

Priority	Success Criteria
<p><b>Priority 1 – Further embed CfW and improve teaching for progression across the school</b></p>	<ul style="list-style-type: none"> <li>• All AoLE leads understand their roles and responsibility thoroughly.</li> <li>• All AoLE leads are accountable and monitor, evaluate and provide feedback well.</li> <li>• MER cycle is in place and shared with staff at the start of term</li> <li>• AoLE leads know the strengths and areas for development within their areas</li> <li>• Monitoring reports shared with staff to identify strengths and ways forwards</li> <li>• Link Governors learning walk evaluation is positive, with most pupils engaged actively in lessons well.</li> <li>• Governors fully informed of progress via GB meeting and HT report</li> <li>• AoLE leads within the cluster have a joint understanding of what exemplifies skills within an AoLE</li> <li>• Most pupils respond positively in pupil voice questionnaires</li> <li>• All medium/short term planning is consistent throughout the school and is centred on 4 purposes, AoLE's, WMs and Literacy, numeracy and DC skills</li> <li>• By the end of the year all whole school curriculum themes have appropriate coverage of the WMs, 6 AoLEs/ LN/DC skills</li> <li>• All teachers planning reflects the cultural and ethnic diversity of Wales and the school's local area.</li> <li>• Most pupils feel that they are involved in what they are learning</li> <li>• Most pupils are engaged in lessons/learning with a positive attitude to learning.</li> <li>• Most pupils have opportunities to collaborate/work with others in lessons</li> <li>• All staff begin to continue to embed the four purposes into their planning and day to day practices.</li> <li>• All classrooms have the characters on display</li> <li>• Most pupils understand the four purposes relevant to their learning experience</li> <li>• Most pupils receive DoJos/certificates for the four purposes</li> <li>• All classes 'flexible and equitable' learning environments are good and reflect Cath Delve's training 'What does Donaldson look like in KS2'</li> </ul>

	<ul style="list-style-type: none"> <li>• All pupils exercise choice and independence effectively within the areas.</li> <li>• All staff share and celebrate effective practice beyond their own classroom.</li> <li>• All staff clearly understand and agree policy</li> <li>• All staff are fully aware of expectations for their year group/s</li> <li>• All staff know, understand and follow the curriculum expectations well.</li> </ul>
<p><b>1.a To Further develop a whole school consistent approach to assessment and progression in line with CFW</b></p>	<ul style="list-style-type: none"> <li>• Whole school policy updated</li> </ul> <p>All staff have a consistent approach to assessment across the school:</p> <ul style="list-style-type: none"> <li>• baseline/on-entry and summative assessments</li> <li>• teacher marking/feedback</li> <li>• self and peer assessment</li> <li>• MAD time</li> </ul> <ul style="list-style-type: none"> <li>• All pupils are able to reflect upon their learning on a regular basis effectively</li> <li>• All teachers know and understand strengths and areas for development, including whole school consistency and within their AoLE.</li> <li>• SLT and teachers/AoLE leads know the pupils' strengths and areas for development well.</li> <li>• Additional support is identified and put in place swiftly where needed.</li> <li>• Many pupils' skills progression is good.</li> <li>• CfW tracking systems are used and effective</li> </ul>
<p><b>1b To ensure that RSE is implemented effectively to support all learners</b></p>	<ul style="list-style-type: none"> <li>• Cluster policy written and agreed by GB</li> <li>• Policy is adhered to by all staff</li> <li>• AP has the knowledge and understanding to lead RSE effectively within the school</li> <li>• AP disseminates RSE information (including cluster) across the school.</li> <li>• AP is fully aware of the school's strengths and areas for development and informs GB/SLT/staff and updates the SIP appropriately</li> <li>• Staff are fully aware of the cluster SOW and implications for teaching and learning</li> <li>• All staff are able to deliver RSE successfully (including outside agencies e.g. SPECTRUM).</li> <li>• Most pupils knowledge and understanding of RSE is progressing well</li> </ul>

