inform planning. • Improved research skills. Staff have conducted research in to different aspects of autism. Research skills much improved and confidence in cascading information / giving feedback greatly increased. • New ASD resources for use with individual and groups have been purchased. • Staff have greater understanding of working with children who have autism. Staff are better aware of issues relating to autism and have a developing understanding of communication skills and sensory issues. 	<p>Next steps: Continue to look at look at Sensory needs of pupils.</p> <p>Aim to access ASD training opportunities.</p> <p>Continue to research aspects of ASD.</p> <p>Progress made – On track</p>
<p>To develop consistent early writing and pre writing skills to raise achievement in writing.</p>	<ul style="list-style-type: none"> • New writing resources purchased and created. • Planning shows innovative ways of delivering lessons. • Data continues to show that most children make good progress in this area often from a low starting place. • Staff are confident in the best approach to develop pupils' writing skills, according to pupils' level of ability. 	<p>Continue to look at ways to encourage early writers. Ensure resources are of varied and of a good quality. Work with new cohort of parents in helping them to develop their child's writing skills.</p> <p>Progress made – On track</p>

	<ul style="list-style-type: none"> • Staff are skilled in assessing pupil needs & using appropriate approach to support writing development 	
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"> • New assessment evidence gathered identifying the needs of all learners and providing a clear picture of how individual pupils and groups of pupils are doing has been devised. • New assessment system created, measuring very small steps that pupils are expected to make and patterns of pupils progress. • School continues to analyse and interpret data in order to identify strengths and weaknesses. The data is used to set performance targets for school improvement. • Partnership working - discussions held on use of data in evaluating impact of initiatives. • Regular meetings held to review progress. 	<p>Continued focus as new changes to the curriculum are introduced. Data will be analysed 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>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> <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>Progress made – On track</p>
To ensure that new Reception pupils are fully supported through their transition in to full time education.	<ul style="list-style-type: none"> • Transition Coordinator – Liz Jones, has ensured that transition process from WEYC to new schools is smooth and effective. • New procedures established for pupils attending full time. • Meals organised for those pupils who had a school meal. Lunchtime / dinner supervision organised. • Children enjoyed and benefited from full time Reception experience, participating in a wide range of activities suitably differentiated to meet their individual needs. Pupils were suitably challenged. Children worked on individual targets following assessments. • Good systems established in organising transition of Reception pupils to new schools. 	<p>Ensure transition continues in to Autumn Term – phone calls, follow up meetings and visits.</p> <p>Larger cohort of Reception pupils. Finances now available to employ two mid day supervisors to supervise Reception pupils at dinner time. Sufficient staff available to teach children during afternoon session. New items to be purchased eg new reading books, to ensure that resources are suitably appropriate, interesting, fun and challenging for older pupils.</p> <p>Progress made – Achieved target</p>
To revise / adapt Home School diaries in order to make them more informative and to encourage regular feedback from parents.	<ul style="list-style-type: none"> • Home / School diaries revised / adapted following discussions by SMT. <p>Unfortunately, the general response to the diaries was disappointing despite the changes made.</p>	<p>September 2017. Need to adapt Home / School diaries again in order to encourage parents to complete news from home section. Also we need to make new diaries more manageable and less time consuming for staff to complete on a Friday morning.</p> <p>Progress made – On track</p>

