**School Development Plan: Published Summary**

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| **School self-evaluation: summary**  |
| **Strengths:*** **Inquiry based approach is now embedded that is child guided.**
* **Pupil well-being and strategies to address concerns are well embedded within school.**
* **Pupil Progress Profiles ensure an approach to assessment in line with Curriculum for Wales.**
* **ALN provision is well managed and effective.**
* **Wellbeing is a particular strength.**
* **Behaviour is of a high standard.**
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| **Areas for development:*** **Improve standards of writing through high quality teaching.**
* **Ensure that Assessment for Learning (including marking and feedback), provides effective and immediate support and challenge to enhance pupil progress.**
* **Differentiate learning opportunities so that all pupils receive suitable levels of support and challenge in the classroom.**
* **Develop the outdoor learning and outdoor provision.**
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| **SCHOOL DEVELOPMENT PLAN EVALUATION 2022/2023** |
| **Priority** | **Evaluation of progress**  |
| To ensure effective provision to support the well-being of pupils and staff. | * Play leads that have been established are well embedded in Upper School, these roles continue to be a focus for development e.g. on a zonal basis at the start of next year.
* The school’s well-being offering is well established and is having a positive impact e.g. well-being intervention sessions. The success of these sessions has seen the number of pupils in need of and accessing support decrease dramatically.
* Observations have shown that the Jigsaw resource continues to have a positive impact on the quality of RSE sessions in school. Professional conversations have shown that the continuity and progression of the school’s RSE is a particular positive.
* Behaviour strategies have been refined to ensure uniformity throughout the school i.e. through the “Good to be Green” resource. This continuity of approach has ensured the school continues to enjoy very high levels of pupil engagement and behaviour, as commented in a recent peer review with Improvement Partner.
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| To ensure that there is a shared commitment to improving Oracy and Writing for all children. | * A recent peer review has highlighted the need to continue to develop the school’s approach to literacy and particularly writing. This has led to the school carrying out research into the effectiveness of several different approaches to literacy and the setting of a chosen approach.
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| To ensure that there is a purposeful authentic curriculum to engage and motivate our young children, encouraging them to be leaders in their community and the wider world. | * AOLE teams have completed overviews of AOLES to include information on knowledge (coverage), skills, experiences and progression as part of a cluster project and INSET day.
* DCF tracker has been introduced and utilised as part of a trial to ensure coverage and progression throughout the school. This will continue to be a focus in September.
* Staff are highlighting the Four Purposes as part of the planning process to ensure these are developed through learning experiences. MAT pupils are highlighted on a register, this needs to be monitored to ensure effective opportunities are in place for MAT to make expected progress.
* The school council has raised the profile of safeguarding by holding an assembly to explain the process and procedures and designed posters to place around the school. In addition to this, the school council has led a learning walk to highlight areas of the school and its curriculum where the twelve pedagogical principles are present, celebrating and highlighting these as appropriate. This activity has raised the profile of the twelve pedagogical principals within school for all stakeholders.
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| To build a holistic tracking and assessment with a particular focus on raising attainment for disadvantaged learners. | * A whole school approach to documenting the pupils learning journey that accounts for the what matters statements has been adopted.
* Teacher’s planning now highlights what matters statements-continue to develop and refine this approach in September. A decision has been made to move away from Taith 360 and to adopt Pupil Profile Trackers in line with the guidance with Curriculum for Wales.
