

School Development Plan: Published Summary

School self-evaluation: summary

Strengths:

- Pupils, of all abilities, make good progress across the school from their varying starting points.
 - Pupils' digital skills are developed well, and pupils use these skills effectively across all areas of their learning.
 - Pupils enjoy their lessons and demonstrate a positive attitude to learning.
 - There are a wide range of opportunities for pupils to contribute to school life through different pupil voice groups.
 - Nearly all pupils report that they feel safe and happy at the school.
 - Staff know pupils very well.
 - There is a very strong professional relationship between pupils and staff.
 - Classrooms are productive, active and attractive learning environments
 - Lessons are well-planned and build sequentially on pupils' knowledge, skills and understanding.
 - Staff take account of what pupils want to learn about and their interests influence school themes.
 - The school is a very happy and diverse school community.
 - The school has a caring and inclusive ethos.
 - The school works successfully with a wide variety of outside agencies to support every child and their families.
 - Transition arrangements are strong.
 - School has a strong focus on developing staff expertise and engaging in professional learning; this helps staff to reflect on their teaching and work together to improve their practice.
 - Governors have a good awareness of the school's work and support the school effectively.
 - A clear vision is in place that aligns closely with the principles of the Curriculum for Wales; this has been developed well with pupils, parents /carers and governors.
- Regular and robust self-evaluation activities are ongoing.

Areas for development:

- The provision for pupils' independent and extended writing is not strong enough, particularly at progress step 1 and 2
- Due to staffing changes, the headteacher undertakes the role of ALNCO, this is not viable in the long term due to increasing headteacher workload.

SCHOOL DEVELOPMENT PLAN EVALUATION 2022/2023	
Priority	Evaluation of progress
To ensure pupil and staff wellbeing needs are fully supported in school and preparations continue for Additional Learning Needs and Education Tribunal Act	Positive impact on pupil and staff wellbeing. The impact of Covid-19 on staffing capacity and professional learning opportunities means some aspects addressed but still significant work to do to create a whole school approach to staff wellbeing. Continued work and range of professional learning provided to meet the requirements of the ALN reform.
To improve standards in Welsh, particularly bilingualism.	Positive impact on the standards and the quality of provision. Pupil voice group lead the school on the journey to siarter Iaith, Silver Award.
To improve standards in literacy, particularly oracy and to create a culture of reading for enjoyment.	Significant developments to the provision for oracy and reading have resulted in a very positive impact on the progress in reading and in particular the focus year groups which benefitted from increased support. Strong community links have been created as a result of developing a culture of reading for enjoyment.
To continue to review the current curriculum with the Curriculum for Wales and make	Valuable range of professional learning provided for all staff to develop their skills and expertise to deliver the new curriculum e.g. thinking skills, inquiry model. Areas of Learning and Experience (AoLE) teams worked effectively in school and with cluster schools to design a coherent curriculum that will be trialled this academic year.

<p>changes to what is offered in line with the expectations of the CfW. Trial new pedagogy and approaches without judgement</p>	
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SCHOOL DEVELOPMENT PLAN PRIORITIES 2022/2023

Priority	Key Actions	Support
<p>1. Further embed CfW and teaching for progression across the whole school</p> <p>1a. To further develop a whole school consistent approach to assessment and progression in line with CfW</p> <p>1b. To ensure that RSE is implemented effectively to support all learners</p>	<ul style="list-style-type: none"> • Review the effectiveness of teacher planning processes and inquiries. • Progress step teams to continue to meet regularly for planning. • Review coverage of what matter statements, skills and experiences. • Review and update policy • To collaborate with Cluster/CSC to continue to refine the revised assessment framework to meet the needs of learners, teachers and leaders. • Create and establish clearly defined roles and responsibilities for AOLE leads and shadow. • Monitor standards • Celebration of pupils' self-awareness of the four purposes with character awards/updated seren certificate • Audit internal and external learning provision • Consistent approach to assessment • RSE Cluster policy is created 	<ul style="list-style-type: none"> • Central South Consortium (CSC) AoLE network meetings. CSC professional learning programme. Comparative writing network group • RSE cluster team

