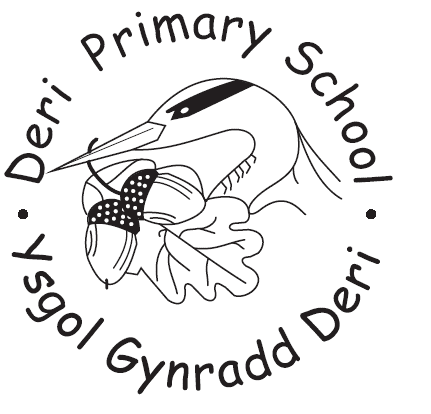
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**Deri Primary School**

**School Development Plan**

**2022 – 2023**



**I**

School Development Planning Information

At Deri Primary School we believe that the School Development Plan provides a structure to improve the quality of learning for all our children. It enables us to introduce National, Local (EAS), LA and School based initiatives within a coherent and planned framework. It brings together all aspects of planning and helps turn long term vision into short-term achievable goals that are monitored and reviewed regularly.

The basis of the school development plan evolves from robust ‘Self-Evaluation’. Self-Evaluation processes at Deri Primary are undertaken at whole school, Governing Body, community, class and individual level.

**Aim**

Our aim is to raise standards in the quality of teaching and learning provided here at Deri Primary School to ensure our pupils receive the best possible education and are well prepared for their life ahead in the 21st Century.

**Type of Plan**

**The School Development Plan is based on the five inspection areas from Estyn’s Common Inspection Framework.**

* The School Development Plan is set against the academic year.
* The School Development Plan ‘Overview’ highlights the main improvements planned for the next three academic years.
* The Annual programme of development identifies key priorities for the academic year, expanding on what is identified in the Strategic Overview with detailed priority plans which sit alongside our MER and PL calendars.
* Local, national and regional priorities are carefully considered as part of the S.D.P.
* The outcomes of audits of FP and KS2 Teacher Assessments feed into the plan on an annual basis as well as a complete analysis of our school data.

**The Cycle of School Development**

The School Development Plan is a working document generated by the Senior Management Team, all members of staff, pupils, parents, community and Governing Body. The Headteacher presents a draft of the School Development Plan to the Governing Body for discussion and endorsement during the Summer Term.

|  |  |  |
| --- | --- | --- |
| **Brief Overview of School Development Planning**  Monitoring of Staff views, Local, LA and National views as well as the views of Governors, School Council, pupils, community and parents. | | |
| **Autumn / Yr Hydref** | **Spring / Y Gwanwyn** | **Summer / Yr Haf** |
| * Headteacher and Staff monitor progress of the S.D.P. * Headteacher and Staff present and share updates with all stakeholders. * Self-Evaluation activities undertaken and Self Evaluation Report updated. | * Headteacher and Staff monitor progress of the S.D.P. * Headteacher and Staff present and share updates with all stakeholders. * Self-Evaluation activities undertaken and Self Evaluation Report updated. | * Headteacher and Staff review all targets, self-evaluate all areas of the S.D.P. and set new targets in preparation for the new academic year. * Self-Evaluation document is updated following completion of all activities during the school year. * Teaching and Learning priorities as well as wider priorities for the S.D.P. are identified and local, national and LA priorities discussed. * All stakeholder views to feed into School Development Plan. * Headteacher presents a draft copy of the S.D.P to the Governing Body for discussion and approval. Final SDP made available to all stakeholders. |

**Overview of progress towards targets of SDP 2021-2022 - July 2022**

**1. The wellbeing needs of all learners are being met and that all learners receive support to ensure equity.**

**Detailed priorities - Improve parental engagement with children’s learning**

**Improve the provision of outdoor learning and increase physical activity of all children to improve children’s physical and mental health**

Success Criteria (RAG Rated)

• All groups of learners receive specific and targeted support

• All learners and staff have access to wellbeing support and resources

• All vulnerable learners receive enhanced support with blended learning offer and especially the provision of ICT

• Improved links/relationships between school and home

• Most pupils completing home based tasks (reading, spelling, times tables, homework/distance learning tasks) on a regular basis

• Feedback from parents in questionnaires demonstrates positive responses about support for pupils and parents re. home learning

• Staff access regional professional learning for ALN and wellbeing and equity

• All learner’s wellbeing benefitting from enhanced outdoor learning provision

• Effective use of outdoor provision will be evident in Learning Walks

• Improved outdoor learning environment with better equipment.

• Increased use of the outdoor learning environment by all pupils- listening to learners

• Evidence in planning scrutiny of planned activities in the outdoor environment.

Commentary

• ALN Bill

We have edited our ALN register and now have two registers running side by side

One for our year 2 and year 6 pupils who have been on the register for a long period of time - this register includes the titles school action school action + and statement

We only have 4 pupils on our register who are currently on school action.

