

Wrexham Early Years Centre



School Improvement Plan

2018 - 2019

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.
- Successful Futures – Donaldson Review
- Priorities set with the whole staff and members of the governing body.
- Priorities as set out by Welsh Government, GwE 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 2017 -2018 School Improvement Plan

Area identified for improvement	Progress / Impact	Other comments / next steps
<p>To continue to raise standards in numeracy and literacy.</p>	<ul style="list-style-type: none"> • End of term data compiled by RC. Ongoing analysis of data. Data shared with governors. • Inset Day – Improving writing area. Action plan produced to improve area. Area that is more appealing to children. Staff ensure that writing area is well maintained and well stocked. • Pupils grouped according to age and ability ensured suitably of learning experiences. Differentiated activities planned suitable for all ages and abilities. • Learning Support coordinator has worked with Nursery children both individually and in small groups. Parent Coordinator has worked with individual Reception children - pm. YR has worked with Reception pupils – Speech and Language • Staff have attended ‘Developing Numeracy’ Training. • Use of stories and rhymes to develop understanding of number. Songs – Out of the Ark – number themes • Number incorporated in to Large Circle activities eg counting in multiples of 2, 5, 10 etc, number bonds to 10. Reception pupils have short mental maths sessions before their snack. Improvement noted in pupils’ mental maths skills. • Apps purchased for 10 iPads eg Hairy Letters– Monster • School purchased range of Oxford Reading Tree Level 1- 3 books for use with Reception children. Reading records purchased and reading booklet produced for parents. • Research undertaken - ideas for use of Numicon in Early Years. Incorporated in to planning. Differentiated activities planned for Nursery and Reception using Numicon. • Makaton workshops held for parents • Picture cards / picture boards created for use by all classroom practitioners. 	<p>Next steps: Continue to look at ways to raise standards in all aspects of literacy and numeracy.</p> <p>Review of literacy and Numeracy as part of Welsh Curriculum reforms.</p> <p>Aim to access further Makaton training.</p> <p>Progress made – Good progress made</p>

<p>To embed rigorous systems used to inform the school's self-evaluation process and identification of future areas of development.</p>	<ul style="list-style-type: none"> • Reviewed procedures to ensure that all members of the school community participated in self- evaluation process. Forms were revised to provide more comprehensive overview of systems and procedures. • Initial Hand in Hand visits took place where parent questionnaires were given out to ascertain views of parents. • Staff audit forms revised by SMT and staff. Focus areas included as a guide to practitioners. Staff audits completed – information collated and action plan created. Action plan shared with staff and governors. • Governor visits took place in the Autumn Term / Spring Term / Summer Term. Visit forms were completed. • Professionals visit form devised by SMT in order to further inform self evaluation process. • Evaluation form revised to ascertain views of students • Current SER format revised using the new Self evaluation format - Estyn template. 	<p>Work with new cohort of parents in helping them to contribute to self evaluation process. Ensure that process is monitored to ensure systems are robust and that the process is inclusive of all stakeholders.</p> <p>Progress made – Good progress made</p>
<p>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.</p>	<ul style="list-style-type: none"> • Mel Jones –Learning Support Coordinator took identified pupils on a daily basis for IDP work. • ALNcos have made visits to other schools and settings • ALN included on the agenda of every Governing Body meeting. ALNcos have ensured that Governors have been kept informed and updated on all SEN issues and developments. • Weekly A.L.N. meetings held for all staff and led by ALNcos' Liz Jones and Rachel Costeloe. • Regular meetings held with colleagues from Assessment Centre. Meetings were also held with Mark Brown and Lisa Rowlands. • As part of IDP pilot , WEYC participated in Pupil Voice video clip. Filming took place on November 24th. Film was shared with LA and Welsh Government. Training was delivered to Wrexham colleagues. • Rachel and Liz continue to work with LA on pilot. • The IDP pilot identified the need to develop a model ALNco job description. • Case study written for Estyn on ALN reforms. 	<p>Continued focus as new procedures and legislation are introduced.</p> <p>Awaiting model ALNco job description for possible adoption by school.</p> <p>Progress made – Good progress made</p>

