



## School Development Plan: Summary

### School Self-Evaluation: An Overview

#### Strengths:

- Cluster work – collaborating on the purposes of the new Curriculum and planning according to the 6 Areas of Learning and Experience
- Continuum for planning, assessment and reporting in Literacy, Numeracy and the Arts
- The Work of our Family, Pastoral Officer
- Work of the ELSA Officer
- Robust Safeguarding Procedures
- Trialling of Wellbeing Strategies
- Support of the intervention officers and the timetable
- Delivering strategies and support for individuals or groups of children
- Analysis of internal data for organising interventions
- Using national test data to provide interventions
- Termly progress meetings
- High quality superior equipment
- A variety of opportunities are offered
- Working with CSC officers and local schools on agreed plans

#### Areas for development:

- Continue with Mindfulness work
- Continue with preparations towards the ALN Act
- Develop a Continuum for the Health and Wellbeing, Humanities and Science and Technology Areas of Learning and Experience
- Further develop writing skills
- Refine marking, assessment and reporting strategies

## EVALUATION OF THE 2022 SCHOOL DEVELOPMENT PLAN /2023

Priority	Evaluation of progress
<p><b>Curriculum for Wales</b></p> <p>The school needs to adopt, integrate and implement the Curriculum for Wales. Need to emphasise the use of the pupil voice as a resource to guide the teaching.</p>	<p>Cluster meetings- plan and discuss a way forward next year <b>Impact:</b> Share good practice and ensure consistency across the cluster.</p> <p>Areas of Learning and Experience groups meet to construct a consistent continuum for the cluster. Language, Literacy and Communication, Numeracy and Mathematics and Expressive Arts have constructed a continuum. <b>Impact:</b> Staff able to plan, assess and report using the 3 continuums.</p> <p>The Welsh Government has been in to give training on Children's Rights. <b>Impact:</b> Better understanding of the rights and staff more confident in introducing and raising awareness of the rights in all aspects of school life.</p> <p>Refine formative and summative assessment procedures. <b>Impact:</b> Draw on the descriptions of learning to ensure suitable individual progress when tracking progress, better understanding of the content of the areas. Reports based on the areas of learning and tracking individual progress.</p>
<p><b>Wellbeing</b></p> <p>Continue to develop the systems that have an impact on wellbeing and attitudes to learning</p>	<p>Emotion Coaching – Quiet teepees/Quiet Areas in all classes. Continue to develop Mindfulness. <b>Impact:</b> support individual wellbeing</p> <p>Safeguarding Audit – Completed, and refined during the year. <b>Impact:</b> Very strong document</p> <p>Family/Pastoral Officer, You and Me sessions, Facebook Page, Newsletter, Drop In Sessions</p> <p>Child's Voice – School Committees have been very active. <b>Impact:</b> Wellingtonia garden development, step counting devices in all classes, fundraising for designated charities</p>
<p><b>Additional Learning Needs</b></p> <p>Continue to introduce changes and developments for the New ALN Act September 2021</p>	<p>ELSA and THRIVE training. <b>Impact</b> – the ability to offer the most up-to-date, individual and relevant intervention to our pupils.</p> <p>Dispute Resolution – teaching staff have received the training. <b>Impact</b> – teaching staff have a better understanding of parents' feelings, consistency of communication with parents across the school.</p> <p>'Capture board' – now used consistently. <b>Impact</b> – consistency in all meetings, consistency in documentation going to parents.</p>
<p><b>Literacy, Numeracy and Digital Competence</b></p> <p>Raise standards and improve provision</p>	<p><b>Literacy</b></p> <p>Positive response from challenge leader after book scrutiny - saw a range of writing forms and opportunities for extended writing Use of Oral Activities for Purposes -strong evidence in PS3 Progression Steps meetings to ensure consistency. A rigorous continuum to plan tasks and monitor progress</p> <p><b>Numeracy</b></p> <p>Successful in responding to Louise Davies' feedback introducing the use of the Mathematics working wall. Most rotate mathematics activities effectively with practical opportunities – a better understanding of the child's development and personal way forward.</p>