We have used the new term register for our N1/N2, year 1, year 3 and year 5 pupils. Universal, targeted, specialist, multi-agency

We have one pupil in nursery that is likely to have an IDP on the new system, but the school is in the process of gathering more evidence for this as he is a nursery pupil

We have an overview of the provisions we use in the school which we have listed under the new headings; universal, targeted, specialist and multi-agency

Provisions are tracked and reviewed on edukey

Pupils’ attainment and targets are tracked using edukey

ALNco regularly monitors provisions - learning walks, talking to staff, analysing data and listening to learners.

ALNco has attended training on writing effective outcomes for IDP and has attended cluster moderation of IDP and OPP

ALNco has completed online training for new code and attends drop-in sessions for Q&A

All staff have completed the online training for the new ALN code on hwb

We are an autism aware school and all staff and pupils revisit training annually

All pupils receiving intervention have OPP that is regularly updated by the class teacher and ALNco. Evidence to support OPP is collected through Helen Anderson and associate’s resources e.g good day bad day, family circles/friendship circles, etc

Letters to parents of children with SEN have been sent out to explain the new ALN system

• ALN Summer data

Provision Number of pupils % of pupils making expected or above progress

Reading D3 15 100%

Reading D4 8 100%

Thrive 7 100%

Spelling intervention D3 15 80%

Spelling intervention D4 8 25%

The children identified as not making progress have had had below 65% attendance for the term or have been struggling with social and emotional difficulties. Children not making expected progress have been identified in TA tracking data and specific interventions have been planned for autumn Term 2022.

• CLA

HT has attended all CLA training and relevant meetings. All CLA children needs identified on provision map and receiving Thrive intervention. No concerns re CLA children and provision is meeting their needs as all CLA pupils are making good progress.

• FSM

2 FSM children did not make the expected progress in spelling intervention. All other FSM children receiving intervention made good progress

• SEAL

All classes continue to plan and deliver SEAL and circle time sessions as noted in planning scrutiny. All staff are delivering Thrive where appropriate across the school.

• Pupil questionnaire data

Information from pupil questionnaires is analysed. Happen survey completed and priorities identified – built into wellbeing plan

• Parental engagement and support

Parents are updated regularly via emails, texts and updated website. 53% of pupils are regularly completing homework online. Parental questionnaire showed positive responses to all questions (see results of questionnaire- presented to governors on 15th Nov) Pupil questionnaire showed positive responses to all questions (see results of questionnaire- presented to governors on 15th Nov) In PTCs expectations re. homework and support were clearly explained which resulted in some 1:1 support for parents walking through accessing homework etc and identified those children who were in need of support at home for emotional wellbeing – JAFF referrals and EBSA training attended by HT and put into practice. 100% uptake on telephone PTC in Autumn and Spring Term. New Pupil progress meetings to be established in Autumn Term – in person and with pupil

• IT support and loans

Pupils continue to access chrome books and ipads through a loan system. Regular updates to support blended learning e.g. continuation of homework online

• Community involvement

Pupils attended the remembrance service at the war memorial and read some poetry. The school is now a member of the local historical society as it develops its project for the Schools Heritage Award. D4 attended the closing ceremony of Ysgwyddgwyn Chapel and contributed with readings and songs. D4 won the Catherine and Daniel Philips memorial Prize Hodge foundation in the Welsh Heritage initiative. Awards based on the chapel. All school involved with local companies and MP Christmas Card competitions. Winning entries from 3 children which resulted in prizes and funding for the school. Odyssey pensions donated plants, bug hotels and hedgehog houses and spent time with the children in developing the outdoor areas.

• HT support

HT continues to attend all cluster, LA and EAS meetings for support with operational and strategic management. There is a strong HT network in shape of PHF which is a source of information and support for wellbeing

• Attendance

* Pupil attendance Autumn Term 86.93 %

Spring Term 84.42%

Summer Term 88.2%

Autumn and Spring Term affected by Covid related illness and Summer impacted by holidays and chickenpox. HT analyses data weekly (see weekly attendance %) and engages regularly with parents of pupils who are difficult to engage. JAFF referrals have been made and EWO engaged to support pupils return to school combined with EBSA training and advice.

• D4 made good progress in their ‘Stronger Roots’ project with a focus on outdoor learning and wellbeing connected with the local ranger and Educational Psychologists.

• Year 6 enjoying being involved in Heddlu Bach in Summer 2022 and this has seen increased engagement.

• All pupils spoken to in L2L have said how they are enjoying playing outdoor since the development and resourcing and better planning of OTYT.

