

Cluster Plan: 2019-2020												
Cluster:		Mary Immaculate						Total Cluster Allocation:		£17,790		
Convenor Name, School & LEA:		Claire Russell, St. Mary's Catholic Primary, Cardiff						Total Cluster Spend:		£22, 695		
Schools in cluster:		Mary Immaculate HS, St. Mary's Catholic, St. Cuthbert's, St. Patrick's, St. Francis										
Names of schools not engaging:												
Name of cluster lead for work areas: (please provide name and email below)												
Additional Learning Needs		Jo Sanger			Liz Jones		<a href="mailto:Elizabeth.A.Jones2@rctcbc.gov.uk">Elizabeth.A.Jones2@rctcbc.gov.uk</a>			Convenor signature:		C. Russell
Welsh language development:					Emma Dermody		<a href="mailto:emma.dermody@cscjes.org.uk">emma.dermody@cscjes.org.uk</a>					
More Able and Talented (MAT):					John Welch		<a href="mailto:John.C.Welch@cscjes.org.uk">John.C.Welch@cscjes.org.uk</a>			Date plan submitted:		
Digital Competence Framework (DCF):					Matthew Humphreys		<a href="mailto:Matthew.J.Humphreys@cscjes.org.uk">Matthew.J.Humphreys@cscjes.org.uk</a>			Date mid evaluation submitted:		
Pupil Development Grant (PDG) and Looked After Children (LAC):		Tracey Churchill			Siriol Burford		<a href="mailto:Siriol.Burford@cscjes.org.uk">Siriol.Burford@cscjes.org.uk</a>			Date final evaluation submitted:		
Area of focus: (please indicate your focus area)												
Literacy	Numeracy	DCF/ICT	Pedagogy	Closing the gap	Enquiry	Curriculum design	Pupil voice	Wellbeing				
ALN/ Inclusion	AfL/ assessment	Leadership	Self evaluation	Welsh	Post 16	Welsh Bacc	Care, support & guidance	Other (please name):				
<b>Guidance:</b>												
<b>Area of focus</b>	<ul style="list-style-type: none"> <li>These should be chosen collaboratively</li> <li>They should be <b>linked to preparation for the new curriculum</b> and ensuring all schools have experience of curriculum and assessment arrangements and are involved in the development process</li> </ul>											
<b>Improvement Priority</b>	<ul style="list-style-type: none"> <li>A <b>maximum of 3 priorities is recommended</b> . Research shows a single priority can be more impactful</li> <li>A baseline and clear success criteria should be set for each priority area, indicating expected outcomes how you measure progress at the</li> <li>You may wish to choose a particular class, year group, group of learners, key stage, subject area to allow you to set a more focused <b>baseline by which progress can be measured</b> using internal tracking systems</li> </ul>											
<b>Evidence</b>	<ul style="list-style-type: none"> <li>Tracking data/Internal data capture points</li> <li>Book scrutiny</li> <li>Examples of pupil work before/after</li> <li>Learner voice</li> <li>Questionnaires</li> <li>Lesson observation</li> <li>Learning walks</li> </ul>											

Improvement Priority 1 (target for improvement)	To improve the quality of teaching and learning in Y6 and Y7 lessons, ensuring continuity of teaching and learning approaches across all schools.		
ACTION Please give detail of planned professional learning activities (add additional rows as required)	TIMESCALE	COST	
1. Learning walk at MIHS led by teaching and Learning lead. Focus on collaboration, marking and feedback and questioning using MIHS teaching toolkit. Y6 and & teachers to paired for collaborative learning.	25th Nov 2019	supply costs for 13 staff @ £180 a day = £2,340	
2. Y6 and Y7 teachers to collaborate to plan a lesson which includes literacy and numeracy skills, focusing on collaboration, marking and feedback and questioning.	Early spring term - dates TBC	supply costs for 12 staff @ £180 a day = £2,160	
3.Pairs of teachers to observe each other and give feedback/ discuss the lesson.	Early spring term - dates TBC	supply costs for 12 staff @ £180 a day = £2,160	
4. Each teacher to present to staff at their own school the impact of the work on their teaching.	March/ April 2020	supply costs for 12 staff @ £180 a day = £2,160	
<b>TOTAL PRIORITY SPEND:</b>		<b>£8,820</b>	
	<b>Baseline</b>	<b>Mid year Evaluation</b>	<b>End of year evaluation (including reference to evidence source)</b>
<b>Reaction</b> <b>Participant initial reaction to training.</b> Headteachers in the cluster select the appropriate staff member to engage with the agreed focus area. The schools in the cluster are developing an open, honest culture through sharing resources and documentation			
<b>Learning</b> <b>Information effectively understood from activity. Learning intentions met.</b> The practitioners engaged in the cluster work is able to share the learning back in their own classroom. They can explain what they have learned in the cluster to others.			
<b>Behaviour</b> <b>Professional learning has influenced the behaviour of participants.</b> As a result of practitioner involvement in the cluster the school makes changes to their policy and practice with the goal of improving learning and teaching.	Currently, pupils transition to Y7 from a number of primaries all using differing strategies with an inconsistent impact on pupils. Y7 teachers are currently looking at moving towards the new curriculum and want to learn new strategies from primary schools.		
<b>Results</b> <b>The impact professional learning has had on outcomes of learners.</b> The agreed area of focus on the cluster work shows correlation in outcomes of learners.			