	<p>Evidence shows that almost all teaching staff are marking consistently – many can be seen posing a challenge to achieve understanding.</p> <p>Many learners understand the 'Aim of the lesson' and see a purpose to the learning.</p> <p>Most are confident in discussing work and procedures.</p> <p>Manipulatives audit and age-appropriate order completed.</p> <p>Evidence of use Mathematics visible everywhere/verbal problems/goal free tasks in many classes</p> <p><b>Digital Competence</b> Majority of pupils able to confidently discuss ICT</p> <p>Have decided on a plan to develop a County-wide teacher support scheme and create teacher training packages across the Consortium.</p> <p>Conduct occasional training for staff</p> <p>Conduct a detailed audit to update equipment needs for placing a Hwb order</p> <p>The majority of PS3 pupils can log in and save work within Hwb independently.</p> <p>Most PS 1 and 2 pupils can use apps within Hwb to perform tasks.</p>
<p><b>Spending Plan – Closing the Gap</b> Continue to develop the robust intervention systems that have an impact on pupils' performance and those with specific needs.</p> <p><b>Early Years PDG Closing the Gap Spending Plan</b> To improve the basic literacy skills of pupils under 5.</p>	<p>SENCo Surgery – re-established during the year. <b>Impact</b> – causes of anxiety are discussed more quickly, quicker determination of action and the way forward.</p> <p>Interventions Officers – create a timetable of tests and interventions for the year. <b>Impact:</b> strong school-wide intervention that meets the requirements of individuals and groups of pupils</p>

**SCHOOL DEVELOPMENT PLAN PRIORITIES 2023 /2024**

Priority	Actions	Support
<p><u>Curriculum for Wales</u></p> <p>Complete cluster continuum of Science &amp; Technology, Health &amp; Wellbeing and Humanities AoLEs</p> <p>Assessment and Assessment for Learning – Procedures and Follow-up</p> <p>Information for parents</p> <p>Continue to refine the curriculum</p>	<ul style="list-style-type: none"> <li>• Collaboration within the cluster</li> <li>• Hold a teaching staff meeting</li> <li>• Discuss current assessment procedures</li> <li>• Agreed procedures across the school – continuity and consistency</li> <li>• Agree modifications to marking code</li> <li>• Hold a ‘Meet the Teacher’ open evening including information about the new curriculum</li> <li>• Dates of Literacy and Numeracy Open Days for parents</li> <li>• Afternoons/Evenings for parents to see the books and celebrate work</li> <li>• Teaching staff to use the cluster continuum when planning LLC and M&amp;N tasks.</li> </ul>	<p>CSC Improvement Partner – Duan Evans</p>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• Hold a ‘Meet the Teacher’ open evening including information about the new curriculum</li> <li>• Agreed Assessment Procedures across the school – progression and consistency</li> <li>• Teaching staff to use the cluster continuum in the planning of LLC and M&amp;N tasks.</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• Dates of Literacy and Numeracy Open Days for parents</li> <li>• Afternoons/Evenings for parents to see the books and celebrate work</li> <li>• Monitor assessment and marking procedures when undertaking book scrutiny and classroom observations</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Monitor assessment and marking procedures when undertaking book scrutiny and classroom observations</li> <li>• Complete cluster continuum of Science &amp; Technology, Health &amp; Wellbeing and Humanities AoLEs</li> </ul>

<ul style="list-style-type: none"> <li>• Afternoons/Evenings for parents to see the books and celebrate work</li> </ul>		
<p><b>Wellbeing</b></p> <p>Introduce the Cluster's Policy and Scheme of Work for Relationships and Sexuality Education</p> <p>New Healthy Schools Award</p> <p>Do Be Mindful</p> <p>Continue to embed Children's Rights work</p>	<ul style="list-style-type: none"> <li>• Present to the Governors</li> <li>• Staff meeting to present the curriculum.</li> <li>• Staff to start implementing the scheme of work</li> <li>• Making connections with the local coordinator</li> <li>• Familiarise ourselves with the indicators</li> <li>• Present to the school community.</li> <li>• Start creating a portfolio of evidence</li> <li>• Staff to continue with modules</li> <li>• Staff to use resources for their children in class</li> <li>• Activities to be timetables</li> <li>• Use SEAL resources to support wellbeing work in the classroom</li> <li>• Distribute resources to staff</li> <li>• Rights visible when tweeting and celebrating achievements</li> <li>• Ensure that we are aware of the Rights in planning</li> <li>• Use activities from the Children's Commissioner website</li> </ul>	<p>DoBeMindful Officers and Programme</p> <p>Link Governor for Children's Rights</p>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• Complete Do Be Mindful Modules</li> <li>• Distribute Children's Rights resources</li> <li>• Relationships and Sexuality Education Policy</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• Gather Healthy Schools Evidence</li> <li>• Monitor the profile of Children's rights across a variety of sources</li> <li>• Monitor use of the Relationships and Sexuality Education scheme</li> <li>•</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Home/School transition sessions</li> <li>• Appraise the Relationships and Sexuality Education Policy</li> </ul>