**2. The school will effectively embed the new curriculum for Wales in all areas and continue to develop pedagogy across all AOLEs by September 2022**

**Detailed Priorities - Curriculum design to focus on aspiration, the wider world, and the world of work, understanding and tolerance**

**Improve the outcomes in reading and writing of all pupils in the Foundation Phase through the implementation of Read, Write Inc.**

Success Criteria (RAG rated)

• A whole school iterative model of curriculum design will be embedded

• Curriculum design to include aspiration, the wider world, the world of work, understanding and tolerance

• Children can demonstrate a clear understanding of aspiration, the wider world, and the world of work, understanding and tolerance in their work and discussion

• Iterative model of curriculum design demonstrating continued developments towards C4W requirements

• Staff fully informed with up to date C4W information

• All pupils to show progress in reading and writing

• All pupils to demonstrate continued progression in digital competency skills

• All staff to understand progress and assessment in the new C4W and to reflect this in their practice by September 2022

• Achieve the Silver Cymraeg Campus Award

• All children making progress in their standardised score in Salford Reading test

• All children making progress in their standardised score in SWST spelling test

• Majority of pupils consistently writing and joining letters correctly

• Majority of pupils accessing RWI making expected progress + throughout the year (monitored half termly)

Commentary

* Runners up in Rhys Jeffreys Road Fund STEM competition which involved the Lego League and won £2000 for the purchase of STEM equipment.
* D4 completed and shared Cynefin project which is focussed on diversity.
* We have completed a 4-year skeleton plan of our new curriculum which maps out the ‘What Matters’ statements, the cross-cutting themes and RVE. We have developed our curriculum statement, curriculum policy, planning format and assessment and progression policy.

The following areas have been monitored using a combination of Learning Walks, book looks, listening to learners and planning scrutiny

• Expressive Arts

• Humanities

• Language, Literacy and communication

• Mathematics and Numeracy – autumn and summer

• Read, Write Inc

• Science and Technology

• Topic books

• Outdoor Learning

• Pupil Engagement – peer observation

• Marking

• Pupil voice

• Health and Wellbeing

• Welsh

• Cross Cutting Themes - Local, national, and international contexts, Careers and work-related experiences, and Human rights education and diversity.

* Growth mindset, the 4 principles/growth mindset characters/learning pit self-regulation and/metacognition

Assemblies, lessons and learning logs/reflection diaries continue to embed these. Children are still finding it a challenge to explain how they are learning but the whole school language of learning is being used consistently to ensure the children have the skills to enable them to do this successfully.

• Languages

Criw Cymraeg a weekly feature of school life with assembly, phase of the week and meetings to work towards silver Cymraeg Campus award. Welsh language and heritage planned into curriculum design. D4 completed online weekly transition lessons with French teacher from Heolddu in Spring Term.

• Transition – D4 completed DT transition at Heolddu in the summer term. Enhanced transition planned for vulnerable pupils in year 6.

• Blended Learning

All pupils continue to engage with work using seesaw, google classroom, hwb and other online platforms during lessons. Homework is placed online every week. Parents continue to be supported to access children’s work and homework. Website contains ‘how to’ guides. Parents supported with updates around online safety and setting up devices for children. All children offered loan of device and LAC children have access to chromebook loan from number of chromebook allocation. 2 planning days in January to ensure all work can be moved online should isolation periods be required

• School to School and networks

DHT visited Clydda to look at Maths. Staff to continue to build into curriculum development work undertaken in PL and other networks to improve curriculum design – see PL log

• Instructional Coaching and Walkthrus

After 3 terms the feedback from staff (staff meetings/coaching sessions) and impact on pedagogy (video footage and reflections in coaching journals) has been dramatic. The instructional coaching mirrors the approach of the new curriculum to pupil assessment and progression whereby staff make progress at their own pace and make it bespoke to their needs of their class. As we all started with the same walkthrough it has given us the opportunity to see progression in ‘cold calling’ across the school. This is now a feature in all classrooms but looks different to suit the needs of the learners’ stage of development. The walkthrus are now developing feedback to support our new model of progression and assessment.

• Pupil Voice

All work begins with pupil voice activities to drive the learning. Pupils are actively engaged in all pupil voice groups e.g school council and data from pupil questionnaires and surveys are acted upon.

• Following a whole school book look at the coverage of cross cutting theme it was noted that this needs to be developed further next year

**3. To ensure that Leadership and Governance is driving effective school self-evaluation and improvement**

**Success Criteria (RAG rated)**

• All members of the school community have a clear understanding of the school’s vision

• All staff effectively lead an area for improvement

• Staffing structure meets the needs of C4W

• Coaching and mentoring is a key feature of school improvement

• Governors are up to date with training to effectively act as a critical friend

• Pupil voice is a strong feature within school improvement

• The budget is managed effectively to ensure value for money and best meets the needs of all groups of learners

• All staff meet their performance management targets

• Pupils meet their targets

• School improvement and self-evaluation meet the requirements of C4W 2022

Commentary

• Staff as leaders

HT continues to ensure all risk assessments and relevant policies up to date and communicated with clarity to all stakeholders. Staff all continue to keep up to date with professional learning for AOLEs as part of networks and training (see PL Log), undertake relevant monitoring activities (see MER cycle) and feedback to staff to inform planning. Staff have had to change responsibilities this year due to 1 member of staff leaving and another on long term sick leave. September 2022 sees a new and stable staffing structure.

• Pupils as leaders

All pupils continue to be involved in pupil voice groups and contribute to the running of the school through school council activities e.g. UNCRC competitions.

