

# School Development Plan Summary 2024 to 2025



## One Family Shining Brightly

**Date of last inspection: 22<sup>nd</sup> May 2022**

<b>Estyn recommendation</b>	<b>Progress</b>
R1 Ensure that teachers provide the right level of challenge for all pupils	<ul style="list-style-type: none"><li>• ALN provision interventions</li><li>• Universal Learning Provision</li><li>• MAT</li><li>• Assessment Recording Reporting processes trialled in line with CfW roll out.</li></ul>
R2 Improve pupils' writing skills across the school	<ul style="list-style-type: none"><li>• No more marking &amp; CSC writing project raised standards of writing across the school and particularly boys writing.</li><li>• Introduction of Reading and Grammar professional development training pedagogy is now embedded in planning and delivery.</li></ul>
R3 Sharpen self-evaluation processes to ensure that action plans focus on specific areas for improvement	<ul style="list-style-type: none"><li>• AoLE lead accountability for formative assessments and summative analysis enabled.</li><li>• Action plan rationale reviews with clear baselines have begun to be identified and used appropriately.</li></ul>

## Evaluation of SDP 2023-2024 priorities (previous year)

Priority	Success Criteria	Evaluation
<p>1. To raise literacy attainment throughout the school</p> <ul style="list-style-type: none"> <li>• CSC Writing Strategy</li> <li>• Empathy Lab</li> </ul>	<p>To raise standards in reading across the school from reading ages of 72.2% CA or above to 80% CA or above.</p> <p>Secondary focus: To coordinate the direct teaching of writing (grammar, punctuation and handwriting) in order to raise writing standards.</p>	<p>The culture of reading for pleasure is well embedded in the school. Reading is visible around the school by the displays such as Bookflix and EmpathyLab, the Teacher has reading posters outside classrooms and there is a newly revamped junior library. A culture of reading for pleasure is established through the monthly EmpathyLab books and celebration assemblies, through the paired classes walking to Pontypridd library at least once a term and through the carefully curated classroom book corners. In addition, the Reading Scrapbooks, introduced in September 23, have encouraged regular dialogue and discussion about reading. The Salford reading results using the new test show progress in reading in KS2 but do not illustrate improvement in the same way in FP largely because of the new parameters of the test. Teachers have adopted the daily GAP sessions which keep grammar and punctuation skills on the boil. In addition, it is clear that explicit teaching of grammar and punctuation take place at least once a week in Literacy lessons. The GAP book look identified that in many cases teachers are providing opportunities for pupils to apply their recently learnt GAP skills in their own writing. The book look did also identify that in some cases it was difficult to track this learning journey easily. Alan Peat sentence styles will be targeted again in the Autumn term</p>
<p>2. Assessment and Progress of Curriculum for Wales</p>	<p>Develop approaches to enable effective and appropriate assessment</p>	<p>Peer and self-assessment –in addition to coverage of curriculum-</p>

