

## PLACE SETTING LOGO HERE

Setting Name: XXXXXXXXXXXXXXXXXXXXx

Theme 1 Children		Wellbeing						
<b>Key Area:</b> <ul style="list-style-type: none"> <li>To what extent do children have a voice?</li> <li>To what extent do children feel safe, happy and valued?</li> <li>How well do children interact?</li> <li>To what extent do children enjoy their play and learning?</li> <li>How well do children develop, learn and become independent?</li> </ul>								
What needs improving and why?	How will this be achieved? (How are you going to do this?)	Who?	Resources needed.	Training needed	Cost	Success criteria (What will it look like when it has been achieved)	Timescale (When will it be completed?)	Evaluation
Pupil voice to ensure pupils feel more empowered.	Establish Family Groups	All staff	Family Group box	Visit setting to view good practice/ In-house	Supply cover	All pupils will be a consistent part of a family group	Spring term	Evidence of children settled in a Family Group situation. Know routine Know expectations Happy to participate
	Encourage children to voice which areas they would like to play in	Family group leader/ key worker	PECs (if needed) Examples of objects from each area			Assessment sheet would show individual children's comments		Observation shows children eager to identify which areas they would like to work in
	Encourage all children to participate in Family group activities	All staff	PECs (if needed) Examples of objects from each area			Children are confident in participating in group activities		Observation shows children eager to identify which areas they would like to work in
	Encourage children to decide what they would like to learn about	All staff	Story books, pictures etc			Evidence of pupil chosen themes		Observation shows children led planning.
	Encourage children to bring in an object/book etc which relates to the theme	Newsletter	Facebook, newsletter etc			Evidence in pupil profiles		Observations show children arriving in setting with items from home. Eager to tell Family group leader about them

<b>Theme 2 Children</b>	Learning
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**Key area:**

- How well do children acquire skills and make appropriate progress in their learning?
- How well are children developing their Communication Skills?
- How well are children developing their Numeracy Skills?
- How well are children developing problem solving skills?
- How well are children developing physical skills?
- How well are children developing creative skills?
- How well are children developing personal, social and emotional skills?
- How well are children developing ICT skills?
- How well are children developing Welsh Language skills?

What needs improving and why?	How will this be achieved? (How are you going to do this?)	Who?	Resources needed.	Training needed	Cost	Success criteria (What will it look like when it has been achieved)	Timescale (When will it be completed?)	Evaluation

<b>Theme 3 Practitioners</b>	Care and development
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**Key area:**

- How well do practitioners keep children safe and healthy?
- How well do practitioners manage interactions?
- How well do practitioners promote children’s play, learning and development and meet their individual needs?
- How well do practitioners promote children’s development and meet their individual needs including ALN?

What needs improving and why?	How will this be achieved? (How are you going to do this?)	Who?	Resources needed.	Training needed	Cost	Success criteria (What will it look like when it has been achieved)	Timescale (When will it be completed?)	Evaluation

<b>Theme 4 Practitioners</b>	Teaching and assessment
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**Key area:**

- How well do practitioners plan learning experiences that meet the needs of children?
- As a setting how well do you develop children’s skills?
- How well does the setting develop the Welsh language ?
- How well does the setting develop the The Welsh dimension ?
- How well does the setting develop children’s spiritual, moral, social and cultural development ?
- How well do practitioners teach and assess children?
- Assessment

What needs improving and why?	How will this be achieved? (How are you going to do this?)	All Who?	Resources needed.	Training needed	Cost	Success criteria (What will it look like when it has been achieved)	Timescale (When will it be completed?)	Evaluation
Differentiation	Ensure planning is completed correctly including + and -	All staff	Planning templates	LA training  10% teacher  Templates of good examples	N/A	+ and – filled in correctly showing differentiation	October 2018	Observations demonstrate effective differentiation tasks

<b>Theme 5 Leaders</b>	Environment
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**Key area:**

- How well do leaders ensure the safety of the environment?
- How well do leaders ensure the suitability of the environment?
- How well do leaders ensure the quality of resources and equipment?

What needs improving and why?	How will this be achieved? (How are you going to do this?)	Who?	Resources needed.	Training needed	Cost	Success criteria (What will it look like when it has been achieved)	Timescale (When will it be completed?)	Evaluation

<b>Theme 6 Leaders</b>	Leadership and management
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**Key area:**

- How effective is leadership?
- **How effective is self-evaluation and planning for improvement?**
- How effective is the management of practitioners, staff and resources?
- How effective are partnerships?

What needs improving and why?	How will this be achieved? (How are you going to do this?)	Who?	Resources needed.	Training needed	Cost	Success criteria (What will it look like when it has been achieved)	Timescale (When will it be completed?)	Evaluation
Quality of self-evaluation and Setting Improvement Plan	Send questionnaires to staff, parents, committee members and children	Leader	Questionnaires	Visit Playgroup identified as good practice	Supply cover	All stakeholders will be asked for their opinions  Evidence of the questionnaires	Spring term	Evidence of .... questionnaires in file
	Analyse questionnaires to identify strengths and weaknesses	Leader and 10% teacher	Questionnaires	Visit Playgroup identified as good practice  10% teacher		External opinion of Playgroup	Spring term	Good analysis identifying strengths and areas for improvement
	Use analysis to write evaluation report and identify areas to be worked on (SIP)	Leader and 10% teacher	Questionnaires CIW Report ECERS Report Estyn Report 10% Teacher / Monitoring Report	LA Training		Strong evidence of good practice and clear areas for improvement	Summer term	Clear evidence based Self Evaluation Report and Setting Improvement Plan in place