

School Development Plan

Published Summary

2022-23



'Roots to Grow,

Wings to Fly"



School self-evaluation: summary

Strengths:

- Pupils, of all abilities, make good progress across the school from their varying starting points.
- Most pupils' listening and reading skills across the curriculum are good. They are interested and motivated to do well. They are very engaged in developing their Welsh language skills.
- Pupils' digital skills are good. Digital skills across the curriculum are well-developed in a range of technologies used and in the breadth of application across most of the AoLEs.
- Pupils enjoy their lessons and demonstrate a positive attitude to learning.
- Regular learner voice and influence is increasingly influential in shaping provision in terms of high ambition. Learners are frequently involved in making decisions about the life and work of the school and have the opportunity to influence the wider community too.
- Pupils have a good knowledge and understanding of what an ethical, informed citizen is. They have strong and secure awareness of such values as fairness, equality, sustainability and of children's rights.
- Nearly all pupils feel safe and free from physical and verbal abuse at school.
- School provides exceptional support for pupils' mental and physical health and wellbeing.
- Monitoring of mental health is exceptionally strong due to embedded procedures within a very strong culture.
- Staff are insightful and skilled in helping pupils to understand how to improve their mental and physical health.
- School uses partnerships with other organisations to provide high quality and often innovative support for learners with special needs and wider additional needs.
- Classrooms are productive, active and attractive learning environments
- Lessons are well-planned and build sequentially on pupils' knowledge, skills and understanding.
- The school is a very happy and diverse school community and has an exceptionally caring and inclusive ethos.
- The school works successfully with a wide variety of outside agencies to support every child and their families.
- Leaders and managers model and promote professional values and behaviours habitually. They have developed a highly effective, innovative, committed team of teachers and support staff.
- Leaders place huge importance on staff wellbeing through a very wide range of approaches, for groups and individuals. Staff appreciate this greatly.
- Staff work with leadership to develop strategic priorities and support school improvement.
- Leaders manage staff performance to help staff effectively improve their practice. Performance management is embedded in the school improvement cycle.
- A clear, detailed self-evaluation annual timetable is in place and is enacted well by a range of staff. Strengths and areas to improve are defined accurately and with clarity.
- A clear vision is in place that aligns closely with the principles of the Curriculum for Wales; this has been developed well with pupils, parents /carers and governors.
- Governors have a good awareness of the school's work and support the school effectively. They are generally familiar with schools' strengths and areas for development.

Areas for development:

- Pupils' ability to speak and respond to spoken Welsh is reasonable but inconsistent.
- Although most staff make their learning environments stimulating and enjoyable places for learners to be productive there is room for further development across the school.
- Pupils' creative skills across the curriculum are adequate. Provision for Expressive Arts needs developing.
- Although pupils' progress in writing is good for the majority, there is scope for further development of writing skills across the curriculum.

- Support for pupils with emotional health and wellbeing difficulties is excellent. For the small minority further bespoke support is required.

SCHOOL DEVELOPMENT PLAN EVALUATION 2021/22	
Priority	Evaluation of progress
1. To further develop the school's preparations for 2022.	Staff show an increased understanding of the CfW and the structure of the CfW framework. Majority are beginning to use language from CfW within their planning. AHT's and Cardiff Commitment Team have worked together to create a shared understanding of progression in conceptual understanding that will be adopted by each school. Cluster group have worked together to map progression and develop curriculum. Learning walks completed in Summer 2022. Good practice identified in each year group and shared with staff teams. Questioning skills strong, pupil voice strong, children's independent learning skills strong, blended learning strong, use of adults strong,
2. To improve provision for pupils with ALN including deaf pupils	Through a collaborative approach parents and carers are very much included in the process of developing IDPs including the language and information they contain. Pupils in mandatory year groups identified as having ALN under the new definition now have IDPs with bespoke Additional Learning Provision (ALP) in place, written with their views in mind and in collaboration with all stakeholders who support them, contributing to improved progress for those pupils. Leadership capacity built through ALNco mentoring. Staff are seeking out support from within school in the first instance. Pupils who are identified by staff as having ALN have now got an IDP in place with ALP that meets their needs. Support from some of the specialist teams has helped staff in their understanding of different ALN and their identification. Staff work collaboratively with the ALNco to develop IDPs and complete requests for support paperwork. Provision now includes a wide range of support available to any child who may need it. Requests for support and advice from specialist teams are required only when the universal provision we can offer is not enough. e.g. contributes towards an ALP that may require Complex Needs Enhancement (CNE) Teachers have greater awareness of pupils needing additional support due to vulnerabilities - this has improved provision and progress for these children. There have been some significant improvements for many pupils on the ALN register as a result of bespoke ALP put in place by staff. In some cases this has avoided the potential for further exclusion. Positive discrimination supports our deaf pupils in accessing additional responsibilities and influence in school on the Senedd and the Change Makers pupil groups. Mainstream BSL lessons have developed the signing skills of many mainstream children. Acoustic audit shows areas of difficulty for our deaf pupils. These still need addressing.
3. Embedding a whole school approach to health and wellbeing. (Achieving RRS Gold Award)	Gold Award RRS achieved. Use the Right of the Month calendar to increase awareness of rights and link to special events and days. Inquiry Based learning and taking action linked to rights. Teachers plan using Thrive as a toolkit catered to their individual classes. Those most vulnerable receive ELSA. Confident and secure children. Survey (KH, L2L) most children felt safe in school and knew who to ask for help. Parent/Carer discussion groups to keep in touch. SMT/SLT/ governors aware of results from questionnaire and next steps. Parents and Carers engagement in events is good. Excellent community relationships.
4. To raise standards of achievement and progression in Languages, Literacy and	The majority of pupils achieve a good standard of oracy. In Spring term 68% of Y6 had achieved Level 4 or above. 56% of Y2 had achieved Outcome 4 in Spring term. Teachers are aware of a variety of oracy strategies and use these across AoLE's. They are planned and