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| **SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/2024** |
| **Priority** | **Key Actions** | **Support** |
| 1. **Improve standards of writing through high quality teaching.**
 | Collaboration work with Helen Bowen Literacy Consultancy:Design a whole school approach to LLC.Improving classroom pedagogy training programme.Effective use Pupil Progress Profiles in line with LLC (Writing) focus.Developing Pupil Progress Profiles.• Creation of Pupil Progress Profiles with LLC (Writing) focus.• SLT CPD opportunities with educational consultant Gareth Coombes to support the use of AFL within the school.• Half termly one to one sessions with ALNCo to set up/monitor/evaluate/review.• Termly Pupil Progress meeting with SLT to ensure effective use and subsequent targeting/interventions. | Helen Bowen Literacy Consultancy. |
| 1. **Ensure that Assessment for Learning (including marking and feedback), provides effective and immediate support and challenge to enhance pupil progress.**
 | Effective use of whole school marking policy and use of relevant codes.• Refresh understanding of marking policy.• Ensure pupils familiarity with use of marking policy.Develop the use of live and feedforward marking to provide opportunities for pupils to reflect on their learning.• Arrange SLT CPD opportunities with educational consultant Gareth Coombes to support the use of AFL within the school. • Carry out model lessons to aid understanding of effective use of live and feedforward marking.• Pair and share of lessons with particular focus on use of live and feedforward marking.Develop the successful trial of Pupil Progress Profiles throughout the school as a useful tool to inform School Development Planning.• Agree focus of PPP (mandatory use of Literacy as per Objective 1) • Develop systems that feed into pupil progress meetings.Strengthen the bond between effective AfL and the use of focussed success criteria with a particular focus on relevance and usefulness for learners.• Working alongside the school council, develop a whole school approach to the use of success criteria to allow pupils appreciate the next steps in their learning.• SLT to deliver series of twilight sessions each term to share outcome of pupil voice activities. (One per term).• Carry out model lessons to aid understanding of effective use of success criteria as a starting point for AFL process.Improve the quality and impact of pupil progress meetings.• Expectations clearly communicated – teachers to have ‘ownership’ of their data (test scores and Pupil Progress Profile) and be able to lead discussions on the progress made by their pupils• Progress of more able pupils to be the lead focus of pupil progress meetings. Where appropriate, teaching assistants to provide additional input.• Update training for all staff on accurate use of pupil progress profile.• Emphasis to be placed on attainment of ALN and MAT pupils and how interventions can allow these groups to achieve/exceed expected progress. | Gareth Coombes Educational Consultancy. |
| 1. **Differentiate learning opportunities so that all pupils receive suitable levels of support and challenge in the classroom.**
 | Participate in series of CSC professional learning to develop professional understanding of effective differentiation.High expectations for all: enabling equity and excellence.Formative assessment: elements and strategies.• Consider their context and the unique needs of their learner.• Know the research base surrounding high expectations and consider adaptive teaching strategies.Strengthen the bond between effective differentiation and the use of focussed success criteria with a particular focus on effective challenge.• Working alongside the school council, develop a whole school approach to the use of success criteria to allow pupils appreciate the next steps in their learning.• SLT to deliver series of twilight sessions each term to share outcome of pupil voice activities. (One per term).• Carry out model lessons to aid understanding of effective use of success criteria as a starting point for AFL process.Develop the use of differentiation to allow pupils complete and achieve work at their level.• Deliver staff meeting introducing objective 3 with the focus of differentiation.• Carry out focussed staff drop-in clinics whereby staff share differentiation and how this is appropriate for different learners/groups.• Carry out model lessons to aid understanding of effective use differentiation within lessons.• Pair and share of lessons with particular focus on differentiation | Attend CSC professional learning offer to develop professional understanding of effective differentiation. |
| 1. **Well-being, To develop the outdoor learning and outdoor provision and improve attendance**
 | Participate in series of CSC professional learning to develop professional understanding of effective use of the outdoors.• Access portal to the Welsh Government’s Foundation Learning modules :- ‘Outdoor Learning’, allowing practitioners reflect on practice in :-• Outdoor learning; • Child development; • Transitions; • Observation; • Play and play-based learning; • Authentic and purposeful learning.Audit of the outdoor practice and environment and draw up a plan to record thoughts and ideas. • Focus on use of Termly Enquiry Planners and how these lead to the effective planning and linking of outdoor environment to Inquiry.• Develop the outdoor areas in line with the School’s curriculum• Purchase new resources following consultations with staff and pupils• Improved Outdoor learning provision to further develop the inclusion of skills and knowledge from all AoLEs.• Increase and enhance pupils engagement and learning • Children to develop their creative thinking. • Collaborate with schools that have established their outdoor provision.Gather children’s opinions and ideas about the outdoor learning environment to help design and establish a successful, challenging and interesting space for children, and observing where they play and what they do. Lines of inquiry to include:• What do we currently have in your outdoor area?• How is this used to support learning across the curriculum?• How is the wider local environment used?• How is cynefin embedded in the learning opportunities?• How can we develop our outdoor areas to maximise holistic development?• How can we use practical audit information to develop our own well-resourced outdoor areas? | Attend CSC professional learning offer to develop professional understanding of effective use of outdoor environment.Access portal to the Welsh Government’s Foundation Learning modules‘Penpych Parliament’- School CouncilFEO & RCT AWO |