<p>To support Nursery and Reception children with toilet training</p>	<ul style="list-style-type: none"> • Toileting programmes devised for individual children. • Workshops held for parents as part of the toileting programme. • Toileting Policy revised and adapted to reflect changes. • Regular discussions / audits to ensure consistency of approach with regards to toilet training / progress made and to identify children who are ready for more formal toilet training. • Regular meetings with parents to discuss progress. 	<p>Continue to discuss progress of individual pupils in toilet training.</p> <p>Progress made – On track</p>
<p>To ensure that the school environment is as safe as possible for all pupils and staff.</p>	<ul style="list-style-type: none"> • Through conducting a review of current practice it was deemed that Health and safety management arrangements were sensible and proportionate. • Courses were organised in First Aid and Food Safety for staff. • Health and safety walks to identify any issues that may have arisen both inside the school and in the garden, have taken place. • Health and Safety checklist for the indoor and outdoor classroom has been devised. 	<p>New Governor with responsibility for Health and Safety works closely with Health and Safety Coordinator to ensure that risks are managed responsibly and proportionately.</p> <p>Courses booked for staff to receive basic First Aid training.</p> <p>New Health Care Plan to be adapted and ratified by Governing Body.</p> <p>Progress made – On track</p>
<p>To ensure that all Safeguarding and Child Protection procedures are safe and up to date.</p>	<ul style="list-style-type: none"> • Organise training opportunities / courses for all staff in order to enable them to constructively and appropriately respond to issues such as neglect and abuse. • Ensured that all staff are aware of procedures to be followed when concerns are felt such as how to respond 	<p>Progress made – On Track</p> <p>Staff meetings held to discuss safeguarding of pupils and child protection issues.</p> <p>Need for updated training for all staff.</p>
<p>To promote staff well being.</p>	<ul style="list-style-type: none"> • To organise periods where individual staff have the opportunity to enjoy quiet and relaxing times within the school day. • Staff Well being Policy created, setting out the many school practices that support staff health and well being. • Comfort Box and Relax Box created for use by all staff.- 	<p>Progress made – On track</p> <p>Continue to monitor staff well being in order to ensure a happy and positive work environment.</p> <p>Work life balance addressed for teachers and teaching assistants.</p>

<p>To ensure that all staff are introduced to the Digital Competence Framework and the HWB Learning Platform.</p>	<ul style="list-style-type: none"> • ICT Coordinator has attended training events on The Digital Competence Framework and the HWB Learning Platform. ICT Coordinator has cascaded information to colleagues. • In house training with the SMT and all practitioners is still to be arranged. 	<p>Some progress made – Limited progress</p> <p>Need for all staff to receive training in this area.</p>
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Areas identified for improvement in our Self Evaluation Report - July 2017

Key Question 1: How good are outcomes?

- To further enhance all pupils' levels of attainment in literacy and numeracy.
- 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.
- 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 provide opportunities to improve the numeracy and literacy skills of Reception pupils.
- To further develop staff and parents skills in use of the Welsh language through school support and training opportunities.
- To ensure that Reception pupils receive a curriculum that is developmentally appropriate and challenging.
- To further develop the use of iPads to aid the communication skills of children.
- To work towards achieving the Eco Silver award
- To further develop the environmental area.
- To ensure that all staff receive training in DCF and the HWB Learning Platform.
- To monitor tracking / target setting systems in order to ensure robust systems in place.
- To further develop the use of electronic systems to record assessments of pupil progress.
- To refine and further develop assessment materials in order to ensure that they are manageable, informative and robust.
- To ensure that all stakeholders are prepared for major reforms to the Welsh education system.
- To further develop individual On Entry profiles for Nursery pupils.
- To ensure that all practitioners have opportunities to work with older children within the Foundation Phase.

- To use new technologies to develop systems in order to ensure more focused feedback and monitor impact.
- For all practitioners to have updated Child Protection / Safeguarding training.
- For all staff to be familiar with the systems and procedures used in meeting the needs of children with ALN.
- For all members of staff to access further training opportunities in ALN.
- To promote more effective , consistent and proactive school / parent communication and cooperation.
- 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 further develop the skills, knowledge and expertise of staff working with children with sensory issues.
- To ensure that staff are involved in implementing the new SEN Code of Practice.
- 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 continue developing Networks of professional practice with local schools.
- To embed rigorous systems used to inform the school's self evaluation process.
- To change the format of the current SER to reflect the new Inspection framework.
- To ascertain the views of Flying Start / Early Education parents or carers in order to further inform the self evaluation process.
- To seek the views of visiting professionals in order to identify strengths and areas for development.
- To further develop the role of the Governing Body sub committees.
- To ensure that all staff have opportunities to visit pupils in other schools and settings.
- To continue developing networks of professional practice within the county.
- To work with colleagues from other counties in North Wales as part of IDP pilot scheme.
- To further develop the Hand in Hand Support Network group to encompass greater family learning opportunities.
- To further develop the Primary Steps scheme working with LA partners.
- To further develop the recording of resources purchased / disposal procedures.
- To ensure that governors are familiar with SEN systems and procedures.
- To ensure that funding, following changes to the cohort eg full time pupils, is fair and transparent.

