



Our Vision Statement

Be the best you can be.

School Development Plan - Summary 2024 – 2025

School Improvement Priorities 2024 – 2025	
Priority 1	Improve standards of oracy and reading through high-quality teaching and instruction and whole school initiatives.
Priority 2	Develop a sequenced Maths Curriculum that provides high levels of support and challenge.
Priority 3	Ensure that Assessment provides effective and immediate support; and challenge to enhance pupil progress over time.
Priority 4	Improve 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 2024-2025 - 15.09.24:

- Pupil Number 75 – 70 M/S + 5 in LSC Class (Social Emotional and Behavioural Difficulties).
- FSM is 33/75 is 44% - the 3 year average for the percentage of pupils eligible for free school meals (e-FSM) is 44%.
- FSM in Classes - Cubs – 6/20 - 30%, Wiwer – 11/27 - 40.7%, Gwdihw – 11/23 – 47.8%, Llwynog – 5/5 100%
- CLA / Former CLA – 5/75 – 7%
- EAL – 7/75 – 9%
- 2 mainstream pupils are identified as ALN with a school based IDP 5 SEBD Class pupils with LA IDP
- Highly likely that 5 more pupils will transfer from SEN to ALN with a school based IDP this academic year 2024-2025
- Current IDPs - 7/75 – 9% of school have IDPs

SIP 1: Literacy - to improve standards of oracy and reading through high-quality teaching and instruction and whole school initiatives.

Success Criteria

- Successfully complete and implement impactful activities from 'Comparative Judgement No More Marking' research project
- Successfully complete and implement impactful activities from 'Early Years Language Project' within PS1
- Develop a school community view (through collaborations) of what good oracy is
- Improving learners' capacity to use and understand speech and express thoughts that contributes to their learning
- Oracy Charter established – embed non-negotiables into everyday practice
- Improve raw scores of most learners across the school despite reduction of staffing capacity (drastically reducing) reading interventions.
- Parents + carers have opportunity to learn reading approaches through drop in sessions
- Maintain community partnerships 'Reading Rhondda'
- Successful recruitment of parent / carer volunteers to listen to readers
- Professional learning and activities dedicated to oracy + writing supports the progress of writing skills

Actions

- Collaboration in CSC / Daisy Christodoulou oracy project 'Comparative Judgement / No More Marking' + 'Early Years Language Project' promotes accuracy in measuring progress + progress in learners oracy
- ELKLAN Accreditation for HLTA/Nursery Lead
- Extend professional learning opportunities through independent research, local and national networks e.g. as above
- Adaptations / reorganisation of learning environments/pedagogy/provision for high quality learning, focused activities and direct instruction
- Refine genre specific planning/ teaching / assessment rubrics for writing following consultation with staff + CSC Literacy Advisers
- 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.
- Adjustments to timetables + provision to support the development of oracy and reading skills
- Review phonics / reading within universal provision to ensure consistency
- Development of stage appropriate non – negotiables of reading for pleasure activities in each class
- Maintain partnerships with 'Reading Rhondda' + seek additional opportunities to promote reading with parents/carers/pupils
- Introduce parent/volunteers to help with Reading – establish a 'Bodbutties' programme – helping with reading

SIP 2: Numeracy – developing a sequenced Maths Curriculum that provides high levels of support and challenge.

Success Criteria

- Embed sequenced Maths curriculum to improve fluency and transfer of Maths skills
- Improvements from baseline assessments + Numeracy Procedural scores Y2 – 6 (personalised assessments, retrieval of number facts)
- Nearly all pupils are able to recall, apply and transfer knowledge, skills and understanding across the AOLES
- Pupils can transfer developmentally appropriate Maths skills to other AOLES
- Learner Voice – independence / interdependence is observed + promotes learning behaviour
- T+L shows over time nearly all pupils know more, understand more and can do more

Actions

- Developing a sequenced Maths curriculum
- Development of stage appropriate non – negotiables of number / fact recall activities in each class
- Adjustments to pedagogy, timetables + provision to support the development of Maths skills
- Teaching + Learning activities provide opportunities for recall, retrieval and transfer of planned for knowledge (long term memory) and skills
- 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
- Parent/carer drop in sessions to help improve confidence and understanding in Maths skills to help their children

SIP 3: Ensure that Assessment provides effective and immediate support; and challenge to enhance pupil progress over time.

