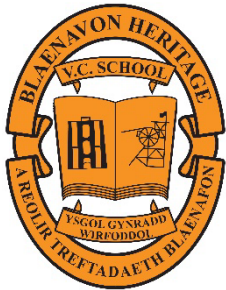


# Blaenavon Heritage VC Primary School

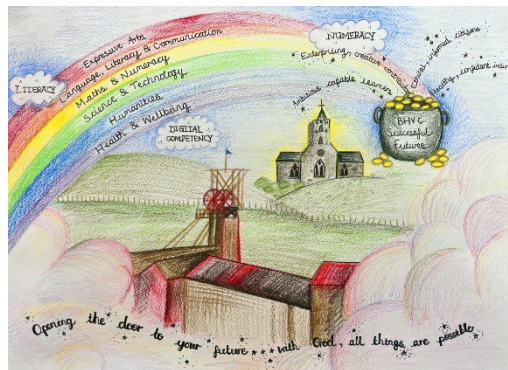


## Post-Inspection Action Plan Estyn Inspection 3- 6.10.22



### Pupil Voice

Our School Development Plan has been agreed the Year 6 learners in Keepers and Garn-Yr-Erw. Actions suggested by pupils, and those which pupils felt especially strongly should be a priority, are indicated in blue.



1

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half	50%
Around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

1



### **Estyn Recommendations**

R1 Improve pupils' extended writing.
R2 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively.
R3 Challenge all pupils through consistent and effective teaching.
R4 Ensure that relevant professional learning improves provision and pupils' outcomes.

Recommendation 1: Improve pupils' extended writing.				
Priority Leads: Anna Britten, Rhiannon Williams & Laura Sutton				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<p>Adapt use of Read Write Inc to incorporate a Writing Journey approach in Foundation Phase:</p> <ul style="list-style-type: none"> <li>• Train all FP staff in the Writing Journey approach.</li> <li>• Share Writing Journey evidence in staff meetings once per term to ensure progression between year groups.</li> <li>• Refine genre map to support FP extended writing.</li> </ul> <p>Improve quality of writing journey across whole school:</p>	<ul style="list-style-type: none"> <li>• Regular teaching of extended writing in all classes.</li> <li>• A minimum of 6 genres being covered in all classes per year.</li> <li>• Progress in grammar, sentence structure and use of punctuation evident for nearly all learners.</li> <li>• Evidence of application of Read Write Inc skills in written work.</li> <li>• Progress in emergent writing skills evident for many early writers.</li> <li>• Quality of final pieces of writing reflect appropriate build-up activities completed as part of journey.</li> </ul>	<p>Training Day (7.11.22). 3x staff meetings (1 per term). 1 day release Spring &amp; Summer term for LLC English Leads (x2) to support planning and review standards.</p>	<p>Staff trained by 7.11.22. Writing Journey approach evident in all classes by 5.12.22. Genre coverage &amp; learner progress evident by July 23.</p>	<p>LLC Lead monitoring. Staff Meetings – practice sharing.</p>



• Release LLC Leads to support and develop staff.				
Progress Towards Recommendation 1				
Autumn 2022	All staff trained in Writing Journey approach. Approach introduced in all classes. Practice shared in staff meetings. Genre map refined.			
Spring 2023	Regular teaching of extended writing in all classes. Increasing evidence of progress in SPAG. Evidence of application of RWInc skills in some classes.			
Summer 2023				

Recommendation 2: Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively.				
Priority Leads: Alison Coombs				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
Re-evaluate and refine assessment processes: <ul style="list-style-type: none"> <li>• Share staff research into effective marking and AfL and agree whole-school approach.</li> <li>• Develop staff understanding of new assessment framework – training day.</li> <li>• Review existing assessment cycle and processes determining fitness for purpose – training day.</li> <li>• SLT to research and source appropriate assessments as required.</li> <li>• Transition pupils from levels and outcomes to new measures, ensuring</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent approach to marking and feedback across the school.</li> <li>• Progress evident in nearly all learner work (cause for concern raised where not).</li> <li>• All staff understand importance of depth in learning.</li> <li>• All staff have appropriately challenging expectations for all learners.</li> <li>• Assessments provided useful data and support learner progress across all AoLEs.</li> <li>• Assessments support identification of learners needing support and targeting of appropriate support.</li> </ul>	Cluster training day x1. Cluster joint working meetings for key staff x3. Marking and AfL staff meeting x3. Assessment cycle review and research staff meetings x3. Pupil Progress meetings x1 per term. SLT meetings x3.	Consistent approach evident 24.10.22. Training day 23.12.22. New assessments sourced by May 2023. Pupils transitioned to new measures	Curriculum Review Autumn 1, Spring 1, Summer 1. Book Scrutiny & L2L Autumn 2, Spring 2, Summer 2. Pupil Progress Meetings Autumn 2, Spring 2, Summer 2.