Key Development Priorities for 2017 - 2018

- To continue to raise standards in numeracy and literacy.
- To embed rigorous systems used to inform the school's self evaluation process and to help identify future areas of development.
- To ensure that all stakeholders are familiar with the systems and procedures used in meeting the needs of children with ALN and are involved in implementing the new SEN Code of Practice.

Other priorities for 2017 - 2018

- To continue to develop an effective and consistent system for assessment to support high quality teaching, learning and outcomes for all children.
- To further develop the skills, knowledge and expertise of staff working with children with sensory issues
- To further ensure that all Safeguarding and Child Protection procedures are up to date and effective.
- To ensure that staff gain experience in working with older children – Reception and Year 1.
- To ensure that all staff are introduced to the Digital Competence Framework and the HWB Learning Platform.
- To ensure readiness of the staff for the new Welsh curriculum



Key Priority 1

➤ To continue to raise standards in numeracy and literacy.

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

- To ensure that all children achieve well in numeracy and literacy and make good progress.
- To ensure that gaps in learning are identified and addressed swiftly.
- To maintain an inspiring and engaging curriculum.
- To further improve the teaching skills of all practitioners.

Development Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To continue to raise standards in numeracy and literacy.	<ul style="list-style-type: none"> • Analyse all data to look at areas for improvement • Identify strengths, areas for improvement and actions needed and to create action plans to implement changes and share good practice. • Identify groups and ways to address any gaps in achievement between these groups and all children. • Further develop opportunities for pupils to access individual / small group sessions to provide additional support and challenge. • To develop mental maths skills • Purchase apps for iPads to support learning • Purchase reading book scheme – ORT • Develop use of Numicon to support numeracy development. • To work with parents, sharing information and helping them to support their children at home. 	<p><u>Finance / Resources</u></p> <p>Resources – budget - £100</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>October 2017</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.</p> <p>Pupils make expected progress in their early maths and literacy skills and reach their individual targets.</p> <p>Resources – appropriate resources purchased and made to support both Nursery and Reception 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>

	<ul style="list-style-type: none"> To further develop practitioners' use of Makaton in the classroom. To further develop practitioners' use of pictures to aid communication. To continue to plan innovative and fun experiences. 	IDP Coordinator to liaise with ALNCos re targets.			
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.</p> <p>Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.</p> <p>Analysis of professional discussions.</p>			<p>Report on outcomes / impact.</p> <p>Refer to success criteria.</p> <p>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.</p> <p>Use judgements made to update Self Evaluation report.</p>		



Key Priority 2

- To embed rigorous systems used to inform the school's self-evaluation process and identification of future areas of development.

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

- To improve the quality of provision for all pupils and the standards they achieve.
- To provide an accurate assessment of how well the school is performing.
- To ensure that all stakeholders are involved in identifying priorities for improvement.
- To identify areas for improvement, in order to ensure that the school offers the best possible education for the children in its care.

Development Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To embed rigorous systems used to inform the school's self-evaluation process and identification of future areas of development	<ul style="list-style-type: none"> • Review school's self-evaluation processes to ensure systems are robust and effective. • To revise the current questionnaire form for parents in order that they become more active participants in the evaluation process. • To arrange regular informal coffee mornings to ascertain views of parents with regards to the school. • To revise staff classroom audit in order to ensure a more streamlined form with specific areas to observe. • Governing Body – timetabled visits to look at different aspects of school life. • To devise forms for completion by professionals who visit the school. 	<u>Finance / Resources</u> Supply costs Stationary costs <u>Staffing / Staff time</u> <u>Meetings</u> Staff meetings Governing Body	December 2017 On going	HT SMT Team	All stakeholders contributing to the self evaluation process. All tasks / activities will have been successfully completed and evaluated. Effective parental involvement. Parents contributing to the decision making process and having a key role in supporting all aspects of the school's work.