Success Criteria

- Continue to design/implement a curriculum so that it includes progressive experiences for all learners
- Pupil Centred Approaches become an embedded integral feature for all
- Teaching + Learning; differentiated for challenge + support
- Scaffolding techniques are used to support students as they develop their skills
- Gaps in development and learning are swiftly identified and targeted to improve learner progress
- Learner Voice – independence / interdependence is observed + promotes learning behaviour
- Key formative assessment techniques used for ongoing feedback on learner progress
- Staff have understanding+application of comparative judgement + ‘no more marking’ + Elklan approaches
- Refined ‘Data Tracker’ illustrating clearer picture of learner progress
- Refined MER Cycle + Pupil Progress / ALN Meetings ensures learner progress + challenge
- Refined annual report format (as an ongoing doc’) that captures accurate learner progress to be shared with parents / carers
- T+L shows over time nearly all pupils know more, understand more and can do more

Actions

- Refine/ monitor mid-term planning format to ensure curriculum challenge + support + progress with IP+CSC Cohesion Team
- Mid/long term planning indicates pathways of progression, contain clear + assessable knowledge + skills which can be used to evaluate progress
- 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/carers further to elicit more detail of learner preferences
- Successfully complete and implement impactful activities from ‘Comparative Judgement No More Marking’ research project
- Successfully complete and implement impactful activities from ‘Early Years Language Project’ within PS1
- Embed formative assessment techniques to gather ongoing feedback on student progress against understandings, knowledge + skills planned for
- Begin to develop key strategies for learners to assess their own work and the work of their peers against the defined criteria
- Revise marking / feedback / assessment policies
- Monitor pupil progress
- Capture and share pupil progress accurately over time culminating in annual report to parents

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 of whole school + attendance target groups against 23/24
- Improved attendance of FSM learners against 23 /24
- 'Hard to Reach' parents/carers are challenged and supported to ensure improved attendance
- Rainbow provision shows progress of nearly all learners on 'THRIVE' baseline promoting
- SHINE (CAMHS) project successfully supports progresses learners' resilience + social skills
- Universal provisions (despite reduction in capacity/staffing) provide a calm, purposeful and safe place to teach and to learn within
- 'Big Bocs Bwyd' project increases community engagement + active parent/carers engagement affording opportunity, sense of belonging
- FEO provides opportunities to increase parent/carers engagement
- Maintain + extend school resource loans to parents/carers e.g. 'Balance-bike' scheme
- 'Parents + Friends' partnership flourishes to fund raise for the support of pupil enrichment + opportunities
- Attempt to provide 'no cost' 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' 9am daily to ensure safeguarding + monitor absence + staff to follow 1st Day absence / safeguarding protocols
- Robustly challenge absence – School Target 90% e.g. appointments/illness evidence / 1st 2nd Letters /AWS WRV checks / AWS Referrals
- Set up Rainbow + AWS Attendance Groups focus on improved attendance for targeted learners
- FEO to undertake home visits where attendance concerns + offer check ins in school with parents / carers
- SHINE (CAMHS) Project – Autumn 2024
- 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)
- Staff use ALN process/identification systems + providing necessary adjustments for pupils to access, engage+progress.
- Vulnerable +ALN/SEN pupils continue to have access to external support from services and agencies despite current landscape/waiting lists.
- Ensure agencies (LA/Health/Children Services) can support learners at within 'Graduated Response' protocols + school referral points
- Pupil voice in planning to improve their emotional and physical health – focus on environment / outdoors / clubs / resources for exercise /play.
- Relentless community focus – increase range of healthy activities + extra-curricular opportunities during / after school for all pupils

Name: (Headteacher)	Mr S Howells
Name: (Chair of Governors)	Mrs L Llewellyn
COMPLETION DATE:	Initially Completed 15.09.23 (V1)