	<ul style="list-style-type: none"> RSE chosen activities are delivered successfully 	
<p>December Milestones</p> <ul style="list-style-type: none"> All classes using new planning effectively. Majority of classes have implemented bespoke inquiry approach well. Termly class reviews completed with Senior Leadership Team (SLT) member for all classes. All Progress Step teams meet regularly. All classes using new four purposes celebration certificate Audit of internal and external areas completed. RSE audit is completed <p>School process to monitor coverage of what matter statements developed.</p> <p>Cluster moderation of end of Progress Step learner profiles initiated.</p>	<p>March Milestones</p> <ul style="list-style-type: none"> Many classes have implemented bespoke inquiry approach well. Learners influencing planning and class inquiry well in all classes. Termly review of coverage of what matter statements completed as part of class review. Consistent use of new school assessment procedures in nearly all classes Progress Step teams meet regularly. AOLE teams created and met, action plan created Resources/provision updated following review Majority of classes have implemented the RSE scheme of work well <p>Cluster moderation of end of progress step profiles completed for literacy.</p>	<p>July Milestones</p> <ul style="list-style-type: none"> Most classes have implemented bespoke inquiry approach well. Nearly all learners demonstrating good progress in literacy and numeracy Evaluation of new school assessment procedures Cluster moderation of end of progress step profiles completed for numeracy and Digital Competence Framework. AOLEs action plans reviewed Review of impact of improved internal and external learning environments All classes have implemented the RSE scheme of work well <p>Review of planning processes and coverage of what matter statements completed, and amendments made in consultation with staff.</p>
<p>2. Continue to improve provision to develop pupils' writing skills in English</p>	<ul style="list-style-type: none"> Ensure the professional learning programme has a positive impact on the quality of provision. Purchase of identified resources. Genre maps creates 	<ul style="list-style-type: none"> Cluster brokered external support for Professional learning for all staff and extended support for literacy team. CSC support for Criw Cymraeg

<p>Additional action: Work towards Silver Award of Siarter Iaith</p>	<ul style="list-style-type: none"> • Model lessons demonstrated and half termly drop-in surgery sessions. • Sharing practice and learner work. <ul style="list-style-type: none"> • Criw Cymraeg review 10 targets and share with stakeholders • Action Plan created and supported across the school • Resources/training attended in line with review and targets 	
<p>December Milestones</p> <ul style="list-style-type: none"> •All teachers have accessed high quality professional learning regarding writing. <p>Writing 'expectations' have been identified.</p> <ul style="list-style-type: none"> •Learners access high quality writing lessons. <p>Progress of learners has been reviewed.</p>	<p>March Milestones</p> <ul style="list-style-type: none"> • All teachers have shared practice with each other and colleagues from other schools. • Learners write at length in a range of contexts and for different purposes. • Writing 'hooks'/stimuli reflect diversity, inclusion, Welsh identity, and culture. • 'Writers' have shared their experiences with learners. • Progress of learners has been reviewed. • Tric a Chlic training attended by y1 and y2 • Tric a Chlic resources purchased 	<p>July Milestones</p> <ul style="list-style-type: none"> • Professional discussion, sharing of practice has continued. • Learners write at length in a range of contexts and in pupil-led areas/tasks. • Learners have engaged in literacy themed days and/or community events. • Review of impact on learners using Tric a Chlic to develop welsh reading skills <p>Progress of learners has been reviewed.</p>
<p>3. To ensure verbal and oral written feedback is effective, with learners aware of their next steps and how to get there</p>	<ul style="list-style-type: none"> • Review the current marking/feedback policy • Undertake professional training, using Hattie's visible learning. 	<ul style="list-style-type: none"> • Appropriate professional learning for all staff to ensure appropriate development of skills.

