



Our Vision Statement

Be the best you can be.

School Development Plan - Summary 2023 – 2024

School Improvement Priorities 2023 – 2024	
Priority 1	To improve standards of writing and numeracy through high-quality teaching and instruction.
Priority 2	Ensure that Assessment for Learning (including marking and feedback), provides effective and immediate support; and challenge to enhance pupil progress.
Priority 3	Learning opportunities to meet the needs of learners so that all pupils receive suitable levels of support and challenge in the classroom.
Priority 4	To improve the attendance and wellbeing of all learners by refining current processes in order to make a positive impact on outcomes.

For pupils and staff 'to be the best they can be' to give our absolute all to ensure we be the best we can be to support the challenges of the high levels of need and vulnerability within our school community – as the context below illustrates.

Contextual Information 2023-2024

- Pupil Number 80 – 76 M/S + 4 in LSC Class (Social Emotional and Behavioural Difficulties).
- Currently EFSM Sep 23 is 40% - the 3 year average (2021 – 2023) for the percentage of pupils eligible for free school meals (e-FSM) is 43%.
- 40/80 (50% whole School) are SEN - they are Stage 2+, receiving an intervention + some of these are having support from Services i.e. Learning Support, Neuro, CAMHS, Behaviour Support, Educational Psychology Service, EY Forum, Phys/Med Team RCT, CLA Team, Resilient Families + Children Services
 - 2 mainstream pupils are identified as ALN with a school based IDP
- Highly likely that 5 pupils will transfer from SEN to ALN with a school based IDP this academic year.

SIP 1: To improve standards of writing and numeracy through high-quality teaching and instruction.

Success Criteria

- Writing – improvement from baseline assessments evidenced in planned genre including skills, content + handwriting
- Writing – pupils can transfer developmentally appropriate genre specific skills to other AOLES
- Oracy – embed non-negotiables into everyday practice
- Numeracy - improvements from baseline assessments - Numeracy Procedural scores Y2 – 6 (personalised assessments, retrieval of number facts)
- Numeracy – improved fluency and transfer of Maths skills
- Numeracy - pupils can transfer developmentally appropriate Maths skills to other AOLES

Actions

- Literacy - Developing a sequenced Literacy Curriculum
- Literacy - Genre Map developed alongside long term theme planning to provide transfer of writing skills
- Literacy - Development of stage appropriate non – negotiables of Phonics/Reading Activities in each class
- Literacy - Adjustments to timetables + provision to support the development of basic writing skills
- Literacy - Adaptations / reorganisation of learning environments/pedagogy/provision to ensure high quality learning, focused activities and direct instruction
- Literacy - Extend professional learning opportunities through independent research, local and national networks e.g. WG 'National Conversations' and CSC Literacy Leads to improve teaching of Literacy skills
- Literacy - Develop genre specific planning/ teaching / assessment rubrics for writing following consultation with staff + CSC Literacy Advisers
- Literacy – Embed Oracy strategies / non - negotiables whole school leading to higher quality of writing – CSC support of this
- Develop and implantation of School Oracy Charter based on Voice 21 principles.
- Literacy – Development of Cluster based AOLe Literacy Progression Map
- Numeracy – Developing a sequenced Maths curriculum
- Numeracy - Development of stage appropriate non – negotiables of number / fact recall activities in each class
- Numeracy - Adjustments to timetables + provision to support the development of Maths skills
- Numeracy - Extend professional learning opportunities through independent research, local and national networks e.g. WG 'National Conversations' and CSC Numeracy Lead to improve teaching of Maths skills
- Numeracy – Development of Cluster based Numeracy Progression Map
- Numeracy – Devise school / cluster-based Calculation Policy
- School based Literacy, Numeracy and Wellbeing projects for parents + carers

SIP 2: Ensure that Assessment for Learning (including marking and feedback), provides effective and immediate support; and challenge to enhance pupil progress.