<p>To continue to develop an effective and consistent system for assessment to support high quality teaching, learning and outcomes for all children.</p>	<ul style="list-style-type: none"> • SMT conducted a review of school's assessment procedures and identified the need to develop a more streamlined assessment system due to changing cohort of pupils. • Individual assessment files produced. • Moderation has taken place with members of the SMT. 	<p>Continue to focus on assessment in new SIP 2018 – 2019, as part of Priority 1 – new Welsh Curriculum. Need to establish links with Wrexham resourced provisions to look at possible collaboration with regards to assessment.</p> <p>School now has more detailed 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 – Good progress made</p>
<p>To revise / adapt Home School diaries in order to make them more informative and to encourage regular feedback from parents.</p>	<ul style="list-style-type: none"> • Home / School diaries have been revised to make them more appealing and informative and to encourage parent contribution. New additions to diaries such as professionals who have visited child. 	<p>Progress made – Achieved target</p> <p>Purchase new files and folders for new cohort. Regular phone calls to parents to help to establish closer links.</p>
<p>To further develop the skills, knowledge and expertise of staff working with children with sensory issues</p>	<ul style="list-style-type: none"> • Staff discussions and workshops / in house research undertaken – sensory experiences in the outdoor classroom. • Staff have greater awareness of sensory issues. • Guest speakers – clinical psychologists – staff workshop on sensory issues. • Materials purchased - sensory theme eg Whizzy Dizzy • Redrow Homes helped to create a 'sensory friendly' garden. 	<p>Continue to assess individual sensory needs of pupils.</p> <p>Ensure regular use of sensory resources.</p> <p>Progress made – Good progress made</p>
<p>To further enhance understanding of safeguarding issues and to ensure that all Safeguarding and Child Protection procedures and systems are up to date and effective.</p>	<ul style="list-style-type: none"> • All staff have received Level 1 Child Protection Training. • Senior Management Team have received Level 2 training • Governors have all received training in CP • All staff are aware of who the Child Protection 	<p>Continue to ensure that new staff, supply staff , students and volunteers are made aware of child protection procedures and are aware of who is the person with responsibility for Child Protection in the school.</p>

	<p>Coordinator is.</p> <p>Name of CP Coordinator is placed in office and kitchen. Student, volunteer and new staff booklets contain clear CP guidance.</p>	Progress made – Achieved target
To ensure that staff gain experience in working with older children – Reception and Year 1.	<ul style="list-style-type: none"> • Staff have gained some experience working with older children but due to staffing issues it has not been possible to release groups of practitioners to visit settings. • Incorporate priority in to next year's SIP. 	Progress made – Satisfactory– continued area of focus
To ensure that all staff are introduced to the Digital Competence Framework and the HWB Learning Platform.	<ul style="list-style-type: none"> • IT coordinator has attended training in DCF • SMT have discussed implementation o f DCF. • All staff have received in house presentation / training sessions led by IT coordinator • Reading materials made available to staff on subject. • Governors made aware of DCF and of HWB. 	Progress made – Satisfactory – continued area of focus
To ensure readiness of the staff for the new Welsh curriculum	<ul style="list-style-type: none"> • Staff meetings and discussions held to look at changes and developments. • Staff given reading materials and recommendations for websites on subject. • Staff discussions held on principles of good teaching as part of self evaluation process. • RC attended Estyn Curriculum Conference on May 22nd - information cascaded to staff. 	<p>Progress made – Good progress – continued area of focus</p> <p>Need to look at changes in planning and assessments. Further work needed to develop school collaborative projects. Revisit in new SIP.</p> <p>Need for governors to gain a greater understanding of changes to curriculum.</p>

Areas identified for improvement in our Self Evaluation Report – 2017 - 2018

1. Standards

- 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 in the use of Welsh.

2. Well being and attitudes to learning

- To provide further training in positive behaviour strategies for taxi escorts and drivers.
- To ensure that key staff receive ELSA training delivered by the Local Authority.
- To further develop staff skills in the 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

3. Teaching and Learning experiences

- To further develop the music and dance curriculum.
- To ensure that all staff receive training in DCF and the HWB Learning Platform.
- To ensure that the children have greater opportunities to grow vegetables in the garden and to prepare and to eat them.
- To ensure that all staff have opportunities to visit 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 new ALN bill.

4. Care, support and guidance

- 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.
- For staff to access further Makaton training.
- To further develop the skills, knowledge and expertise of staff working with children with complex needs.
- To ensure that staff are involved in implementing the new ALN Code of Practice.