Communication throughout the school.	progressive. Oracy strategies are well planned across most year groups across AoLE's. Children talk with clarity and confidence when sharing their learning. RWI tracker used well by teachers to track and review progress and take action. All year groups achieved above average progress scores in Summer term. Y2 - Sp992, Summer 1007 Y3 - Sp999, Summer 1014 Y4 - Sp 1001, S1009 Y5 - Sp 1004, S 1013 Y6 - Sp 1002, S1013 Boost is well planned and takes place daily in most year groups and children look forward to their Boost reading sessions. Children understand the literacy comprehension skills they are developing.
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SCHOOL DEVELOPMENT PLAN PRIORITIES 2022/23		
Priority	Key Actions	Support
1. <i>To build upon the school's preparedness for Curriculum for Wales: To further develop effective Early Years pedagogy. To develop staff knowledge and understanding of effective learning environments across the school. To improve staff understanding of skills progression through all AoLEs.</i>	• All staff to attend Learning Environments INSET on 13/10/22 • Early Years staff to access 'The Curiosity Approach' framework • Develop new Nursery and Reception planning documents. • Develop an effective observation cycle in Early Years • staff conduct research to develop professional understanding of the theories and approaches behind developing learning environments that support and engage children in their inquiry learning • Observations in cluster school • Staff implement meaningful change • Cluster Curriculum work further develop progression of conceptual understanding • AoLE teams to develop progression maps for Humanities, Health and Well-being and Science and Technology. • Cluster group to develop expressive arts progression map.	• Central South Consortium (CSC) AoLE network meetings. • CSC professional learning programme. • Purchase of Curiosity Approach • SIG network
December Milestones • AoLE progression documents completed 3x AoLE's.. • Early Years staff PL - Module 1 & 2 of Curiosity Approach	March Milestones • Completion of independent professional learning inquiries based on the development of learning environments. • Early Years staff PL - Module 3 & 4 of Curiosity Approach	July Milestones • Early Years staff PL - Module 5 & 6 of Curiosity Approach • Achieving the Curiosity Approach accreditation. • Reflection on independent professional learning inquiries and identification of next steps.
2. <i>To Improve pupils' Welsh language skills and develop 'Cynefin' across our school.</i>	• Welsh lead/team to take part in professional networks in order to collaborate and share practice. • INSET time • Audit staff Welsh competency • Develop understanding of the high status of Welsh language, multilingualism and Cynefin • Use CSC Listening to Learners framework to assess • Plan and implement effective, appropriate daily oracy sessions • Plan and implement regular direct Welsh language teaching following SoW. • Monthly Criw Cymraeg meetings • Monitor mid term planning • Evaluate learning environments • Plan regular theme days and celebrations	• CSC • Professional networks • Brokered support from Improvement Partner

