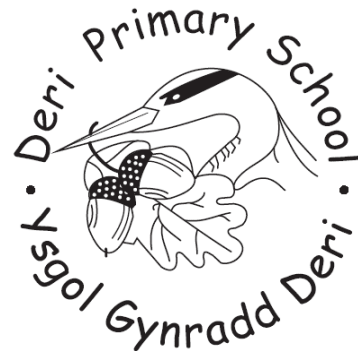# Deri Primary School
School Development Plan
2023 – 2024

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 all forms of data feed into the plan on an annual basis.

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**
● Final SDP made available to all stakeholders. ● 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 the 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.

SCHOOL DEVELOPMENT PLAN – THREE YEAR OVERVIEW

2023-2024	2024-2025	2025-2026
● Continue to ensure the wellbeing and ALN needs of all learners are being met and that all learners and their families receive support to ensure equity.	● Continue to ensure the wellbeing and ALN needs of all learners are being met and that all learners and their families receive support to ensure equity.	● Continue to ensure the wellbeing and ALN needs of all learners are being met and that all learners and their families receive support to ensure equity.
● The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of progression and assessment with a focus on oracy, reading and writing in English.	● The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of assessment and progression with a focus on STEM.	● The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of assessment and progression with a focus on Health and Wellbeing.
● The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of progression and assessment with a focus on oracy, reading and writing in Welsh	● The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of assessment and progression with a focus on Humanities.	● The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of assessment and progression with a focus on Maths.
● To ensure that Leadership and Governance is developed and is driving effective school self-evaluation and improvement.	● To ensure that Leadership and Governance is developed and is driving effective school self-evaluation and improvement.	● To ensure that Leadership and Governance is developed and 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.

	EIG	PDG		ALN	LA RRR	Professional Learning	WEG
Allocation	£ 27434	£10350	EY £4600	£2491	£ 5626	£2111	£1239
● Continue to ensure the wellbeing and ALN needs of all learners are being met and that all learners and their families receive support to ensure equity.		TA support with intervention programmes across the school		Release time for ALNCo to attend training and meetings	TA support to deliver intervention programmes	TA to attend sensory circuits training - supply cover Thrive online subscription and course for TA to deliver Thrive across the school and online subscription	
● The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of progression and assessment with a focus on oracy, reading and writing in English.	TA support in 2 classes				TA support to deliver intervention programmes	PL lead supply release time to attend meetings, plan and deliver updates to staff Supply cover for LLC lead to attend training and network meetings Supply cover for HT (if covering PPA sessions) to attend cluster progression and assessment in Oracy project with professor Mick Waters.	
● The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of progression and assessment with a focus on oracy,							Supply cover for LLC lead to attend training and network meetings Supply cover for LLC lead to monitor standards in Welsh Supply cover for staff to attend training e.g. Mr Enfys

reading and writing in Welsh					
● To ensure that Leadership and Governance is developed and is driving effective school self-evaluation and improvement.				Supply cover for all AOLE leads /SLT to attend network meetings and training Supply cover for all AOLE leads/SLT to undertake effective self evaluation activities	
● All features of a self-improving learning organisation are embedded across the school with a focus on Instructional Coaching and the use of Walkthrus.				Supply cover for HT 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
2023-2024

- Continue to ensure the wellbeing and ALN needs of all learners are being met and that all learners and their families receive support to ensure equity.
- The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of progression and assessment with a focus on oracy, reading and writing in English.
- The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of progression and assessment with a focus on oracy, reading and writing in Welsh
- To ensure that Leadership and Governance is developed and 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.

Wellbeing and Equity	Continue to ensure the wellbeing and ALN needs of all learners are being met and that all learners and their families receive support to ensure equity.				

| Inspection Area:
 ● IA2 Wellbeing and attitudes to Learning
 ● IA4 Care support and guidance | National Priority:
 2.Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.

 3.A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.