• Governors as leaders

All governors continue to be offered relevant training and are up to date on statutory courses. Due to covid restrictions visits from the governors is still discouraged as part of our risk assessment but they are fully informed through reports in meetings. Governors completed recent HT PM. Governors to become more involved in face to face monitoring activities as part of MER cycle from September 2022 and to implement the new online governor self-evaluation tool.

• Parents and community as leaders

Parents continue to provide feedback through questionnaires. Involving parents in school life has been difficult due to current covid restrictions but still contribute to fundraising, supporting our school sports teams, e.g parent supplied water bottles through local dentist. We continue with our strong links with the local gospel hall and the local preacher provided a virtual assemblies. Odyssey pensions donated plants, bug hotels and hedgehog houses and spent time with the children in developing the outdoor areas. Alan Price and Sons, a local company owned by parents, donated £500 to develop our school grounds. More parents are coming forward to volunteer as part of the PTA to recently fix the bottle greenhouse and to help with the jubilee party and sports day.

**4. All features of a self-improving learning organisation are embedded across the school**

**Detailed Priority - Utilise a coaching model (Walkthrus) for professional learning and pedagogical development to ensure continuous improvement in teaching and learning**

Success Criteria (RAG rated)

• School showing improvement in SLO survey

• PL lead providing up to date information on C4W developments

• All staff have up to date C4W knowledge especially for their AOLE

• All staff involved in C4W networks

• Staff are effective mentors and senior mentors for ITE students

• Staff engage with ITE organisations and make contributions to the training of future teachers

• Staff engage fully in Instructional Coaching using ‘Walkthrus’ (see detailed priority 5)

• Staff share good practice in coaching model with other schools

• All staff engaging with the coaching model and the use of walkthrus resources and staff journals

• All staff achieving their bespoke targets – measured though improved pupil outcomes

Commentary

• All staff continue to engage with PL via networks, research, training (see PL Log) and the use of ‘Walkthrus’.

• Offer of support to other schools who might benefit from our experience of running this instructional coaching – Whole cluster presentation in HT conference July 2022

**SCHOOL DEVELOPMENT PLAN – THREE YEAR OVERVIEW**

|  |  |  |
| --- | --- | --- |
| 2022-2023 | 2023-2024 | 2024-2025 |
| * The wellbeing needs of all learners are being met and that all learners receive support in these financially challenging times to ensure equity with a focus on learning environments, attendance and aspiration. | * Continue to ensure the wellbeing needs of all learners are being met and that all learners receive support to ensure equity in uncertain times. | * Continue to ensure the wellbeing needs of all learners are being met and that all learners receive support to ensure equity. |
| * The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches with a focus on the Foundation Phase and Mathematics and Numeracy. | * The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches with a focus on oracy and writing. | * The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches with a focus on STEM. |
| * The school will continue to develop a clear and shared understanding and model of progression and assessment. | * The school will continue to embed a clear and shared understanding of progression and assessment. | * The school will continue to embed a clear and shared understanding of progression and assessment. |
| * To ensure that Leadership and Governance is driving effective school self-evaluation and improvement. | * To ensure that Leadership and Governance is driving effective school self-evaluation and improvement. | * To ensure that Leadership and Governance is driving effective school self-evaluation and improvement. |
| * All features of a self-improving learning organisation are embedded across the school with a focus on Instructional Coaching and the use of Walkthrus. | * All features of a self-improving learning organisation are embedded across the school with a focus on Instructional Coaching and the use of Walkthrus. | * All features of a self-improving learning organisation are embedded across the school with a focus on Instructional Coaching and the use of Walkthrus. |

**Spending Plan Overview – September 2022 – July 2023**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | EIG | PDG | | ALN | LA ALP funding | Professional Learning | | Social and communication | New Additional FPh funding (Fph, Toileting additional hours) | LAC Cluster |
| Allocation | £33912 | £13800 | EY £3450 | £1515 | £4403 | Lead £1500 | Teachers £1985 | £1560 | £2500 +£4088 +£3103 =9691 | £4848 |
| The wellbeing needs of all learners are being met and that all learners receive support in these financially challenging times to ensure equity with a focus on learning environments, attendance and aspiration. | TA support with intervention programmes across the school | Thrive online subscription and refresher course for TA to deliver Thrive across the school and online subscription £455 and supply cover to deliver the sessions | | Release time for ALNCo to attend training and meetings | TA support to deliver intervention programmes | WJ to receive Compass For Life Training and supply cover to attend. | | TA to deliver programme to relevant pupils in Foundation Phase | Support pupils in Foundation Phase with toileting needs.  Support pupils in Foundation phase with social, emotional and communication difficulties | TA support with intervention programmes across the school |
| The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches with a focus on the Foundation Phase and Mathematics and Numeracy. | TA support in Foundation Phase | TA support to implement all effective Foundation Phase practice including over to you time. | |  |  | PL lead supply release time to attend meetings, plan and deliver updates to staff  Supply cover for all staff to attend C4W training and network meetings  All staff to receive collective learning training ‘Moving the Foundation Phase Forward under the New Curriculum | |  | TA support in Foundation Phase | TA support in Foundation Phase |
| The school will continue to develop a clear and shared understanding and model of progression and assessment |  |  | |  |  |  | |  |  |  |
| To ensure that Leadership and Governance is driving effective school self-evaluation and improvement. |  |  | |  |  | HT and DHT to purchase and utilise ‘Catalyst’ self-evaluation tool.  HT to attend 3 sessions of self-evaluation coaching with ‘Catalyst’  HT to complete Agile Leadership course | |  |  |  |
| All features of a self-improving learning organisation are embedded across the school with a focus on Instructional Coaching and the use of Walkthrus. |  |  | |  |  | 1 teacher to attend coaching training to increase capacity to coach all teachers and TAs using Walkthrus  HT and DHT to present lecture to ITE students re. Creating Authentic Learning  HT to engage with research and enquiry-based project and present at IPDA conference re. instructional coaching | |  |  |  |