clear translation of expectation (staff meetings and pupil progress meetings focus).	<ul style="list-style-type: none"> <li>Secondary schools receive clear data to support transition.</li> </ul>		and common cluster language by July 2023.	
Progress Towards Recommendation 2				
Autumn 2022	New approach to marking and feedback in place. Continuing to monitor and review. Listening to learners indicates strong impact in most classes.			
Spring 2023	Senior staff developing cluster approach to progression and accessing appropriate professional learning. New assessments sourced following research into impact. Marking in Learning Journals needs to increase for greater impact. Good use of marking in literacy.			
Summer 2023				

Recommendation 3: Challenge all pupils through consistent and effective teaching.				
Priority Leads: Heidi Wilson, Claire Crew & Hilary Roberts				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<p>Ensure all staff implement actions identified in School Development Plan in daily practice:</p> <ul style="list-style-type: none"> <li>Staff meetings used as professional learning opportunities to develop and share pedagogy and to agree and establish a corporate approach.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting focus activities link to MER Cycle and SDP.</li> <li>Staff meetings secure improvement in teaching and learning, evident in TL Overviews and AoLE FADEs,</li> </ul>	Staff meeting time.	Established by December 2022.	SDP Review. HT Report to Governors. Curriculum Reviews.



<p>Refine daily practice to secure high impact on learners:</p> <ul style="list-style-type: none"> <li>• HT and DHT to support staff in reviewing class timetables to ensure teaching and learning time is maximised.</li> <li>• DHT and ALNCo to regularly monitor and support development of appropriately challenging learning objectives and success criteria, ensuring high expectations for all learners, including those with ALN.</li> <li>• Curriculum Lead to review long-term planning with staff termly and ensure a progressive and diverse curriculum is embedded.</li> <li>• Staff to work in Progression Step teams termly to review impact of pedagogy on learners, share practice and monitor progression.</li> <li>• FP Lead and HT to work with FP staff in developing effective enhanced provision, including through daily use of the outdoors.</li> <li>• Welsh Lead to lead staff in delivering and recording daily Welsh sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use is made of the school day and teaching and learning time is maximised.</li> <li>• Success criteria and learning objectives are appropriately challenging for nearly all pupils in many lessons by July 2023, most July 2024.</li> <li>• Lesson observations, learning walks and book looks evidence nearly all learners making progress within lessons and over time by January 2024.</li> <li>• BHVC's curriculum is established in all classes by April 2023.</li> <li>• All FP learners are accessing appropriate enhanced provision daily by April 2023.</li> <li>• All FP learners have daily access to appropriate outdoor learning experiences by July 2023.</li> <li>• All learners are experiencing daily Welsh lessons linked to the Welsh language continuum and appropriate to their stage of learning.</li> </ul>	<p>Release time for staff to work collaboratively and with SLT - £3000.</p> <p>Release time to monitor and review teaching and learning for SLT - £1200.</p>	<p>November 2022 – July 2024.</p>	<p>SDP Review, Curriculum Reviews. Vulnerable Learners Provision Reviews.</p>
<p>Develop staff understanding of 12 Pedagogical Principles: (Also R4)</p> <ul style="list-style-type: none"> <li>• Introduce new FADE form focussed on pedagogical principles.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of teaching and learning approaches evident in all classrooms through curriculum reviews.</li> <li>• Staff aware of individual and whole school strengths and development needs in pedagogy.</li> </ul>	<p>Walkthru Coaching &amp; Mentoring sessions – cover provided by L3 staff.</p>	<p>Autumn 2 – start.</p> <p>Action research projects – within PM cycle.</p>	<p>Performance Management. Curriculum Reviews (all). SDP Evaluation.</p>