 5.Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally. | LA Priority:
 Accelerate the progress of vulnerable learners
 In particular: the implementation of the ALN Act

 Improve pupil attendance and reduce exclusions, with particular focus on vulnerable groups

 Close the gap in attainment between those learners from low-income backgrounds and those who do not live in poverty
 Support pupil wellbeing by improving attitudes to healthy food choices and active fitness.

 Ensure the most vulnerable families including those in poverty, can access support to give their child the best start in life. | Leader:
 SM/KB (ALN) | Governing Body Committee:
 Wellbeing including safeguarding and attendance | |

| Success Criteria | ● Improved attendance for all pupils including identified vulnerable groups - attendance data
 ● Increase in number of pupils attending breakfast and after school clubs - attendance data
 ● Support parents who are eligible to claim the 'Schools Essentials Grant'- number of parents taking up the grant
 ● Improved Parental Engagement with pupil's schoolwork and school based events - attendance to events and comments from parents in pupil progress meetings/reading records
 ● Demonstrate progress in the 'Tackling the impact of poverty in education' programme - pre and post programme audits and questionnaires
 ● Improved wellbeing of pupils engaged in 'Roots of Empathy' project (Year 5 and 6)- compare pre and post project questionnaires
 ● Improved wellbeing of pupils engaged in 'Stronger Roots' project (Year 5 and 6) - compare pre and post project questionnaires
 ● All pupils receiving Thrive intervention demonstrating improved outcomes from Autumn Term starting point - assessment data
 ● Appropriate provision to be mapped for all ALN pupils and targets met as stated in IDPs/targeted provision - provision map and intervention data/commentary
 ● Increased Community engagement including projects e.g. Welsh Heritage Schools' Initiative and Cwm Darran History Society
 ● All pupils bring drinking water to school, being engaged in daily physical activity and most children engaging Nesta project - free school meals uptake
 ● Post evaluation of Multiply family engagement project demonstrates improved confidence in parents when supporting pupils with maths | | | | |

Action	Responsibility	Timescale	Resources, Training & Costings	
Communicate via all media channels, assemblies and attendance displays regularly the importance of good attendance, healthy eating and drinking, physical activity e.g. website/newsletter to pupils and parents.	SM	Weekly	Newsletter, email, website	T e r m l y E v a l u
Complete the attendance Self Evaluation toolkit	SM	Autumn Term		
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		

Action	Lead	Timescale	Resources	Evaluation/Impact Commentary
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 and a final assessment at the end of the year	Teachers	September	Thrive Training and Subscription	
Thrive intervention programme planned and delivered to identified groups and individuals	KL	From September		
Ensure Thrive lead supports all staff to implement a whole class approach to wellbeing using Thrive approaches and resources.	KL	From September		
Work with NESTA to plan various events to encourage increased numbers of pupils to take free school meals. these include publicity and awareness sharing events for pupils and parents	SM	From January		
Develop the i-lounge into the 'Cwtch' to incorporate a quiet and safe space for pupils who need space to be able to manage their self regulation.	SM		Volunteers to help redecorate and fundraising from FODS for materials	
Ensure a timetable of regular extra curricular activities are available and advertised to parents and pupils	SM	Weekly clubs timetabled	Request for recorders from music service	
Register school in the Children In Wales 'Tackling the impact of poverty in Education' programme , complete audit and checklist with whole staff,, complete action plan (see separate detailed plan - undertake actions and monitor progress, measure impact	SM	Sept - July		
Utilise 'Supporting vulnerable learners through effective teaching and learning' resources in Twilight training time	SM	Sept - July	Online resource	
Register school with the 'Roots of Empathy' project and assign a lead teacher (WJ) and Roots of Empathy instructor (KL), timetable activities in D3, undertake wellbeing questionnaire pre and post project	WJ/KL	Sept- July		
Invite local community members in regularly for assemblies, projects and to support the children e.g. Local companies, faith leaders, history society, volunteers - sport, gardening, reading etc.	SM	Sept- July		
Regularly advertise the availability of the breakfast club and extra curricular clubs for all pupils and support parents to apply for Schools Essentials grant.	SM	Weekly	Newsletter, email, website	
D3 pupils to participate in Stronger Roots project with local park ranger and Education Psychology service	WJ	Termly activities	Planned in diary	
Complete Whole School Approach to Mental Health assessment	SM	Reviewed annually		
Termly parental workshops, in class activities and online support and apps to encourage parental engagement with pupils' work		1 coffee morning and 1 class based activity per term.	Presentation and leaflets	
Multiply family learning to work with the whole class and parents and then 1 group (6/8 pupils) with parents on a numeracy project for 8 weeks. This will be supported with free resources for parents to use at home	KL	January - April	Resources and staff provided by Multiply	