<ul style="list-style-type: none"> <li>• Work with a member of the 'Shine' team (School In-reach Emotional Wellbeing Service) - weekly sessions with our pupils</li> <li>• Update Behaviour/ Willingness to Learn Policy.</li> </ul>		
<p><b>ALN</b></p> <p>Provision Mapping</p> <p>Continue with preparations for the ALN Bill</p> <p>Update County ALN Policy</p>	<ul style="list-style-type: none"> <li>• Listening to learners</li> <li>• Book scrutiny</li> <li>• Learning Walks</li> </ul>	<p>LA – CART Department, Department of Cognition and Learning, Inclusion Services.</p> <p>Cluster Work - school 2 school working</p>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• Start Mapping Provision</li> <li>• Incorporate ALN Act</li> <li>• Update Relevant Policies</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• Continue to Map the Provision</li> <li>• Continue to incorporate the ALN Act into the provision and monitor</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Evaluate the provision mapping</li> <li>• Evaluate the incorporation of the ALN Act</li> <li>• Appraise the policies</li> </ul>
<p><b>Literacy / Numeracy / Digital Competence</b></p> <ul style="list-style-type: none"> <li>• Learning Walks and Questioning Children</li> </ul> <p><b><u>Language and Literacy</u></b></p> <p>Extended writing</p> <p>Continue with oral activities, drilling patterns and the impact of speech on writing.</p> <p>Develop use of the ReadCo resource.</p> <p><b>Mathematics and Numeracy</b></p> <p>Use and deeper understanding of skills and information. Challenge and</p>	<ul style="list-style-type: none"> <li>• PS3 - a sequence and series of lessons showing progression in the lessons. Use of PowerPoint presentations indicates the progression in lessons.</li> <li>• Teachers to complete the tracking forms and ensure they regularly use the agreed oral strategies.</li> <li>• Teachers to use ReadCo. regularly during reading sessions using the questioning sheet</li> <li>• Consortium Resources, question bank, White Rose Resources.</li> </ul>	<p>Duan Evans – CSC Improvement Partner</p> <p>CSC Officer: Myfanwy Neal</p>

<p>Question. Monitor and work with CSC</p> <p>Training/Use of manipulatives/mathematics areas.</p> <p>Create Mathematics Progress Maps with CSC</p> <p><b>Digital Competence</b></p> <p>Digi 360°</p> <p>Upskill staff skills across the school</p> <p>Coding – Main focus of Training and Monitoring</p> <p>Continue with the Cluster Digital Literacy Curriculum</p> <p>Develop procedures and further information on Online safety</p>	<ul style="list-style-type: none"> <li>• Manipulatives including – blocks, number lines, dienes, numicon.</li>   <li>• Cluster Continuum</li>   <li>• Conduct a self-assessment</li> <li>• Training as required</li>   <li>• Guidance and information for pupils, staff and parents</li> </ul>	<p>CSC Officer: Louise Davies</p>     <p>CSC Officer: Lora Winfield-Young</p>
<p><b>December Milestones</b></p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Extended Writing</li> <li>• Language Drilling – forms record sheet</li> <li>• ReadCo.</li> <li>• Work with the Challenge Leader and Advisory Teacher</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Effective challenging and questioning procedures</li> <li>• Observe mathematics and numeracy sessions to monitor effectiveness of rotation.</li> <li>• Manipulatives (phase 2) order.</li> <li>• Mapping of Mathematics and Numeracy skills</li> </ul>	<p><b>March Milestones</b></p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Book scrutiny</li> <li>• Talking to learners</li> <li>• Monitor Language forms record sheet</li> <li>• Continue to work with Challenge Leader and Advisory Teacher</li> <li>• Reading Co book list suitable for each year</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Re-assess Year 1 intervention children to measure progress.</li> <li>• Talking to learners – the effectiveness and use of manipulatives.</li> <li>• Introduce Mathematics and Numeracy skills map</li> </ul>	<p><b>July Milestones</b></p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Evaluate response to recommendations</li> <li>• Evaluating the use of Language Drilling pack</li> <li>• Look at test results to measure the impact of Reading Co. is there a change in trends? Where are the weaknesses?</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Look at test results to measure the impact of the use of manipulatives, is there a change in trends? Where are the weaknesses.</li> </ul>

<p><b>Digital</b></p> <ul style="list-style-type: none"> <li>• Lora Winfield-Young Support Meeting</li> <li>• Conduct a Digi 360 audit</li> <li>• Staff Training. BBC Micro:Bits</li> <li>• Monitor work, talking to learners</li> </ul>	<p><b>Digital</b></p> <ul style="list-style-type: none"> <li>• Implement the Digi 360 development plan.</li> <li>• Re-establishing use of 3D headsets across the school</li> <li>• Provide support and training as required</li> <li>• Lora Winfield- Young Support Meeting</li> <li>• Monitor work, talking to learners</li> </ul>	<p><b>Digital</b></p> <ul style="list-style-type: none"> <li>• Evaluate the Digi 360 Development Plan.</li> <li>• Meeting with Mr Duan Evans.</li> <li>• Lora Winfield-Young Support Meeting</li> <li>• Evaluate use of Micro:Bits</li> </ul>
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