	<ul style="list-style-type: none"> <li>• Most parents are aware of the changes and content of what's being taught in RSE</li> <li>• AP evaluated CRUSH and/or other resources with most pupils sharing their views appropriately</li> <li>• School has a RSE pupil reflection proforma in place</li> </ul>
<p><b>Priority 2 – continue to improve provision to develop pupils' writing skills in English</b></p>	<ul style="list-style-type: none"> <li>• All class teachers understand the writing journey</li> <li>• A whole school approach is established to ensure a systematic and consistent approach across the school.</li> <li>• Teachers to effectively follow planning to ensure pupils can complete end of unit writing tasks independently.</li> <li>• Most pupils can write confidently in a range of contexts.</li> <li>• LLC lead together with staff create genre maps.</li> <li>• All class teachers follow genre maps to ensure curriculum coverage.</li> <li>• All pupils show progression in their writing.</li> <li>• All teachers plan appropriate coverage and progression in writing skills development for all pupils which follows writing journey agreed in training,</li> <li>• LLC/Welsh monitor: Good examples shared during staff meetings and consistency evident through the school.</li> <li>• All staff are aware of good practice across the school and progression of skills. Good practice shown (video evidence) Lots of examples/ ideas shared. (inc phonics sessions)</li> <li>• All classes will have an appropriate area/display which is inviting and well used by all learners.</li> <li>• Expectations document outlines appropriate resources/ materials needed in each class.</li> <li>• AoLE leads/staff/ GB know the school's and their strengths and areas for development.</li> <li>• Most pupils writing skills show progress is good</li> <li>• Staff receive professional development which is appropriate to their needs</li> <li>• Governors are aware of school developments and areas for development in relation to standards, progress and provision.</li> <li>• Governors are able to challenge the school effectively.</li> </ul>

	<ul style="list-style-type: none"> <li>• Update to date policy which reflects school provision and meets needs of all learners.</li> <li>• Post questionnaire has a positive/improved response from pupils.</li> <li>• All staff discuss and are aware of the strengths and areas of development and act upon outcomes.</li> <li>• Most pupils writing progress is good across the year and school.</li> </ul>
<p><b>Additional Action: (LLC) Work towards the silver award for Cymraeg Campus.</b>  <b>To achieve the silver award and create a whole school Welsh ethos.</b>  <b>Pupils will be speaking familiar Welsh phrases throughout the school day.</b></p>	<ul style="list-style-type: none"> <li>• Criw Cymraeg brainstorm/ discuss how to create a whole school Welsh ethos.</li> <li>• Create group badges to display in the hall to show the whole school who the 'Criw Cymraeg' are.</li> <li>• Whole school learning walk to look at displays, Welsh around the school.</li> <li>• Target board updated to show progress to silver award</li> </ul>
<p><b>Priority 3: To ensure verbal and oral written feedback is effective, with learners aware of their next steps and how to get there</b></p>	<ul style="list-style-type: none"> <li>• All staff to have access to document/resource that contains important resources, and links</li> <li>• All staff use quality sentence stems to show visible learning.</li> <li>• School feedback code is used consistently across the school.</li> <li>• All staff plan for use of Hatties sentence stems and visible learning resources. Feedback sessions planned for across the school. Pupils demonstrate responses to feedback.</li> <li>• Good examples shared and consistency evident through the school, all 4 levels of feedback are demonstrated.</li> <li>• Examples are added to digital portfolio</li> <li>• All teachers set aspirational targets</li> <li>• All teachers know pupils' rate of progress and discuss/identity those needing support</li> <li>• SMT to provide support where necessary to monitor/improve pupil's progress</li> </ul>
<p><b>Priority 4 : Continue to develop the role of the ALNCO to ensure compliance with ALN legislation</b></p>	<ul style="list-style-type: none"> <li>• All staff have a good knowledge of the new IDP format and are aware of implementation procedures</li> <li>• All staff can recognise good features of universal provision and are fully informed of school provision map</li> <li>• Nearly all staff provide high quality teaching meeting the needs of pupils well.</li> </ul>