	<ul style="list-style-type: none"> • Planning for use of sentence stems • Good examples shared • Aspirational targets set and reviewed 	
December Milestones <ul style="list-style-type: none"> • All teaching staff have received further training on effective verbal and oral written feedback • Good use of feedback and assessment for learning in most classes. • Pupil progress meetings show progress made by many learners 	March Milestones <ul style="list-style-type: none"> • All teachers have shared practice with each other and colleagues from other schools. • Progress of learners has been reviewed. • Good use of feedback and assessment for learning in all classes. • Second round of triad activities completed. 	July Milestones <ul style="list-style-type: none"> • Consistent use of school assessment arrangements in all classes. • Third round of triad activities completed, and teacher self-review updated within triad. • Progress of learners has been reviewed
4. Continue to develop the role of ALNCO to ensure compliance with ALN legislation	<ul style="list-style-type: none"> • All staff have a good knowledge of the new IDP format • All staff have a sound knowledge of personalised strategies • All pupils' needs are well met • ALN register is regularly updated • ALNCO monitors the actions provided by external agencies • PCP review meetings undertaken • Book look to review progress of learners 	<ul style="list-style-type: none"> • WG/LA training via ALNCO termly forum meetings • Termly Cluster ALNCO meetings
December Milestones	March Milestones	July Milestones

<ul style="list-style-type: none"> • All teaching staff have received further training on preparing for a PCP meeting and the new IDP format • PCP meetings planned and IDPs reviewed • ALN register updated • Actions from external agencies monitored • Book look to review progress of identified pupils • ALNCO cluster meetings attended • ALNCO Forum meetings attended and disseminated to staff <p>Professional learning for all staff completed to support implementation and development of provision.</p>	<ul style="list-style-type: none"> • PCP meetings planned and IDPs reviewed • ALN register updated • Actions from external agencies monitored • Book look to review progress of identified pupils • ALNCO cluster meetings attended and disseminated to all staff • ALNCO Forum meeting attended and disseminated to all staff 	<ul style="list-style-type: none"> • PCP meetings planned and IDPs reviewed • ALN register updated • Actions from external agencies monitored • Book look to review progress of identified pupils • ALNCO cluster meetings attended and disseminated to all staff • ALNCO Forum meeting attended and disseminated to all staff • Transfer of non-mandatory years groups to ALN register. <p>Actions identified for further development of ALNCO role</p>
<p>5. To further develop a consistent approach to Health & Well-being, in particular on pupils' and staff mental health and well-being</p> <p>5a. School to achieve the RRS silver UNICEF award</p>	<ul style="list-style-type: none"> • A whole school policy created. • To create a Staff Voice Group • To provide clear signposting for staff • To create a staff handbook • To attend LA and CSC meetings • Resume after school clubs • Resume and increase educational visits/visitors • Develop the use of PERMA • Research wellbeing tracking tools 	<ul style="list-style-type: none"> • CSC/LA training events/termly update meetings • Appropriate training and support accessed

	<ul style="list-style-type: none"> • Improve attendance • School achieves Silver Award 	
<p>December Milestones</p> <ul style="list-style-type: none"> • Policy created with school council representatives • Staff voice group created and actions notes • CARI completed by most staff • Existing Staff handbook reviewed • After school clubs in progress • Immersion/Wow visits/visitors planned for by many teachers • Family Liaison officer in place • Attendance Hero awards presented to class with highest overall attendance • Termly school attendance shows an increase from 90% achieved in 2021/22 • Appoint a new council • Council to decide our 'rights' to focus on and use/continue to use • All staff are aware of articles. 	<p>March Milestones</p> <ul style="list-style-type: none"> • CARI completed by many staff • Staff handbook created and shared with stakeholders • AOLE lead attended all cluster/CSC/LA meetings • After school clubs in progress • Immersion/Wow visits/visitors planned for by most teachers • Family liaison officer building relationships with identified families with attendance between 80-85% to improve attendance. • Attendance Hero awards presented to class with highest overall attendance • Termly school attendance shows an increase from 89% achieved in 2021/22 • Professional learning attended and feedback provided to all teaching staff • All stakeholders aware of focus 'rights' linked to school life 	<p>July Milestones</p> <ul style="list-style-type: none"> • CARI completed by all staff • AOLE lead attended all cluster/CSC/LA meetings • After school clubs in progress, review of provision, pupil voice to dictate 2023/24 choice of clubs. • Immersion/Wow visits/visitors planned for by all teachers • Family liaison officer having good relationships with identified families. • Increased attendance of those families by 5-10% • Attendance Hero awards presented to class with highest overall attendance • Termly attendance shows an increase from 87% achieved in 2021/22. • Whole year attendance shows an increase from 88.9% to 94.3% • Afternoon tea with HT for all pupils who achieve 100% attendance • Silver Award achieved