Improvement Priority 2 (target for improvement)	To improve middle leadership to ...		
ACTION Please give detail of planned professional learning activities (add additional rows as required)	TIMESCALE	COST	
1. UPS and aspiring UPS teachers to assess their leadership skills using Leadership Matters 360 peer review tool.	Nov/ Dec 2019	£295 per school = £1,475	
2. 2 day training programme with consultant - both dates set apart to allow participants to undertake a leadership activity inbetween.	Jan 2020	Consultant & venue - £2500, supply costs @ £180 a day = £2,700 (based on 3 teachers per school)	
3. Each participant to be allocated a leadership coach from MIHS to meet once per term.	Dec 2019/ Jan 2020	supply costs @ £120 for half day/ 12 staff + coaches = £5,760	
4. Each teacher to present to staff at their own school the impact of the work on their leadership.	Mar/ April 2020	half supply for preparation = £1,440	
	<b>TOTAL PRIORITY SPEND:</b>	<b>£13,875</b>	
	Baseline	Mid year Evaluation	End of year evaluation (including reference to evidence source)
<b>Reaction</b> <b>Participant initial reaction to training.</b> Headteachers in the cluster select the appropriate staff member to engage with the agreed focus area. The schools in the cluster are developing an open, honest culture through sharing resources and documentation			
<b>Learning</b> <b>Information effectively understood from activity. Learning intentions met.</b> The practitioners engaged in the cluster work is able to share the learning back in their own classroom. They can explain what they have learned in the cluster to others.			
<b>Behaviour</b> <b>Professional learning has influenced the behaviour of participants.</b> As a result of practitioner involvement in the cluster the school makes changes to their policy and practice with the goal of improving learning and teaching.	Current middle leadership in the cluster primaries is inconsistent with a number of UPS teachers in each school not fully meeting the teaching and leadership standards and having a low impact in raising standards.		
<b>Results</b> <b>The impact professional learning has had on outcomes of learners.</b> The agreed area of focus on the cluster work shows correlation in outcomes of learners.			

<b>Improvement Priority 3</b> <b>(target for improvement)</b>			
<b>ACTION</b> Please give detail of planned professional learning activities (add additional rows as required)	<b>TIMESCALE</b>	<b>COST</b>	
	<b>TOTAL PRIORITY SPEND:</b>	0	
	<b>Baseline</b>	<b>Mid year Evaluation</b>	<b>End of year evaluation</b> (including reference to evidence source)
<b>Reaction</b> <b>Participant initial reaction to training.</b> Headteachers in the cluster select the appropriate staff member to engage with the agreed focus area. The schools in the cluster are developing an open, honest culture through sharing resources and documentation			
<b>Learning</b> <b>Information effectively understood from activity. Learning intentions met.</b> The practitioners engaged in the cluster work is able to share the learning back in their own classroom. They can explain what they have learned in the cluster to others.			
<b>Behaviour</b> <b>Professional learning has influenced the behaviour of participants.</b> As a result of practitioner involvement in the cluster the school makes changes to their policy and practice with the goal of improving learning and teaching.			
<b>Results</b> <b>The impact professional learning has had on outcomes of learners.</b> The agreed area of focus on the cluster work shows correlation in outcomes of learners.			