Monitoring and Review	Date
● **Weekly attendance data analysis which focuses on whole school, class and individual % by HT**	● **Weekly**
● **Comparison of Pupil survey October and June re. Wellbeing – HT using Google Forms**	● **2.10/10.6**
● **Comparison of data and impact of action plan of annual Happen survey**	● **Nov/Jul**
● **Pupil attendance data review for extra curricular clubs**	● **23.10/ 5.10/ 17.6**
● **Termly Intervention data including Thrive**	● **18.12/18.3/ 17.6**
● **Termly review of 'Tackling the impact of poverty on education' toolkit**	● **18.12/18.3/ 17.6**

● **Pre and post analysis of 'Roots of Empathy' questionnaire** ● **Pre and post analysis of 'Stronger Roots' questionnaire** ● **Community engagement review termly** ● **Register of parents attending parental engagement events** ● **WSAMH assessment toolkit review** ● **School meals % monitored**	● **11.9/17.5** ● **Nov/Jul** ● **18.12/18.3/ 17.6** ● **Add to PE register** ● **September** ● **Termly**
Evaluation/Impact Commentary	

Curriculum and Pedagogy	The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of progression and assessment with a focus on oracy, reading and writing in English.			
Inspection Area: ● **IA1 Learning**	**National Priority:** **4.High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can**	**LA Priority:** **Ensure the effective implementation of Curriculum for Wales**	**Leader:** SM	**Governing Body Committee:** **Curriculum**

● **IA3 Teaching and Learning Experiences**	**support the success of all learners, particularly those who are socio-economically disadvantaged**			

Success Criteria	● Increased understanding of progression and assessment in oracy for all staff - updates and impact noted over the year as part of cluster enquiry project with Professor Mick Waters. ● All teachers observed developing dialogic teaching in their classrooms and increasing the opportunities in planning for pupils to develop their oracy skills and metacognition - Planning scrutiny and walkthrus observations ● Children are achieving reading and spelling ages in line with their chronological age or higher -Salford, PM Benchmarking and SWST ● Handwriting and presentation improved as observed in book scrutiny ● Numbers of pupils reading for pleasure increased - listening to learners