5. Leadership and management

- To ensure that the new Welsh Curriculum is fully implemented.
- To ensure that the new ALN Code of Practice is implemented.
- To ensure leadership training opportunities for senior staff
- To further develop Governor knowledge and skills through tailored courses, workshops and learning walks.
- To ensure that Governors are aware of national priorities and developments – New Welsh Curriculum, Digital Competence Framework.
- To continue addressing national priorities such as Digital Competency and HWB.
- 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 ensure that new parent governors benefit from an induction period ensuring that they fully understand all aspects of their specific role.
- To continue developing partnerships and Networks of professional practice with local schools.
- To ascertain the views of Flying Start / Early Education parents or carers in order to further inform the self evaluation process.
- To continue 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 governors are familiar with ALN systems and procedures and with developments such as the new ALN Code of Practice.
- To ensure that funding, following changes to the cohort eg full time pupils, is fair and transparent.

Key Development Priorities for 2018 - 2019

- To ensure that the school is prepared for the implementation of the new Welsh Curriculum .
- To further implement the Digital Competence Framework within the school
- To prepare for the new ALN Code of Practice ensuring effective support is accessible for all ALN learners.

Other priorities for 2018 - 2019

- To develop an innovative curriculum using music and dance in order to improve pupil outcomes and well being.



Key Priority 1

➤ To ensure that the school is fully prepared for the implementation of the new Welsh Curriculum

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

- To provide a broad and balanced curriculum that reflects the world we live in.
- To enrich and enliven the curriculum in order to engage, inspire and enthuse all learners.
- To strengthen the pupil voice.
- To provide high quality teaching and learning by promoting and achieving high standards for all.

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 the school is fully prepared for the implementation of the new Welsh Curriculum	<ul style="list-style-type: none"> • To ensure that all practitioners and Governors are familiar with the Successful Futures - Donaldson report. • To ensure that all practitioners contribute to discussions and workshops in preparation for the new Welsh Curriculum. • Staff to identify current good practice and areas of development within the curriculum. • To create a video collage of different teaching strategies to share good practice and to further improve the quality of teaching within the school. • To create an action plan to implement changes and to share good practice. • To evaluate the curriculum in order to determine the changes needed to create a new Curriculum for Wales • To promote collaborative learning projects. 	<p><u>Finance / Resources</u></p> <p>Learning 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>Inset Day – New Welsh Curriculum</p> <p>To share information, ideas and research conclusions.</p> <p>Staff plan activities according to need.</p> <p>Progress and achievements</p>	<p>December 2018</p> <p>Ongoing</p>	<p>HT</p> <p>SMT - Liz Jones and Rachel Costeloe</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>Practitioners- improved skills, knowledge and expertise.</p> <p>Pupils benefiting through well planned, exciting and stimulating lessons.</p> <p>An assessment system appropriate to all pupils' needs.</p> <p>Getting rid of barriers to learning. Each child's learning, self confidence and understanding developed.</p> <p>Inform future planning moving learning forwards.</p> <p>Evidence of use of assessment to inform quality planning directly differentiating at individual pupils' levels leading to improved attainment</p>

	<ul style="list-style-type: none"> • To develop staff's professional learning through attending courses and training sessions. • To enrol on training courses in order to gain further qualifications. • To continue to plan innovative, motivating and fun learning activities in line with the Donaldson Areas for Learning. • To fully embed the LNF, Routes for Learning and DCF in curriculum delivery. • To adapt short and medium term plans to fit the new six areas of learning. • To review all curriculum policies to reflect changes to the curriculum and the changing needs of our pupils. • To review teaching and learning of RE to reflect its inclusion in the Humanities strand of the new curriculum. • To ensure that all staff are competent in the use of Welsh in order to enhance children's language skills. • To ensure that all staff and governors are aware of how effective assessment has a positive impact on learning. • To review current assessment procedures to ensure that the system is effective and fit for purpose for the unique requirements of our setting. • To use See saw assessment app to track pupils' progress. • To create e portfolios recording skill progression and achievements. 	<p>recorded and analysed.</p> <p>IDP Coordinator to liaise with ALNCos re targets.</p>			<p>by pupils.</p> <p>To work in partnership with colleagues to create and develop an exciting new curriculum.</p>
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	<ul style="list-style-type: none"> • To strengthen pupil voice within the school. • For staff to access further Makaton training. • To monitor assessments to ensure consistency of application across the school. • To review reporting arrangements to reflect changes eg ALN / Welsh Curriculum and to inform parents of their child's progress. 		<p>On going</p> <p>Ongoing</p> <p>Ongoing</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.</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 further implement the Digital Competence Framework within the school