**School Development Plan Priorities**

**2022-2023**

* The wellbeing needs of all learners are being met and that all learners receive support in these financially challenging times to ensure equity with a focus on learning environments, attendance and aspiration.

• The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches with a focus on the Foundation Phase and Mathematics and Numeracy.

• The school will continue to develop a clear and shared understanding and model of progression and assessment.

• To ensure that Leadership and Governance is driving effective school self-evaluation and improvement.

• All features of a self-improving learning organisation are embedded across the school with a focus on Instructional Coaching and the use of Walkthrus.

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| **Wellbeing and Equity** | The wellbeing needs of all learners are being met and that all learners and families receive support in these financially challenging times to ensure equity with a focus on attendance and aspiration. | | | | | | | | |
| **Inspection Area:**   * **Wellbeing and attitudes to Learning** * **Care support and guidance** | | **National Priority:**  **Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience and reducing the impact of poverty on pupils’ progression and attainment** | **LA Priority:**  Disadvantaged Learners | | **Leader:**  SM (in absence of H&W lead) | | **Governing Body Committee:**  **Wellbeing and Equity**  **Health and Wellbeing and attendance link governor** | | |
| Success Criteria | * Improved attendance for all pupils including identified vulnerable groups * Reduction in number of pupils non-attending for reasons other than illness * Improved wellbeing for pupils * Increase in number of pupils attending breakfast and after school clubs * More parents who are eligible for FSM in KS2 to claim for a free school meal and PDG access grant * Improved understanding and levels of aspiration * Parents engaging with pupil’s schoolwork | | | | | | | | |
| **Action** | | | | **Responsibility** | | **Timescale** | | **Resources, Training & Costings** | Termly Evaluation/Impact Commentary |
| Communicate via all media channels and assemblies, attendance display regularly the importance of good attendance e.g. website/newsletter to pupils and parents. | | | | SM | | Weekly | | Newsletter, email, website |
| Continue with first day phone calls. | | | | RM/CE | | Daily | |  |
| Letters sent out to pupils who do not attend and have 90% or below attendance. | | | | RM/CE | | Daily | | Letter Templates |
| Continue to engage with EWO for pupils with low attendance to support families. | | | | SM | | As necessary | |  |
| Continue with EBSA support and work with relevant outside agencies if necessary. | | | | SM | | As necessary | |  |
| All staff to use Thrive assessment tool to measure the starting point of emotional wellbeing of all the children. | | | | Teachers | | September | | Thrive Subscription £339.84 |
| Ensure Thrive lead supports all staff to implement whole class approach to wellbeing using Thrive approaches and resources. | | | | KJ | | From September | | Staff training Summer 2022 |
| All staff to be trained in ‘Compass For Life’ and how to best utilise this with pupils. | | | | Teachers | | Autumn Term TBC | | Supply cover to release staff |
| All staff to use the ‘Compass For Life’ approach to encourage children to think about aspiration and learn about possible career paths. | | | | Teachers | | From Autumn Term | | ‘Compass For Life’ resources |
| Invite guest visitors to talk about careers and the world of work. | | | | SM | | 2 per term | |  |
| Use Big Classroom to engage with other schools to provide children with the opportunity to share work with pupils all around the world to increase awareness of diversity, tolerance and aspiration | | | | KB/WJ | | Use throughout the year | | £200 |
| Regularly advertise the availability of the breakfast club, after school clubs for all pupils and support parents to apply for FSM and PDG access grant. | | | | SM | | Weekly | | Newsletter, email, website |
| Termly parental workshops and in class activities to encourage engagement with pupils’ work | | | | Teachers | | Week beginning 21st Nov for maths workshop. Workshop pre-assemblies in Spring Term.  1 craft afternoon per class Summer Term | | Presentation and leaflets |
| **Monitoring and Review** | | | | | | | | **Date** | |
| * **Weekly attendance data analysis which focuses on whole school, class and individual % by HT** * **Listening to Learners re. wellbeing and new whole school use of Thrive toolkit – Spring Term by HT** * **Listening to Learners re. aspiration and new whole school use of ‘Compass For Life’ – Summer Term by HT** * **Comparison of Pupil survey October and June re. Wellbeing and aspiration – HT using Google Forms** * **Teacher and parent observations and pupil reflection on their wellbeing and thoughts about aspiration – Termly Pupil progress meetings** | | | | | | | | * **Weekly** * **17th Jan** * **25th April** * **3rd oct, 19th June** * **14th, 15th Nov, 13th March, 14th March** | |
| **Evaluation/Impact Commentary** | | | | | | | | | |
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| **Curriculum and Pedagogy** | The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches with a focus on Learning Environments, the Foundation Phase and Mathematics and Numeracy. | | | | | | | | |