Success Criteria

- Revised Baselines / Assessment procedures in PS 1
- Revised Data Tracker illustrating clearer picture of learner progress
- Refine Annual Report Format as an ongoing doc that reports accurate learner progress to parents / carers
- Refined MER Cycle + Pupil Progress / ALN Meetings to ensure learner progress + challenge
- Adjust Policies – Assessment / Marking / Feedback
- Reflect / Review formative assessment techniques to gather ongoing feedback on learner progress.
- Review + embed key AFL strats that provides purposeful progress for learners
- Learner Voice – independence / interdependence is observed + promotes learning behaviour
- Use of Planning / Assessment Rubrics for Writing Genres
- T+L shows over time nearly all pupils know more, understand more and can do more!
- Nearly all pupils are able to recall, apply and transfer knowledge, skills and understanding across the AOLs.

Actions

- Check in with learners and observations over first 4 full weeks to establish how pupils are feeling and what steps are needed for progression.
- Baseline assessments to be completed for learners (and new learners to the school)– R-Y6
- Create planning format for writing units. Knowledge, skills and vocabulary to be planned for collaboratively by class teachers to ensure progression.
 - Format to be individually trial by class teachers and collectively evaluated.
 - Based on UBD, Writing Revolution & CfW principles, planning will indicate pathways of progression and contain clear and assessable knowledge and skills. Vocabulary (both genre and context based) will be explicitly planned for, along with mid-unit hinge assessments.
- Create mid-term planning format for theme work.
 - Format to be individually trialled by class teachers and collectively evaluated.
 - Based on UBD, Writing Revolution & CfW principles, planning will indicate pathways of progression and contain clear and assessable knowledge and skills which can be used to evaluate pupil progress.

- Assessment for Learning: Use formative assessment techniques to gather ongoing feedback on student progress against understandings, knowledge and skills planned for.
- Begin to develop key strats for learners to assess their own work and the work of their peers against the defined criteria.
- Teaching + Learning activities provide opportunities for recall, retrieval and transfer of planned for knowledge (long term memory) and skills.
- Develop Pupil Centred Planning + info collection from pupils, parents and carers further e.g. Good day / Bad Day + All About Me to elicit more detail of learner preferences.
- Revise Marking / Feedback / Assessment Policies.

SIP 3: Learning opportunities to meet the needs of learners so that all pupils receive suitable levels of support and challenge in the classroom.

Success Criteria

- Develop mid-term planning - adapting the principles of; 'Understanding By Design'(Jay Mctighe) + WMS+DOLs
- Teaching +Learning; differentiated for challenge
- Essential Skills are practised
- Implement scaffolding techniques to support students as they develop their skills
- Instruction Differentiated:
- Integrate Cross-Curricular Connections e.g. Lit + Num through theme
- Integrate technology tools that can enhance writing and numeracy skills. Educational apps, online resources, and digital platforms can provide engaging learning experiences.
- Quality universal provision is evident, adaptive and impactful, in all learning environments supporting high quality learning experiences that are accessible for all.
- Gaps in development and learning are swiftly identified and targeted to improve learner progress.
- Pupil Centred Approaches become an embedded integral feature for all.

- Dissemination of UBD principles and approaches. Professional discussion and analysis of the potential impact of backwards design and how it can be used in each progression step.
- Increased knowledge of discrete subjects within AOLEs to ensure we keep those discrete skills within them.
- Developing framework for our learning based on UBD principles
- Develop AOLe Progression Maps school + cluster – emphasis on Lit / Num/ Science + Tech.
- Adapt the 'PLAN' Science scheme - cross referenced with WMS to see what needs to be included, what can be removed and what isn't covered by PLAN. Decide what we feel children should learn and explore.
- Quality universal provision is evident in all learning environments supporting high quality learning experiences that are accessible for all.
- Embed school ALN process and identification systems ensuring the early identification of pupil need and pupils whose progress and/or development is below individually expected levels.
- Increase staff confidence and independence in using ALN process and identification systems + providing necessary adjustments for pupils to access, engage and progress.
- To design a curriculum so that it includes progressive experiences for all learners.
- Improve standards of reading across the school despite reduction of staffing capacity (drastically reducing) reading interventions.
- Develop a reading for pleasure culture across the school.
- Ensure staff have relevant training / support / guidance to ensure the high-level needs within Nursery + Reception Y5/6 are supported.
- Development of stage appropriate non – negotiables of Reading for pleasure activities in each class.
- Learner pedagogy – how are staff applying these successfully to ensure progress of learners.

