

SER Position Statements to reflect academic year 2021-2022

Self-Evaluation Area	Closing evaluation statement August 2022	Implications for SIP
<p>Standards</p>	<ul style="list-style-type: none"> • <u>End of phase results</u> <u>Year 6-</u> LLC-level 4+ =83.3% level 3=16.6% MDS- level 4+ =83.3% level 3=16.6% Sci- level 4+ =83.3% level 3=16.6% <u>Year 2-</u> LLC-, O5+=100% MD- O5+=100%, PSE- O5+=100% • Personalized assessments were completed from year 2 to year 6- Procedural, Reasoning and Reading test. • Attendance has continued to improve throughout the year: Autumn-79.6% Spring-87.8% Summer- 88.7% • Interventions- Nearly all children accessing reading and phonic interventions have made significant progress (see data) 	<p>Provision will be made on the SIP to ensure that all pupils are baselined effectively and that the outcomes of this will inform planning accurately.</p> <p>Individual targets will be set for pupils (aspirational) in the Autumn term.</p> <p>Assessment and tracking will be re-established.</p> <p>A range of data will be used to highlight pupils in need of intervention/support.</p> <p>Staffing structure has been set to allow for a comprehensive intervention programme, specifically literacy, Numeracy and Wellbeing.</p> <p>Finances have been set aside to ensure interventions and environments are well resourced, stimulating and in line with the role out of the new curriculum.</p> <p>Attendance continues to be a focus. FEO will continue to address attendance issues next academic year.</p> <p>APP meetings will continue to analyse the progress made by children and address any shortcomings.</p> <p>School will continue to follow a rigorous MER timetable.</p>

	<ul style="list-style-type: none"> • Intervention- nearly all children accessing MALT intervention have made progress. • Rigorous self-evaluation process has been undertaken, e.g Lesson obs, Learning Walks, listening to learners and parent questionnaire. • Nearly all lesson observation have shown Secure/High Impact upon Learning. • Listening to learners has shown most pupils are able to discuss with confidence the work carried out this academic year. • Learning Walks have resulted in classroom environments being improved in line with the new curriculum. Further improvements and directions are planned 	
<p>Well-being and Attitudes to Learning</p>	<ul style="list-style-type: none"> • Wellbeing was a priority for all learners, and staff. • FEO continues to track Wellbeing by communicating with all pupils and families identified as vulnerable via regular phone calls and face to face meetings. • ELSA/Thrive sessions offered to children identified by ELSA lead. 	<p>Pupil wellbeing continues to be a school priority – given duration of school closures</p> <p>Staff wellbeing school priority – given the pressures of C-19 and implications of staff absence due to this.</p> <p>The school continues to place a high priority and resource into the intervention programme aim at addressing any gaps in pupil knowledge due to loss of learning.</p> <p>Many pupils are likely to require more support, particularly pupils who have spent lockdown in challenging circumstances or who have found it hard to manage.</p>

	<ul style="list-style-type: none"> • Weekly assemblies conducted by HT to celebrate children's achievements/attendance and provide updates on certain situations. • Signposted staff to support if needed . • Boxall Profile online purchased- an online assessment tool to identify social, emotional and behavioral difficulties. • School continues to be mindful of COVID guidance and follow regulations accordingly. 	<p>Boxall Training for ELSA. Ensure Early identification of difficulties, target setting and interventions are planned for and progress is tracked.</p>
<p>Teaching and Learning Experiences</p>	<p>Curriculum for Wales</p> <ul style="list-style-type: none"> • The school has continued to work towards developing a bespoke curriculum in preparation for September 2022.:- • Used staff knowledge and confidence to adapt use of existing resources, e.g Cornerstones Maestro. • Created Inquiry planner to enable staff to plan in line with the new curriculum and ensuring this process is child led. • Planning is consistent throughout the school and is centered on the four purposes. Whole school 	<p>Many pupils are likely to require targeted support to address their learning deficit due to pandemic. Narrowing gap between eFSM and nFSM Continue to monitor and evaluate the new curriculum and new assessment arrangements.</p>

	<p>themes are being delivered and all inquiries were developed through pupil voice.</p> <ul style="list-style-type: none"> • Preparation for the CFW continued with INSET sessions with The Learning partnership Wales (TLP) and twilight sessions with Maths 4 planning and preparing for the new curriculum. • Played a lead role in sharing network event between cluster school presenting on our journey to date and ways forward. • Prior to lockdown the school council had developed 4 characters based around the four purposes and were used to highlight what area lessons were focusing on. Reestablished the 4 purposes through the introduction of the new weekly certificates 	
<p>Care, Support and Guidance</p>	<ul style="list-style-type: none"> • Class teachers guided and supported all pupils through feedback of work and activities and positive messages of praise were shared. • All Vulnerable families were checked upon on a weekly basis by FEO. • THRIVE strategies to support well-being were shared to all families. 	<p>National priority: Additional Learning Needs and Education Tribunal Act – aspects to be implemented by Sep 2021 Safeguarding children Build relational skills of stakeholders through WRAP</p>

	<p>Teachers ensured they were available to support and signpost families if needed.</p> <ul style="list-style-type: none"> • FEO and HT liaised with social services regarding updates on families/individuals 	
<p>Leadership and Management</p>	<ul style="list-style-type: none"> • HT has developed links with schools in and outside of the cluster in developing practice, e.g learning walks in partner school. • HT + Dep HT taken a proactive approach to the development of the new curriculum by visiting other schools and viewing panning and assessment arrangements. • Regular meetings took place between SLT and staff to addressing a variety of issues. Weekly updates from every SLT member as part of the weekly staff meeting. • Weekly morning briefings conducted for TA's to be kept up to date with issues. • Regular weekly SMT meetings to prevent problems from occurring and attempt to quickly bring about any remedial actions. E.g. issues with the building or resource management, pupil or staff arrangements etc 	<p>Strengthen the capacity of leadership at all levels to enable leaders to navigate the school improvement journey during times of uncertainty. Streamline staffing and SLT for new academic year.</p>

	<ul style="list-style-type: none">•HT and SMT actively promote staff in the school to collaborate with other schools within the cluster to raise standards e.g. HT network, Dep HT network, ALN cluster network, Welsh Cluster network.	
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