| **Inspection Area:**   * **Learning** * **Teaching and Learning Experiences** | | **National Priority:**  **Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience and reducing the impact of poverty on pupils’ progression and attainment** | **LA Priority:**  Disadvantaged Learners | | | **Leader:**  SM  WJ  LE | **Governing Body Committee:**  **Curriculum**  **Foundation Phase and Mathematics link governors** | | |
| Success Criteria | * Curriculum planning will demonstrate coverage of AOLEs as mapped in 4 year cycle of themes * All classroom environments will be calm, inviting, attractive and support learning and meet the criteria set out in the learning environments policy * All pupils will demonstrate increased independence and engagement in the classroom * All staff will have an increased awareness of how excellent Foundation Phase practice looks in C4W and implement this * All pupils in the Foundation Phase will demonstrate increased engagement * Pupil books in the Foundation Phase will demonstrate improved presentation and pride in their work * All teaching of Mathematics and Numeracy will encompass good practice and resources and will be in line with the new pillars of expectation * Pupils undertaking Mathematics and Numeracy activities will show increased engagement * Pupil books in Mathematics and Numeracy will demonstrate improved presentation and pride in their work * Pupils will show progress in maths across the year in their books and in the personalised assessments and in Progress in Maths assessment | | | | | | | | |
| **Action** | | | | **Responsibility** | **Timescale** | | | **Resources, Training & Costings** | Termly Evaluation/Impact Commentary |
| Remove all displays and decoration in all classes and repaint | | | | SM | Summer 2022 | | | £500 from fundraising PTA donations |
| Replace all classroom furniture | | | | SM | Summer 2022 | | | £4000 |
| All displays and classroom environments to meet the criteria of the new display policy | | | | SM – policy  Whole staff | Autumn Term 2022 onwards | | | Policy |
| All staff to utilise new planning format and ensure coverage of mapped what matters statements, 4 purposes, cross cutting themes, RSE, RVE and cross curricular skills | | | | SM | Autumn Term 2022 onwards | | | Planning Format |
| All staff to participate in ‘Moving the Foundation Phase Forward under the New Curriculum’ training during professional development time – provider ‘Collective Learning’ - online | | | | SM | Autumn Term 2022 | | | £200 – cost split with Aberbargoed |
| All Foundation Phase Staff to meet with Gaynor Brimble following a learning walk, book look and listening to learners to develop Foundation Phase pedagogy | | | | LE/KB | Autumn Term 2022 | | | Support from GB brokered by SIP |
| Teaching in the Foundation Phase to be in line with Pillars of expectation including the incorporation of Over To You Time expectations | | | | LE/KB | Autumn Term onwards | | | Supply cover for release time for support and monitoring |
| DHT to devise Pillars of expectation for maths to be communicated to staff during inset day on September 2nd | | | | WJ | September 2nd 2022 | | | Pillars of expectation |
| Staff to teach maths in line with the pillars of expectation for maths supported by AOLE lead | | | | WJ | Ongoing | | | Supply cover for release time for support and monitoring |
| **Monitoring and Review** | | | | | | | | **Date** | |
| * **Half termly planning scrutiny – HT** * **Termly environment learning walk – HT Autumn during lessons, Whole staff Spring in professional learning time, DHT summer during lessons** * **Lesson Observation/Foundation Phase support - HT and Gaynor Brimble** * **Lesson observations in Foundation Phase in pairs Foundation Phase book look – LE and KB Spring and Summer Term** * **Learning Walk, Listening to Learners Maths Book Look in Maths – WJ Spring Term** * **Data analysis – HT Summer Term** | | | | | | | | * **17th Oct, 5th Dec, 6th Feb, 27th March, 15th May, 26th June** * **September 28th , 27th March, 8th June** * **TBC** * **Jan 12th, April 27th** * **23rd March** * **16th June** | |
| **Evaluation/Impact Commentary** | | | | | | | | | |
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| **Assessment and Progression** | The school will continue to develop a clear and shared understanding and model of progression and assessment. | | | | | | | | |
| **Inspection Area:**   * **Teaching and Learning experiences** | | **National Priority:**  **Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience and reducing the impact of poverty on pupils’ progression and attainment** | **LA Priority:**  Disadvantaged Learners | | | **Leader:**  SM | **Governing Body Committee:**  **Assessment and Progression** | | |
| Success Criteria | * All stakeholders will demonstrate a shared understanding of the school’s Assessment and Progression model which is in line with a cluster approach and a clear policy * All staff will utilise a consistent and agreed marking and feedback model based on professional learning which informs future planning and moves individuals and groups of learners forward in their learning * Progression and the principles of progression will be evident in AOLE ‘placemats’ * Pupil progress meetings and reports will keep pupils, parents and staff informed of pupil progress * Pupils will take ownership of their learning by reflecting regularly and demonstrating an understanding of where they are and the ways forward in their learning * Pupils make appropriate progress | | | | | | | | |
| **Action** | | | | **Responsibility** | **Timescale** | | | **Resources, Training & Costings** | Termly Evaluation/Impact Commentary |