- Specific interventions/resources are in place covering range of needs for pupils
- Teachers/TAs are trained in any new interventions/resources
- Specific interventions/resources are in place covering range of needs for pupils
- All staff understand and can carry out interventions appropriately
- All pupils have their needs met well
- School is able to make judgements on ALN provision accurately
- All TAs know pupils' progression within the intervention provided and can discuss/identify those needing additional support
- Staff are aware of and recognise various provision offered and available across the school
- School is able to make judgements on ALN provision accurately.
- All ALP and school intervention is mapped with effective entry and exit points.
- All staff are aware of the provision map and the criteria set.
- ALN register is regularly updated
- All pupils have their needs met well
- All staff are aware of ALN register and pupil progress
- All staff are aware of OPP and importance of documentation
- All stakeholders are involved in creating OPP
- All OPP are reviewed regularly
- ALNCo monitors the actions provided by external agencies are being carried out effectively.
- All staff to keep a record of relevant training attended and record impact on classroom practice.
- Nearly all staff provide high quality teaching meeting the needs of pupils well.
- All pupils have their needs met well in literacy and numeracy as well as developing and applying skills across the curriculum.
- PCP meetings are arranged for appropriate pupils during the year.
- ALNCo follows set guidance for PCP/IDP meeting.
- ALNCo/class teacher conduct PCP meetings appropriately
- All relevant documents are completed as set out within current guidance.
- PCP IDP termly review meetings are arranged for appropriate pupils during the

year.

- ALNCo conduct PCP IDP termly reviews with relevant stakeholders
- Actions or ways forward are agreed and acted upon.
- SLT/Area leads monitor books/L2L/Assessment data
- SLT/Area leads to produce report and feedback to staff; celebrating successes and discussing areas for development
- School is able to make judgements on ALN provision accurately.
- Nearly all staff provide high quality teaching meeting the needs of pupils well.
- All pupils have their needs met well in literacy and numeracy as well as developing and applying skills across the curriculum.
- Relevant stakeholders complete questionnaire on ALN provision and information sharing process
- Actions or ways forward are recognised and acted upon.

**Priority 5: to further develop a consistent approach to Health & Well-being, in particular on pupils' and staff mental health and well-being**

- Policy adhered to effectively across the school
- TEAM time Health and Well-being group have a positive impact on school life
- Cross section of teaching and non teaching staff to meet every half term to share their views, having a positive impact on staff wellbeing.
- Staff able to access support with ease, reduction in staff absences.
- Staff handbook created and used by all staff, evidenced through PM reviews.
- Twilight session used each term for staff to complete a CARI assessment. Staff health and emotional wellbeing is being supported
- Staff able to access handbook and this is evidence during PM reviews
- AoLE lead can carry out the role effectively by being kept up-to-date and well-informed.
- Staff know and understand the Health and Well-being agenda.
- Teachers provide after school clubs, particularly in sports and arts/crafts regularly
- After school clubs run by external providers
- Pupils' attendance at clubs is good (including eFSM)
- Pupils enjoy clubs attended
- Teachers plan effectively for visits/visitors as part to enhance their topics.
- All pupils are provided with a range of engaging activities.

	<ul style="list-style-type: none"> <li>• Pupils attendance on visits/internal visitors is good</li> <li>• GB agree to support costs of visits from the budget</li> <li>• Specific interventions/resources are in place covering range of mental health and emotional needs for pupils</li> <li>• Teachers/TAs are trained in any new interventions/resources</li> <li>• Pupils' use the MySpace App regularly</li> <li>• PERMA results reflect positive mental health and emotional results.</li> <li>• All pupils identify their feelings twice a day</li> <li>• Analysis of data/trends informs next steps: intervention/support, discussions with staff, parent meetings etc.. ed</li> <li>• Nearly all pupils have their needs met well</li> <li>• GB ratify the LA Attendance policy which is adhered to by the school.</li> <li>• Parents are fully aware of the policy and possible implications of low attendance</li> <li>• Attendance data improves particularly the number of pupils with attendance less than 80%</li> <li>• Raise the profile of attendance profile with both pupils and parents.</li> <li>• Increase in the number of pupils achieving 100%</li> <li>• ALNCo monitors the actions provided by external agencies are being carried out effectively.</li> </ul>
<p><b>5b. School to achieve the RRS silver UNCEF award</b></p>	<ul style="list-style-type: none"> <li>• School achieves Silver award.</li> <li>• TEAM time RRS group have a positive impact on school life and lead a whole school approach to pupils' rights by working towards achieving the silver award</li> <li>• Staff and pupils are fully aware of the articles</li> <li>• Teacher engages in professional learning to ensure practice is critically informed and up-to-date Teacher provides feedback in staff meeting</li> <li>• All staff know and understand the criteria for achieving the Silver award</li> <li>• School on target to achieve Silver award in autumn 23</li> <li>• RRS lead is fully aware of the school's strengths and areas for development in order to achieve the silver award</li> <li>• All staff and pupils aware of 'our' school rights linked to school life</li> </ul>