	Begin to address the multilingual aspect of CfW by implementing Weekly BSL lessons across all classes - work with HIRB	
December Milestones - All staff receive training on Helpwr Heddiw and Welsh language Continuum. - Baseline Welsh oracy assessment (Listening to Learner activities) have been undertaken. - Data from Cymraeg Campus school questionnaire used to set specific targets. - Targets shared with all stakeholders. - Effective Criw Cymraeg established. - Daily Helpwr Heddiw sessions established for all classes. - Welsh 'phrase of the week' to be promoted in classes, assemblies & shared by Criw Cymraeg on social media. - Professional Development opportunities for staff promoted and taken up.	March Milestones - Staff have engaged with synchronous / asynchronous professional learning. - Welsh lead has engaged in professional networks, collaborated, and shared practice with others. - Parents / carers and governors have attended Welsh oracy workshops. - Learners continue to access high quality oracy through regular retrieval practice (Helpwr Heddiw). - Progress of learners has been reviewed. - Staff and Criw Cymraeg have audited the learning environment and resources. - Criw Cymraeg meet regularly to lead on Cymraeg Campus Targets.	July Milestones - Cymraeg Campus school questionnaire repeated, data analysed, and progress measured. - Progress of learners has been reviewed using CSC Listening to Learners framework. - School progress data from questionnaire assessed against December targets. - Criw Cymraeg to monitor progress on Cymraeg Campus targets and look at Silver targets in preparation for next year. - Professional discussion, sharing of practice has continued. - Learners have engaged in Welsh language themed days and/or celebrations. - Learners continue to regularly access high quality Welsh oracy sessions.
3. <i>To improve the provision for developing children's writing skills.</i>	- All staff to attend professional learning on 27/10/22. - Update RWI training for staff teaching PS1-2 Discuss and share good practice within the school - Seek out programmes for SPAG - INSET time - Genre coverage will be planned, tracked and monitored. Teachers will plan opportunities to apply skills across the curriculum. - Assess editing processes - Ensure all pupils access structured, systematic development of writing skills. - Termly writing assessments - analysed/next steps - Further develop opportunities for independent writing - Collaborate and share - Planned Parent/Carer events	- Support from CSC - Professional learning for all staff and extended support from the LLC team.
December Milestones - Staff in Rec - Year 2 share good practice within RWI - LT meet with Gordon Bell	March Milestones - Professional discussion and sharing of practice has continued. - PS1 and PS2 staff have had RWI	July Milestones Professional discussion and sharing of practice has continued.

(CSC) and a programme is selected to support teachers in developing children's writing skills • Inset delivered • Genre coverage map is started • Literacy books are purchased and used by all year groups for final drafts • RWI assessments inform groupings and these are developed with all staff • Audit of RWI resources has taken place • Order placed to ensure all classes are fully resourced • Writing assessments take place regularly • Staff learning inquiries • First parent engagement workshops take place	training • Writing genre map is further developed • Book looks • RWI training has been provided to all staff in PS1 and PS2. • RWI assessments continue to inform groupings and these are developed with all staff in pupil progress meetings • Writing assessments take place regularly • Further parent engagement workshops take place	• Literacy team complete and review writing genre map • RWI assessments continue to inform groupings and these are developed with all staff in pupil progress meetings • Writing assessments take place regularly
4. <i>To develop the school's understanding of RSE. To develop the RSE curriculum so that it meets the mandatory requirements and the needs of all the learners.</i>	• Vision and policy for RSE developed. • Professional learning programme for all staff planned to ensure appropriate skills and knowledge. • Consultation activities completed with stakeholders and programme of RSE across the school shared.	• RSE lead to attend network meetings as appropriate. • Appropriate professional learning for staff on RSE programme and requirements.
December Milestones • Consultation with all stakeholders completed. • Vision and policy for the teaching of RSE in place. • Audit of current provision for RSE completed and actions identified. • Professional learning for all staff completed to support implementation and development of provision.	March Milestones • Stakeholder questionnaires indicate increased awareness of RSE. • RSE stakeholder forum has met. • Nearly all planned RSE activities have taken place	July Milestones • Audit of RSE coverage completed to identify gaps in provision. • Actions identified for further development of RSE provision.
5. <i>To develop the wellbeing provision to meet the needs of all learners.</i>	• Healthy Schools Award - complete award • Share sections of the award with Pupil Voice groups. • Anti-Bullying week (Monday 14-18th November) • -All year groups to plan sessions for anti-bullying. • -Assemblies held in both FP and KS2. • -PC Rhys to complete cyber bullying sessions in Year 4. • Reintroduce cycling proficiency for Year 5 pupils - use of WOW bikes to	• Healthy Schools • Police • Cycling Proficiency • Thrive • CSC

	ensure all children can take part. • 'Peer Champion' team of Year 6 . • Provide training sessions. • A timetable of team building events that cater for the physical needs and contribute to the wellbeing of staff. • Pupil steering groups play an active role in ensuring learners' views • Inviting community volunteers to take groups of • children for regular EP sessions to use edible garden • Establishing Wellbeing/nurture base provision. • Thrive Baseline assessments • To continue to implement THIRVE's whole school approach using PACE and VRFs. • appointment system for children to book lunchtime appointments to meet with wellbeing staff to discuss emotional wellbeing and health.	
December Milestones • All staff involved in discussions around a new behaviour policy for the school during INSET session. • - Pupils who would benefit from bespoke and targeted group Thrive sessions identified from discussions with teachers and observations. • - Training completed for a school dog.	March Milestones • School dog trained for 2 days per week and a timetable set up to visit children/ classes. • - Groups to start gathering evidence for Healthy Schools Award.	July Milestones • Actions identified for further development for Wellbeing provision. •