| Action research project around best practice for feedback to inform policy undertaken where staff engaged with research, trialled approaches and discussed a good working model to inform a policy | | | | SM and whole staff | Research 2021-22 | | | Professional learning time – Shirley Clarke, Dylan William etc books |
| A new assessment and progression policy created based on research and best practice and clearly communicated to all stakeholders. This policy will be amended in line with best practice. | | | | SM | Policy Summer 2022 | | |  |
| All teachers to adhere to new policy which includes feedback and marking. | | | | All staff | Throughout year | | |  |
| All teachers to use assessment journals to inform pupil feedback, future planning and pupil progress meetings | | | | All Staff | Throughout year | | | Assessment Journals |
| All AOLE leads will collate evidence of progression and the principles of progression and add termly to ‘placemats’ which will be discussed in professional learning time. | | | | All AOLE leads | Termly | | | Supply cover to release staff |
| All teachers will engage with new pupil progress meetings which will comprise of teacher meeting with pupil to reflect on their learning, the class teacher and HT meeting to discuss whole class, groups and individual pupil progress a pupil progress meeting with the class teacher and the parents with the pupil. | | | | Teachers | Termly | | |  |
| Teachers will create a report at the end of the year based on the new principles of progression utilising the information generated during all pupil progress meetings | | | | Teachers | Summer 2023 | | | Report format |
| Teachers will incorporate regular opportunities for pupils to reflect on their work in individual lessons, across a series of lessons, weekly or termly using the language of learning in their books or in their learning journals. | | | | Teachers | As appropriate throughout year | | | Learning Journals |
| Professional learning time will reflect on the principles of progression regularly | | | | All staff | Throughout year | | | Professional learning time |
| **Monitoring and Review** | | | | | | | | **Date** | |
| * **Policy shared with staff, parents and governors** * **Book Look, assessment journal and planning review – HT half termly** * **Evidence collated termly by AOLE leads to create assessment and progression ‘placemat’ which is fed back to staff in professional learning time** * **Feedback from pupil progress meetings from pupils, parents and staff in form of survey – termly HT** * **Book look – learning journals HT Spring Term** * **Listening to Learners about their targets – HT Spring Term** * **Whole school data analysis of personalised assessments, Salford Reading assessment, SWST assessment, Progress in Maths assessment** | | | | | | | | * **September 2022** * **17th Oct, 5th Dec, 6th Feb, 27th March, 15th May, 26th June** * **16th, 19th, 20th, 22nd Dec, march 23rd, 24th march, 27th march, 28th march, 30th march, 23rd June, 26th June, 27th June, 28th June, 29th June** * **14th, 15th Nov, 13th March, 14th March** * **13th feb** * **6th march** * **16th June** | |
| **Evaluation/Impact Commentary** | | | | | | | | | |
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| **Leadership and Governance** | To ensure that Leadership and Governance is driving effective school self-evaluation and improvement. | | | | | | | | |
| **Inspection Area:**   * **Leadership and Management** | | **National Priority:**  **Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience and reducing the impact of poverty on pupils’ progression and attainment** | **LA Priority:**  Disadvantaged Learners | | | **Leader:**  SM | **Governing Body Committee:**  **Whole Governing Body** | | |
| Success Criteria | * All stakeholders contribute to the school’s vision as leaders * Parents to take a more proactive role in their contribution towards school improvement * The governing body have a clear understanding of their impact and how they can best support and challenge the school to improve * HT and staff continue to develop rigorous and robust self-evaluation and present an accurate picture of progress of the school towards School improvement * HT, DHT and middle leader to continue to develop leadership skills with targeted and bespoke professional development * All staff have performance management targets that are matched to the priorities in the SDP and their own developmental needs | | | | | | | | |
| **Action** | | | | **Responsibility** | **Timescale** | | | **Resources, Training & Costings** | Termly Evaluation/Impact Commentary |
| Pupil voice activities to continue e.g. School Council, Criw Cymraeg, Eco Committee with meetings with agendas and outcomes and clear action plans. | | | | SM | Throughout the year | | | Transport to activities as necessary |
| Pupil, staff, parents and governors to complete surveys and questionnaires and feedback to continue to inform future action plans. | | | | SM | Parents Pupil progress meeting and reports | | | Google Forms survey |
| Parents coffee mornings Q and A arranged termly to keep them informed re. Curriculum For Wales. | | | | SM and relevant staff | Termly | | | Cost of refreshments |
| Governing body to complete new online self-evaluation as part of special governing body meetings. | | | | SM GB | Throughout the year | | | Online SE toolkit |