Action	Responsibility	Timescale	Resources, Training & Costings	T e r m l y E v a l u a t i o n / I m p a c t C o m m e n t
HT to continue with the Progression and Assessment project with cluster and Professor Mick Waters and complete reading - Robin Alexander 'Dialogic Teaching, Roger Sutcliffe 'Thinking Moves A-Z, Rupert Knight 'Classroom Talk' and disseminated to all staff.	SM	Summer 2023	Shared in September INSET and follow up in cluster INSET in October and Self evaluation day	
Refine the Pillars of expectation for Oracy including an understanding of our Deri Primary Oracy toolkit and share in inset day	SM	September 2023	Pillar of expectation	
Identify all Walkthrus linked to the development of oracy and use these as the foci for all coaching sessions this year	SM	Autumn Term 20223 onwards	Walkthru resources	
Revisit writing genres overviews to ensure coverage of the genres over each year. Slim down Autumn term genre to just recount for pupils in D1 to focus on basics in writing and Read, Write Inc	SM	Autumn Term 2023 onwards	Writing genres overview	
HT to complete open university course on Developing Reading for Pleasure: engaging young readers and launch and advertise to all stakeholders 'The #LegenDeri year to fall in love with reading' project' and outline the activities to boost reading for pleasure	SM	Complete Course Autumn 2023	£500 grant from booktrust	
Refine pillars of expectations for Reading and share with staff in inset day	SM	September 2023	Pillar of expectation	
Continue to invite volunteers into school to listen to readers, devise timetable and make areas available to undertake reading sessions	KB/WJ/LE/HL	From September 2023	Letters to parents, timetable	
Train intervention TA in PM benchmarking reading kit and use to help monitor progress of relevant children	KL	3rd October 2023	Supply cover	
Develop a timetable for older pupils to become buddy readers with the younger children	KB/WJ/LE/HL	From September 2023	timeable	
Develop and redecorate the i-lounge into the 'Cwtch' to include an inviting school library with new furniture and new books.	SM	Autumn Term	Volunteer group and £9000 from fundraising	
Volunteer (governor) to catalogue books and organise library system	CC (gov)	When library launched	Online library system	
Timetable all classes to use the new school library on a weekly basis and visit the community library regularly. Continue to engage with the community library for book loans and class activities.	KB/WJ/LE/HL	When library launched	Timetable	
Reading for pleasure workshop for parents and campfire reading event with guest readers	SM	29th September	£400 for guest readers - LoubyLou stroytellers	
All reading responses differentiated appropriately to ensure improved independent reading	KB	From September 2023	Supply cover for monitoring	

New picture book overview for whole school focus weeks and overview of books to be used in assemblies shared with staff	SM	September 2023	overviews	a r y
HT to work with MAT readers on projects through the year. Timetabled weekly session	SM	Sept - July	Books	
All classrooms to have attractive reading areas which celebrate reading for pleasure	KB/WJ/LE/HL	September 2023	Books and display materials	
5 assemblies over the year for children to recommend books to each other	KB/WJ/LE/HL	Dates in assembly overviews	Recommendation proforma for children	
Encourage staff and parental engagement with reading for pleasure as role models by establishing an adult section of the library with donations and free book borrowing/exchange.	SM	Start when library remodelled	newsletters to advertise, books and shelves	
Ensure daily spelling and handwriting and reading activities and weekly homework activities are planned using read, write inc, bug club, spelling journals and letter join	KB/WJ/LE/HL KB to monitor	From September 2023	Letter join, bug club, read write inc, google classroom/seesaw	
Select children to become librarians and reading champions to promote reading for pleasure	SM	From launch of library	badges and supervision of children at lunchtimes and playtimes	
Create a whole school reading scrapbook project which will be completed by pupils and parents together to log their reading histories - my favourite book when I was little/my favourite book now	Whole staff set as homework	From September 2023	Set up on google classroom/seesaw as a homework task	
Poetry post- once term per class send poems on postcards to the residents of Ysgwyddgwyn residential centre	SM - part of PPA	From September 2023	Blank postcards £10	
Hold curriculum Coffee Mornings - Autumn Term - reading for pleasure, Spring Term - Oracy	SM	29th November, 17th January,	presentation and refreshments by PTA	
Create a display board in the hall to promote reading for pleasure	SM	From September 2023	Display materials	
Mystery book project for pupils. 1 book per class passed around every pupil in secret to be read by pupils with parents and reviewed without giving away the title and author	SM	From September 2023	Folder, blank book for reviews and selection of books	
Include a whole page on the website dedicated to reading for pleasure	SM	From September 2023		

Monitoring and Review	Date
Book Look (spelling, handwriting, writing genres, picture book foci, ,reading responses, opportunities for and standards in oracy) Listening to Learners (reading standards, reading for pleasure questions, reading and spelling homework questions) and planning scrutiny (dialogic teaching opportunities) **Learning walk- reading for pleasure promoted in all areas and environments of the school** **Walkthrus video and in class lesson observations as part of the instructional coaching cycle to focus on dialogic teaching** **Tracking data from Personalised assessments - Reading, PM Benchmarking data (termly), Salford reading and SWST**	**6.11/19.2 with governor** **15.1** **See Instructional Coaching Calendar** **May 2024**

Evaluation/Impact Commentary

Curriculum and Pedagogy	The school will continue to effectively embed the new curriculum for Wales in all areas and develop pedagogical approaches and understanding of progression and assessment with a focus on oracy, reading and writing in Welsh.			