<ul style="list-style-type: none"> <li>Identify principles in need of development, prioritise and focus on in professional learning staff meetings.</li> <li>All staff to undertake short action research projects by implementing strategies to develop an identified principle in their classroom and feedback in staff meeting.</li> <li>Train staff as Walkthru coaches. Establish Walkthru approach.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate action plans and support in place to develop expertise of all staff.</li> <li>All teaching has secure impact on learning or better.</li> <li>Improved standards of teaching and learning for all staff (tracked using staff development overviews).</li> </ul>			
<p>Develop staff self-reflection on impact on learners: (Also R4)</p> <ul style="list-style-type: none"> <li>Introduce new teaching &amp; learning review sheets for teachers and teaching support staff which build on previous MER activities and support continuous development.</li> <li>Introduce performance management for admin and premises staff.</li> <li>Train Middle Leaders in effective leadership.</li> <li>Involve LLC English, LLC Welsh, MN and ST AoLE Leads in learning walks alongside senior staff.</li> <li>Support staff in maintaining Professional Learning Passports or records through delegated staff meeting time.</li> </ul>	<ul style="list-style-type: none"> <li>Improved standards of teaching and learning for all staff (tracked using staff development overviews).</li> <li>All staff, including non-teaching support staff, aware of the impact their role has on pupils and how to improve this impact.</li> <li>All staff progressing through performance targets with positive impact on learners.</li> <li>Middle leaders effectively support and challenge colleagues, securing impact on learners.</li> <li>All teaching and learning staff reflecting on the impact of professional learning and taking increasing responsibility for their own professional development.</li> </ul>	<p>Middle leaders release to shadow senior staff in learning walks relevant to their area – cover provided by L3.</p>	<p>Implement Autumn for initial activities. Impact evident end of Summer 23.</p>	<p>Performance Management. All Curriculum &amp; Peer reviews.</p>



<p>Develop Universal Provision:</p> <ul style="list-style-type: none"> <li>• Review current provision for all learners as a whole staff.</li> <li>• Considering needs of learners across the school, agree whole school universal, targeted, and specific provision which is sustainable and provides value for money.</li> <li>• ALNCo to work with staff in developing school-agreed universal provision within classrooms and outdoor environments.</li> <li>• ALNCo to work with senior leaders to develop school-agreed universal provision in shared areas.</li> <li>• Monitor impact of provision on learner wellbeing, behaviour, attitude to learning and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom environments and shared areas meeting needs of most learners through universal provision.</li> <li>• Universal provision consistent across the school (with appropriate adjustments for age and stage of learners).</li> <li>• Learning support assistants deployed to support learners requiring targeted / specific support, providing value for money.</li> <li>• Learning walks evidence increased independence of many learners.</li> <li>• Listening to learners evidences improved wellbeing and attitude to learning for many learners.</li> </ul>	<p>1x staff meeting. Time for ALNCo to support – no additional cost. £1800 for additional resources to enhance provision.</p>	<p>Provision review and agreement – 21.11.22. Developed in all areas – Jan 2023. Impact evident – July 2023.</p>	<p>Learning Environment Review &amp; L2L – Autumn 2; Spring 1; Summer 1.</p>
Progress Towards Recommendation 3				
Autumn 2022	All staff meetings focus on improving teaching and learning. Clear agendas in place. Class timetables and planning expectations in place. Staff trained in Walkthru approach. New teaching and learning review sheets in place and clear feedback given to staff. Staff agreement of ULP in Blaenavon.			
Spring 2023	Progress in teaching and learning evident for many staff. Middle leaders (Welsh, LLC, MD, RVE) involved in monitoring own areas and identifying appropriate areas for development and actions to secure improvement. Development of outdoor provision is limited.			
Summer 2023				

Recommendation 4: Ensure that relevant professional learning improves provision and pupils' outcomes.	
Priority Lead: Anna Britten & Alison Coombs	



Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<p>Re-establish impact of senior leaders on progress and standards in teaching and learning, learner wellbeing and staff wellbeing:</p> <ul style="list-style-type: none"> <li>Regularly review progress towards School Development Plan, identifying further actions and planning 'who, when and how' to address.</li> <li>Increase skill coverage planning sessions with Curriculum Lead to one per term.</li> <li>Behaviour Lead to offer informal supervision (debrief) and practical support to staff dealing with challenging behaviour.</li> <li>Increase release time for Foundation Phase Lead to regularly support staff in Progression Step 1 in developing effective classroom practice.</li> <li>Share SLT professional contact details with all parents and carers within the progression step.</li> </ul>	<ul style="list-style-type: none"> <li>High impact of all SLT members evident across the school through all monitoring activities.</li> <li>Curriculum further developed with appropriate breadth and balance.</li> <li>Improved levels of staff wellbeing.</li> <li>Parents and carers requiring high levels of support know and are known to relevant to progression step leads, and receive appropriate support and intervention.</li> </ul>	Release time to be covered by HLTAs and L3s – no additional cost.	From October 22.	Curriculum Evaluations. SDP Evaluation. Stakeholder SLT surveys – termly.
<p>Improve impact of MER cycle on learners:</p> <ul style="list-style-type: none"> <li>Ensure clear link between SDP priorities, MER cycle, professional learning and staff performance management targets.</li> </ul>	<ul style="list-style-type: none"> <li>All MER activities focus on the impact on learners with clear actions addressed within an appropriate time scale.</li> <li>Pupils demonstrate an increased understanding of their own</li> </ul>	Middle leader training release – cost TBC. (Grant funded)	Cycle & Ditectif established in Autumn term.	SDP Evaluation. AoLE Lead monitoring.