| All staff contribute towards the self-evaluation of the school using a variety of monitoring activities and opportunities to openly and honestly discuss school improvement | | | | All staff | MER and professional learning time throughout the year | | | ETLF and Self Evaluation toolkit  Supply cover to allow staff to carry our monitoring activities |
| HT to continue to inform governing body of progress towards school improvement | | | | SM | Governing body meetings | | | Self-Evaluation day and report |
| HT to complete the Agile Leadership programme | | | | SM | Autumn 2022 | | | £350 |
| HT and DHT to complete HT self-evaluation tool to improve leadership | | | | SM and WJ | Autumn Term 2022 | | | £100 |
| HT to receive 1:1 leadership coaching sessions | | | | SM | Autumn Term | | | £300 |
| DHT to begin the Aspiring HT course | | | | WJ | Begins Autumn 2022 – End TBC | | | Supply cover – number of days TBC |
| Hold 3 performance management meetings throughout the year with all staff to ensure targets are set and provide opportunities to reflect and refine. | | | | SM | Start September 2022, Review Feb 2023 and final meeting June 2023 | | | Supply cover to release staff for meetings |
| KB to begin the Middle Leaders course | | | | KB | Begins Autumn 2022 – End TBC | | | Supply cover – number of days TBC |
| **Monitoring and Review** | | | | | | | | **Date** | |
| * **Pupil and Parents’ survey re. how the school is being run** * **Pupil voice surveys and pupil voice group Listening to Learners – HT summer term** * **Completed Governor Self Evaluation** * **Governor survey analysis – HT Summer Term** * **Leadership training reflected upon, and good practice implemented – Part of performance management and coaching conversations** | | | | | | | | * **Survey dates 14th Nov and 14th July** * **19th June** * **Summer 2023** * **3rd July** * **Weeks beg. 12th September, 13th Feb, 17th July** | |
| **Evaluation/Impact Commentary** | | | | | | | | | |
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| **Professional Learning** | All features of a self-improving learning organisation are embedded across the school with a focus on Instructional Coaching and the use of Walkthrus. | | | | | | | |
| **Inspection Area:**   * **Leadership and Management** | | **National Priority:**  **Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience and reducing the impact of poverty on pupils’ progression and attainment** | **LA Priority:**  Disadvantaged Learners | | **Leader:**  WJ – Professional Learning Lead | **Governing Body Committee:**  **Professional Learning** | | |
| Success Criteria | * All staff engaging with the coaching model and the use of walkthrus resources and staff journals * All staff achieving their bespoke targets – measured though improved pupil outcomes * All staff engaging with learning networks from inside and outside the school and implementing good practice | | | | | | | |
| **Action** | | | | **Responsibility** | **Timescale** | | **Resources, Training & Costings** | Termly Evaluation/Impact Commentary |
| WJ to attend all professional learning meetings in role as Professional Learning Lead and cascade information in professional learning time | | | | WJ | Throughout year | | Supply cover - Number of dates TBC |
| All teachers and TAS to attend relevant networks whenever possible or watch recorded meetings in professional learning meetings. | | | | All staff | Throughout year | | Log all training in PL log supply cover to release staff when necessary |
| KB to attend Walkthrus coaching training | | | | KB | Autumn Term | | Supply cover – 2 days |
| All teachers and TAs to receive 15 weeks of ½ hour coaching with coach and implement the ADAPT model | | | | SM, WJ, KB | Throughout the year | | Walkthru resources – books and online materials |
| All teachers and TAs to record and reflect on coaching journey using video evidence and teacher journals | | | | All staff | Throughout the year | | Walkthru resources – books and online materials |
| Undertake termly performance Management discussions to ensure all staff are making progress towards targets | | | | SM | Termly | |  |
| Weekly professional learning time incorporates coaching, whole staff training, cascading information from staff who have attended training, self-evaluation activities and discussions | | | | All staff | Weekly | | Training courses resources etc |
| HT and DHT to share good practice with Cardiff Met ITE students. Deliver lecture ‘Creating Authentic Learning Contexts’ | | | | SM/WJ | Feb 23 | | Supply cover for release time to prepare and present |  |
| HT to collaborate with senior lecturer from Cardiff Met to present to the International Professional Development Association Conference to share good practice re. Instructional Coaching | | | | SM | Nov 22 | | IPDA membership, transport, accommodation |  |
| **Monitoring and Review** | | | | | | | **Date** | |
| * **All coaches to monitor engagement through video evidence and use of teacher journal – end of sprint impact sheets** * **Evidence of implementation of new pedagogical approaches in learning walks and lesson observations** * **Discussions about the impact part of performance management** * **Review of actions from professional learning time** * **Feedback from students and delegates following presentations re. impact on their understanding and future practice** | | | | | | | * **Throughout year** * **Throughout year** * **Weeks beg. 12th September 13th Feb, 17th July** | |
| **Evaluation/Impact Commentary** | | | | | | | | |
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