SIP 4: To improve the attendance and wellbeing of all learners by refining current processes in order to make a positive impact on outcomes.

Success Criteria

- Improved attendance whole school + target groups against 22/23
- The well-being of pupils underpins their achievement and they progress successfully
- Refine / review universal provisions (despite reduction in capacity/staffing) to ensure a calm, purposeful and safe place to teach and to learn within
- Big Bocs Bwyd Project increases community engagement + active parent/carer engagement affording opportunity, sense of belonging
- FEO Role and associative wellbeing projects increases parent/carer engagement
- School based Literacy, Numeracy and Wellbeing projects for parents + carers
- School Resource loans to parents+carers e.g. 'Balance-bike' scheme
- Parents+Friends re-established to support pupil enrichment + opportunities
- School Garden revamped
- Provide extra- curricular participation for learners from all Progression Steps

Actions

- Review RCT's Toolkit/ attendance self-evaluation tool.
- Review redraft Attendance Policy with stakeholders + GB Link Governor / Sub Committee.
- 'Blue Book' to go around every morning to ensure pupil numbers/safeguarding + monitor absence + staff to follow 1st Day absence / safeguarding protocols.
- Robustly challenge absence – new Target 90% (agreed with AWS 25.09.23) e.g. appointments/illness evidence / 1st 2nd Letters /AWS WRV checks / AWS Referrals for FPNs / FPN monitoring.
- Collaborate with AWS partnership weekly WRVs +referrals + utilise all means at their/our disposal to reach Attendance Target.
- Introduce weekly class awards, Half + Termly Reward Events for best performing Class, 100% Days / week to promote and sustain improved attendance.
- FEO to undertake home visits where attendance concerns + offer check ins in school with parents / carers.
- Rainbow Target Groups to focus on improved attendance for targeted learners – FEO undertake.
- Complete Cwm Taf Morgannwg Healthy Schools Audit to identify gaps in approaches / systems to support mental health + emotional wellbeing whole school.
- Mindfulness Transition Project – staff attendance – 6 sessions offered in Tranche 2/3 Aut 23 / Spr 24.
- Adjust learner environments as and when to support pupils when needed.
- Range of pupils from R – Y6 to access 'Rainbow' (social + emotional) provision – 3 groups (6-8 pupils)
- Target/refine/Monitor Impact groups from Week 2 Aut.

- 'Thrive' - Thrive baselines/progress for all pupils accessing Rainbow Provision.
- Extend role of FEO - provide new / resurgence of family engagement activities to support family wellbeing, home learning – parent/carers activities.
- Increase staff confidence and independence in using ALN process and identification systems + providing necessary adjustments for pupils to access, engage and progress.
- Vulnerable +ALN/SEN pupils continue to have access to external support from services and agencies despite current landscape/waiting lists.
- Ensure agencies can support learners at given opportunities + within Graduated Response protocols – EPS and A+I, EY Forum, CLA Team, CAMHS, Neuro, Resilient Families and Children Services.
- Pupil voice in planning to improve their emotional and physical health – focus on environment / outdoors / clubs / resources for exercise /play.
- Community Focus – increase range of healthy activities + extra-curricular opportunities during / after school for all pupils e.g. Big Bocs Bwyd (BBB), Games / Choir / Sport / Cambrian Village Trust, Sport Lending Library (Sport RCT)
- Immersion / Enrichment Days – MINIMUM 1 per Half Term – minimal or no cost.
- Nurture UK - National Nurturing Schools Award (NNSA) – working to celebrate develop our nurturing culture that prioritises relationships and wellbeing.

Name: (Headteacher)	Mr S Howells
Name: (Chair of Governors)	Mrs L Llewellyn
COMPLETION DATE:	Initially Completed 28.09.23 (V3)