	<ul style="list-style-type: none"> • To revise current format of SER using Estyn template based on the current inspection framework from September 2017. • Ensure that evidence from all sources is accessible to all stakeholders. 				
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 ensure that all stakeholders are familiar with the systems and procedures used in meeting the needs of children with ALN, and are involved in implementing the new SEN Code of Practice and legislation.

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

- To secure high quality provision for children with Additional Learning Needs.
- To develop the skills, knowledge and expertise of staff working with children who have a range of additional learning needs.
- For stakeholders to share an understanding and common vision.

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 all stakeholders are familiar with the systems and procedures used in meeting the needs of children with ALN and are involved in implementing the new SEN Code of Practice and legislation.	<ul style="list-style-type: none"> • Develop the role of IDP coordinator in order to provide additional support to ALN Nurserypupils. • Staff to be given opportunities for visits and observations to schools and settings. • Ensure that all Governors, are up to date and knowledgeable about the School's SEN provision, including how funding, equipment and personnel resources are deployed. • Ensure that all staff and Governors understand the nature of the ALNCo role through staff and Governing Body meetings. • To participate in IDP pilot project with colleagues from Wrexham, Conwy and Flintshire. • ALNCoS continue to ensure that staff are kept informed of SEN practices and procedures through regular meetings and sharing of information. • Update the ALNCo job description to ensure that it fully reflects the expectations of the role. 	<u>Finance / Resources</u> To be funded if required from school budget eg stationary costs <u>Meetings</u> Senior Management Meetings Staff meetings SENCo Forum Meetings Meetings with partnership schools – IDP pilot As required.	October 2017 - ongoing On going	R.H.	Staff working effectively with other agencies to support children and their parents. Staff have furthered their knowledge and understanding of ALN procedures by keeping abreast of new initiatives and systems. Staff implementing new initiatives within the setting. Governors have a thorough understanding of ALN procedures and forthcoming legislation. Parents supported and fully engaged with ALN processes and procedures.

	<ul style="list-style-type: none"> • Ensure that parents of children with ALN are supported and engaged in the process and are treated as equal partners in their child's education through the Person Centred Planning and IDP process. • Staff reflect on current practice and are given support that they require to meet their own professional needs. • To investigate ways in which pupils contribute their thoughts and feelings in a meaningful way. 				
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.</p> <p>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.</p>		

Other priorities 2017 - 2018

Development priority	Tasks or Activities	Requirements/ Provision for addressing professional needs of all staff	Target date for completion	Lead person	Success Criteria
To continue to develop an effective and consistent system for assessment to support high quality teaching, learning and outcomes for all children.	<ul style="list-style-type: none"> To ensure that all staff and governors are aware of how effective assessment has a positive impact on learning. To review assessment procedures to ensure that system is effective and fit for purpose for the unique requirements of our setting. Review assessments to ensure consistency of application across the school. 	<u>Finances / Resources</u> Supply costs / Stationary costs <u>Staffing / Staff time</u> Moderation meetings to ensure consistency	September 2017 - ongoing	SMT – Rhian Hughes, Rachel Costeloe, Liz Jones	An assessment system appropriate to all pupils' needs. Getting rid of barriers to learning. Each child's learning, self confidence and understanding developed. Inform future planning moving learning forwards. Evidence of use of formative assessment to inform quality planning directly differentiating at individual pupils' levels leading to improved attainment by pupils.
To further develop the skills, knowledge and expertise of staff working with children with sensory issues	<ul style="list-style-type: none"> To conduct research on ideas for sensory experiences within the classroom. To produce / purchase resources to support children eg individual group sensory boxes To plan and provide for a range of activities that address children's individual needs. To provide training opportunities in order to further develop the understanding and skills of staff. To observe good practice in other specialised settings. To provide training opportunities for Governors in order to develop their understanding of sensory issues. 	<u>Finances / Resources</u> Sensory resources £150 <u>Staffing / Staff time</u> Possible staff supply costs	September 2017 - ongoing	HT - Rhian Hughes SMT - Rachel Costeloe and Liz Jones	Practitioners - improved skills, knowledge and expertise Resources – appropriate resources purchased and made to support both Nursery and Reception children Calming and inviting learning environment created for all children.