<ul style="list-style-type: none"> <li>Establish Learning Ditectif Grwp (pupils) to monitor learning and feed back to peers.</li> <li>Train new governors in link governor role.</li> <li>Further support and train middle leaders in conducting effective termly monitoring in subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>improvements and next steps in learning, as individuals and classes.</li> <li>New governors are effective in their role, providing appropriate support and challenge for staff.</li> </ul>		Link Gobs trained by Chair in Autumn term. Middle leaders trained/ refresher trained by DHT (Regional PL Lead) in Autumn 2.	
<p>Develop peer to peer support and collaborative working with colleagues in other schools through joint project planning:</p> <ul style="list-style-type: none"> <li>AoLE teams to work with cluster colleagues, developing a range of learning experiences.</li> <li>Year group staff to work with colleagues in same year group in other schools (Garnteg, Cwmffrwdor, Ponthir, Maendy, Croesyceiliog) to share practice.</li> </ul>	<ul style="list-style-type: none"> <li>Improved staff wellbeing and reduced workload.</li> <li>Pupils accessing rich topics and collaborating with pupils in other schools.</li> <li>Improved standards of teaching and learning for all staff (tracked using staff development overviews).</li> </ul>	1 x cluster training day. Cross-school planning meetings. Staff PL release - £1920.	From Autumn 1.	Curriculum Evaluations. Staff wellbeing surveys – PM Cycle.
<p>Develop staff understanding of 12 Pedagogical Principles:</p> <ul style="list-style-type: none"> <li>Introduce new FADE form focussed on pedagogical principles.</li> <li>Identify principles in need of development, prioritise and focus on in professional learning staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>A range of teaching and learning approaches evident in all classrooms through curriculum reviews.</li> <li>Staff aware of individual and whole school strengths and development needs in pedagogy.</li> <li>Appropriate action plans and support in place to develop expertise of all staff.</li> </ul>	Walkthru Coaching & Mentoring sessions – cover provided by L3 staff.	Autumn 2 – start. Action research projects – within PM cycle.	Performance Management. Curriculum Reviews (all). SDP Evaluation.



<ul style="list-style-type: none"> <li>• All staff to undertake short action research projects by implementing strategies to develop an identified principle in their classroom and feedback in staff meeting.</li> <li>• Train staff as Walkthru coaches.</li> <li>• Establish Walkthru approach.</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching has secure impact on learning or better.</li> <li>• Improved standards of teaching and learning for all staff (tracked using staff development overviews).</li> </ul>			
<p>Develop staff self-reflection on impact on learners:</p> <ul style="list-style-type: none"> <li>• Introduce new teaching &amp; learning review sheets for teachers and teaching support staff which build on previous MER activities and support continuous development.</li> <li>• Introduce performance management for admin and premises staff.</li> <li>• Train Middle Leaders in effective leadership.</li> <li>• Involve LLC English, LLC Welsh, MN and ST AoLE Leads in learning walks alongside senior staff.</li> <li>• Support staff in maintaining Professional Learning Passports or records through delegated staff meeting time.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved standards of teaching and learning for all staff (tracked using staff development overviews).</li> <li>• All staff, including non-teaching support staff, aware of the impact their role has on pupils and how to improve this impact.</li> <li>• All staff progressing through performance targets with positive impact on learners.</li> <li>• Middle leaders effectively support and challenge colleagues, securing impact on learners.</li> <li>• All teaching and learning staff reflecting on the impact of professional learning and taking increasing responsibility for their own professional development.</li> </ul>	<p>Middle leaders release to shadow senior staff in learning walks relevant to their area – cover provided by L3.</p>	<p>Implement Autumn for initial activities. Impact evident end of Summer 23.</p>	<p>Performance Management. All Curriculum &amp; Peer reviews.</p>
Progress Towards Recommendation 4				
Autumn 2022	Cluster AoLE teams established and joint working developing. Staff maintaining PL Passports.			
Spring 2023	Increased release time for senior staff to develop teaching and learning alongside other staff members. Evidence of developing impact in many classes.			
Summer 2023				