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 gain a developing understanding of how best to thrive in an increasingly digital world.
- To continue to adapt existing digital competence approaches to the new curriculum

Development Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To further develop digital competence within the school	<ul style="list-style-type: none"> • To ensure that all practitioners and Governors are familiar with the Digital Competence Framework and are competent and confident in all aspects of DCF. • To ensure that all practitioners contribute to discussions and workshops focusing on aspects of digital competency • To map the DCF across the curriculum ensuring that there are no gaps in provision and there is sufficient progression and continuity • To conduct an audit of DCF resources. • To purchase new resources to enhance the DCF curriculum. • To access training opportunities on DCF. • To discuss ways that our unique school can embed the key skills. • To ensure innovative experiences and activities for all pupils. • To ensure that the four strands of the DCF are incorporated in to curriculum planning and delivery. • To ensure that staff collaborate with others to share good practice, both within and outside 	<u>Finance / Resources</u> Resources - £200 Supply costs Stationary costs <u>Staffing / Staff time</u> Training courses Time away from classroom for DCF Coordinator <u>Meetings</u> Staff meetings and workshops Governing Body	November 2018 ongoing Ongoing	HT DCF Coordinator - RC	All tasks / activities will have been successfully completed and evaluated. All stakeholders contributing to discussions and helping to formulate a bespoke DCF for our school. Planning of tasks that are shown to develop skills in 'naturally occurring, meaningful ways'.

	the school.				
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.</p>		



	<p>contribute their thoughts and feelings in a meaningful way.</p> <ul style="list-style-type: none"> • To ensure attendance at all SENCo Forums in order to liaise with other schools • To participate in cluster working in preparation for the new Code of Practice. • For ALNCoS' to access National Professional Learning Pathways 	<p>schools – IDP pilot</p> <p>As required.</p>			
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Record of Monitoring and Evaluation

Monitoring/Review Notes	Evaluation (making judgements against the defined success criteria)
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<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.</p>
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Other priorities 2018 - 2019

Development priority	Tasks or Activities	Requirements/ Provision for addressing professional needs of all staff	Target date for completion	Lead person	Success Criteria
<ul style="list-style-type: none"> To develop an innovative music and dance curriculum in order to improve pupil outcomes and well being. 	<ul style="list-style-type: none"> To conduct research on innovative and exciting methods of promoting music and dance. To plan fun and exciting music and dance activities that inspire and motivate all learners. To contact members of the Wrexham Music Cooperative in order to access musicians who will visit school to perform to and with the children. To purchase new resources to enhance the music and dance curriculum. 	<u>Finances / Resources</u> PDG grant – Music £100 – to purchase new resources <u>Staffing / Staff time</u> Possible staff supply costs	October 2018 - ongoing	HT - Rhian Hughes SMT - Rachel Costeloe and Liz Jones	Pupils experiencing a wide range of inspirational opportunities and experiences that interest and enthuse all learners. Children with improved self esteem and confidence.



Monitoring Schedule 2018 - 2019

Autumn Term 2018	Spring Term 2019	Summer Term 2019
SENIOR MANAGEMENT TEAM– COLLECTING / ANALYSING DATA	GOVERNING BODY AND S.M.T. :LEARNING WALK- WELSH SKILLS DATA ANALYSIS	LESSON OBSERVATIONS - NURSERY / EARLY EDUCATION – EXPRESSIVE ARTS
GOVERNING BODY: FEEDBACK OF AUDITS/REPORT FINDINGS - SUB COMMITTEES / FULL GOVERNING BODY LEARNING WALK – FAMILIARISATION CLASSROOM VISITS – ALN DATA ANALYSIS– ASSESSMENTS ALN LEGISLATION/ NEW CODE OF PRACTICE STAFF VISITS TO OTHER SCHOOLS/SETTINGS	GOVERNING BODY AND SMT :LEARNING WALK –Planning 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 are invited in to school.*
- ❖ By GwE - Will be discussed in termly meetings with the GwE Challenge Advisor.