	<ul style="list-style-type: none"> Ensure that ALNco's access all relevant courses, speakers etc To offer / share practical advice and strategies to support parents. 	<u>Meetings</u> Meetings with colleagues to cascade information and share expertise.			All tasks / activities will have been successfully completed and evaluated. Support and guidance available to parents through drop in sessions and workshops.
To further enhance understanding of safeguarding issues and to ensure that all Safeguarding and Child Protection are up to date and effective.	<ul style="list-style-type: none"> To organise training opportunities / courses for all staff in order to enable them to constructively and appropriately respond to issues such as neglect and abuse. Ensure all staff are aware of procedures to be followed when concerns are felt such as how to respond. Review Whistleblowing policy. 	<u>Finance / Resources</u> Supply cover costs if required. <u>Meetings</u> Staff meetings to discuss policies and procedures.	September – December 2017	HT - Rhian Hughes	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 through developing prompt identification of concerns and effective monitoring.
To ensure that staff gain experience in working with older children – Reception and Year 1.	<ul style="list-style-type: none"> Organise visits for staff to other schools and settings in order to observe good practice. 	<u>Finance / Resources</u> Staffing supply costs – where necessary <u>Meetings</u> Meetings arranged to discuss visits to other establishments.	November 2017 – June 2018	Rhian Hughes -HT	Staff have experience in working with older children and have gained further understanding of the developmental levels of both resourced and mainstream children.
To ensure that all staff are introduced to the Digital Competence Framework and the HWB Learning Platform.	<ul style="list-style-type: none"> ICT Coordinator to attend further training events on The Digital Competence Framework and the HWB Learning Platform. Members of SMT to attend training. 	<u>Courses – Supply costs if required</u> Training events run by GWe and Wrexham LA In House Training	October 2017 – on-going	Rachel Costeloe ICT Coordinator	Digital Competence Framework is evident in our planning and delivery of the curriculum. All staff are aware and can access the HWB Learning Platform.

	<ul style="list-style-type: none"> • Training opportunities including in house training for all practitioners. 				
To ensure readiness of the staff for the new Welsh curriculum	<ul style="list-style-type: none"> • Organise meetings and training sessions to introduce the new curriculum 	<u>Finance / Resources</u> Stationary / photocopying costs.	October 2017 – July 2018	Rachel Costeloe – Foundation Phase Leader Rhian Hughes	Staff will have awareness of the new curriculum and will be prepared for its implementation.



Monitoring Schedule 2017 - 2018

Autumn Term 2017	Spring Term 2018	Summer Term 2018
SENIOR MANAGEMENT TEAM – COLLECTING / ANALYSING DATA	GOVERNING BODY AND S.M.T. :LEARNING WALK- SENSORY DATA ANALYSIS	LESSON OBSERVATIONS - NURSERY / EARLY EDUCATION – LANGUAGE / NUMERACY
GOVERNING BODY: FEEDBACK OF AUDITS/REPORT FINDINGS - SUB COMMITTEES / FULL GOVERNING BODY SEN LEGISLATION AND CODE OF PRACTICE LEARNING WALK – FAMILIARISATION CHILD PROTECTION / SAFEGUARDING CLASSROOM VISITS – LITERACY AND NUMERACY DATA ANALYSIS – ASSESSMENTS ALN LEGISLATION/CODE OF PRACTICE STAFF VISITS TO OTHER SCHOOLS/SETTINGS	GOVERNING BODY AND SMT : LEARNING WALK – SENSORY / LITERACY AND NUMERACY DIGITAL COMPETENCE FRAMEWORK / HWB LEARNING PLATFORM STAFF VISITS TO OTHER SCHOOLS/SETTINGS NEW WELSH CURRICULUM ALN – SYSTEMS AND PROCEDURES	GOVERNING BODY: ANALYSING DATA – EVALUATING IMPACT OF INITIATIVES ON CHILDREN'S OUTCOMES SMT FEEDBACK / STUDYING EXAMPLES OF ASSESSMENTS / DATA STAFF VISITS TO OTHER SCHOOLS/SETTINGS 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.