Inspection Area: ● **IA1 Learning** ● **IA3 Teaching and Learning Experiences**	National Priority: 4.High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged 6. Cymraeg belongs to us all, giving every learner equal access to the language and the opportunity to reach their potential.	LA Priority: Ensure the effective implementation of Curriculum for Wales	Leader: KB	Governing Body Committee: Curriculum

Success Criteria	● Staff engaging with training and implementing new approaches and confidence in the teaching of Welsh ● All pupils showing progress in baseline oracy assessment ● Criw Cymraeg continuing engaging weekly at whole school level and collating further evidence for the Silver Cymraeg Campus award ● All Staff are utilising approved resources and schemes of work in planning to ensure consistency in approach across the school ● Termly Welsh literacy weeks to produce quality work in reading, writing and oracy ● Work in books demonstrate improved standards and progression for all learners individually and across the school in reading, writing and oracy ● Welsh language and culture is celebrated in the environment and in planned activities

Action	Responsibility	Timescale	Resources, Training & Costings	T e r m l y E v a l u a t i o n / I m p a c t
LE to attend Mr Enfys training and KB to undertake term sabbatical	KB	Summer 2023 and summer term 2024	Courses booked and supply	
KB to continue to work in cluster on action plan set out as part of Welsh cluster grant	KB	Termly	Covered by cluster grant	
KB to attend Henre Juniors to look for best practice	KB	Summer 2023	supply cover and time to cascade in staff meeting	
KB to meet with EAS Welsh advisor re. best practice and action plan for the school	KB	Summer 2023	supply cover and time to cascade in staff meeting	
KB to continue Criw Cymraeg on weekly basis and to include weekly assembly and gather evidence for Silver Cymraeg Campus award	KB	Sept - Jul		
KL to work with children to learn new welsh songs for Welsh assembly	KL	Sept- Jul	New songs	
All pupils to undertake baseline assessment in Welsh oracy at the start and end of the year to measure progress over time	KB	September and May	completed assessment	
KB and Criw Cymraeg to launch a Tocyn Iaith (Language token) reward system to encourage Welsh speaking throughout the school	KB	Sept-Jul		
KB to introduce staff to resources including Continuum iaith 2022 and staff to ensure that they are using the correct language patterns	KB, WJ, LE, HL	Sept-Jul	Staff meeting	
Staff to attend workshop with EAS Welsh advisor re. oracy games	KB, WJ, LE, HL	Autumn 2023	Staff meeting	
KS2 classes to introduce Guided reading sessions into their Welsh literacy focus week	KB, WJ	Spring 2024	Welsh books e.g. Y tywedd	
All classes to ensure they are completing their daily oracy sessions	KB, WJ, LE, HL	Sept-Jul		
KB and Criw Cymreag to launch Home school diaries with Welsh mascot.	KB	Spring 2024	book and mascot	

					Commentary

Monitoring and Review	Date
● Termly Book Look and L2L- standards in Reading, Writing and Oracy in Welsh and new initiatives ● Planning scrutiny Termly - regularity of sessions and consistency in use of approaches/schemes/resources ● Cymraeg Campus Award evidence review - end of term ● Lesson observation - spring term Welsh literacy focus week	● 6.11/19.2 with governor ● 6.11/19.2/ 3.12 ● by 22.12/ 22.3/ 14/6 ● 26.2
Evaluation/Impact Commentary	

Leadership and Governance	To ensure that Leadership and Governance is developed and is driving effective school self-evaluation and improvement.			
Inspection Area: ● **IA5 Leadership**	**National Priority:** **4. High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged**	**LA Priority:** Equip leaders with the skills to have a significant impact on progress, attainment and provision and wellbeing	**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 to continue to develop 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 ● All staff to continue to develop leadership skills with targeted and bespoke professional development especially in new roles ● 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	
Pupil voice activities to continue e.g. School Council, Criw Cymraeg, Eco Committee with meetings with agendas and outcomes and clear action plans.	SM/KB/HL	Throughout the year	Transport to activities as necessary	T e r m l y E v a l u a t i o n / I m p a c t o
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 to include relevant information and Q and A sessions arranged termly to keep them informed re. Curriculum For Wales.	SM and relevant staff	Termly	Cost of refreshments	
Governing body to continue to update the 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 NR:EI Supply cover to allow staff to carry out monitoring activities	
Continue to use Agile leadership tools to drive school improvement activities	SM/WJ	Planned as part of professional learning time	Agile Leadership toolkit	
HT to continue to inform governing body of progress towards school improvement	SM	Governing body meetings	Self-Evaluation day and report	
HT and DHT to revisit HT self-evaluation tool to improve leadership	SM and WJ	Autumn Term 2023	supply cover	
Hold 3 performance management meetings throughout the year with all staff to ensure targets are set and provide opportunities to reflect and refine. Progress towards these targets are reported to governors	SM	Start September 2023, Review Feb	Supply cover to release staff for meetings	

		2024 and final meeting June 2024		m m e n t a r y
All AOLE leads/ALNCo/Professional learning lead/DHT to attend all network meetings and all relevant training	SM	Sept -July	Supply cover	

Monitoring and Review	Date
● **Pupil, staff, Parents' and Governor survey re. how the school is being run** ● **Pupil voice surveys and pupil voice group Listening to Learners – HT summer term** ● **Updated Governor Self Evaluation Autumn and Summer** ● **Leadership training reflected upon, and good practice implemented – Part of performance management and coaching conversations**	● **Survey dates 2.10 and 3.6** ● **10.6** ● **27.11/ 8.7** ● **1.9 (inset time)/ 14/28.2(PL time)/12.6/19.6 (PL time)** ● **HT P.M. TBC**
Evaluation/Impact Commentary	

Professional Learning/Pedagogy	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: ● AI3 teaching and Learning experiences ● AI5 Leadership	National Priority: 4.High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged	LA Priority: Ensure the effective implementation of Curriculum for Wales	Leader: WJ/SM	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 ● All actions addressed on the SLO action plan to ensure greater input in the school's vision from Governors, parents and outside agencies				

Action	Responsibility	Timescale	Resources, Training & Costings	Termly Evaluation/Impact Commentary
All staff to complete the SLO survey, analyse and produce action plan	WJ	By end of September	SLO survey	
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 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	
All teachers to receive 15 sessions 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 to record and reflect on coaching journey using digital journals and a final produce a final presentation of impact	All staff	Throughout the year and final report for self evaluation day	Walkthru resources – books and online materials	
Support schools with delivery of Walkthrus as requested	SM/WJ	Throughout the year	Walkthru resources – books and online materials	
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	
Add events to Professional Learning calendar to monitor training	SM	Termly	PL Log spreadsheet	
HT to share good practice with Cardiff Met ITE students. Deliver lecture 'Creating Authentic Learning Contexts'	SM	21.9.23	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	TBC	IPDA membership, transport, accommodation	
Monitoring and Review				**Date**

• All coaches to monitor engagement through video evidence and use of teacher digital journal • Evidence of implementation of new pedagogical approaches in learning walks and lesson observations • Discussions about the impact of PL is an embedded feature of performance management • Review of actions from professional learning time • Final presentation of impact of walktrus in self evaluation governors meeting • Feedback from students and delegates following presentation, re. impact on their understanding and future practice	• As per Instructional Coaching Calendar • 8.7.24 • 21.9/TBC
Evaluation/Impact Commentary	