	<p>as an indistinguishable part of learning and teaching.</p> <ul style="list-style-type: none"> <li>• Staff to have a strong understanding of what progress looks like across the curriculum</li> <li>• To inform planning and end of year reporting in cohesive way that enables pupil success and close monitoring of progress</li> <li>• A variety of AfL strategies being used throughout the school. New approaches to have positive impact on pupil progress. AfL strategies to show progression through the school</li> <li>• Varied and informed formative and summative assessment procedures used across the curriculum</li> <li>• Formative assessments used provide timely feedback and support pupil learning</li> <li>• Summative assessment to take place at intervals throughout the year to measure overall progress</li> <li>• Assessments will be adapted for varying abilities, including learners with ALN and EAL</li> </ul>	<p>was monitored during a book scrutiny and listening to learner's session on 24/11/23, success criteria are realistic. Some of the criteria links to the skills from teacher's medium-term planning. In Year 2 occasionally the success criteria has a link to the four purposes. Pupils' work shows knowledge and skills meet the lesson objective. WALTs link to the learning taking place. Ways forward are clearly identified in KS2 and children are responding to the feedback. Next steps given verbally in the foundation phase. Traffic lighting and checklists are prominent self-assessment and peer-assessment tools used in books. Listening to learners highlights effective self-assessment is a strength in classrooms.</p> <p>Cluster working with AoLE working groups has continued developing a shared curriculum. There is a range of activities taking place in each progression step. There is work for every AoLE each half term, seen in either work books, SeeSaw or teacher planning circle time discussions.</p> <p>Staff use 'Speed dating' to effectively share termly teaching evaluations and enables the sharing of good practice. Staff trained to use Taith360 assessment platform. CfW Lead collaboration with Taith360 to ensure bespoke Parc Lewis curriculum design is reflected.</p> <p>Mapping of the concepts for the remainder of the school year have been completed ensuring staff follow the concepts and transfer</p>
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		them to the new medium-term planning model.
3. Continued Wellbeing target inc Attendance	Raise attendance 90.9% to 92%.	<ul style="list-style-type: none"> <li>Overhauled weekly attendance competition during whole school assembly. Now winners go into a prize draw rather than ongoing chart. 2 FPN's issued.</li> <li>15 first letters issued, 6 meetings</li> <li>A very few under referral for attendance concerns</li> <li>Half termly meetings with RCT Attendance &amp; Wellbeing Officer to discuss all pupils below 86%.</li> <li>Late book continuing. Letter emphasising the importance of punctuality and impact on pupils shared.</li> <li>Late at the gate with AWS tried twice during autumn.</li> </ul> <p>Summer 2024 90.8%</p>
4. Develop use of assessment in Welsh Develop use of Welsh across the curriculum Develop reading strategies in year 4/5 class		<p>Listening to learners showed most pupils enjoyed learning Welsh. Nearly all classes have a Helpwr Heddiw to give daily practice in Welsh.</p> <p>Most children said they used welsh in class and their teachers used incidental Welsh.</p> <p>Tric a Chlic assessments show that pupils require further embedding of Welsh sounds to develop fluency.</p>

## School Three Year Strategic Plan 2022-2025

Year 1: 2022/2023	Details
<p>1. To raise literacy attainment throughout the school</p> <ul style="list-style-type: none"> <li>• CSC Writing Strategy</li> <li>• Empathy Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Review levels of attainment and devise action plan for literacy accordingly.</li> <li>• Continue to improve standards in spelling across the school</li> <li>• Continue to improve presentation and handwriting:</li> <li>• Continue to raise standards of boys' literacy and reduce the gender gap.</li> <li>• Continue to improve pupil understanding of their next steps in learning through revision of A4L strategies and if successful pupil conferences.</li> <li>• Lit lead to begin 3-year training with CSC re Writing project and feed to staff.</li> <li>• Lit Lead to begin 18-month Empathy Lab training and feed to staff and pupils.</li> </ul>
<p>2. To maintain and raise standards in mathematics and numeracy throughout the school.</p> <ul style="list-style-type: none"> <li>• To develop pupils as ambitious capable learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain expected level in maths in KS2 and raise expected level in maths in FP (reduced trend since changes in outcomes).</li> <li>• Maintain increase in higher level Develop maths in the new curriculum</li> <li>• Maintain the upward trend in boys and girls and continue to narrow the gap for boys</li> <li>• Continue to develop maths in the new curriculum</li> </ul>
<p>3. To maintain and raise standards of wellbeing by further developing Health and Well Being as an AOLE as well as positive attitudes to learning and inclusion, including ALN reform and to develop our pupils as healthy, confident, individuals.</p>	<ul style="list-style-type: none"> <li>• Continue to improve attendance and punctuality.</li> <li>• Review the impact of <b>ACE</b> Training on behaviour and wellbeing</li> <li>• Review the <b>Behaviour policy</b> and procedures to see the impact and revise accordingly.</li> <li>• Further develop the work of the School Council Rights Respecting Schools</li> <li>• Gain/celebrate the CLA Award</li> <li>• Train extra ELSA and develop the area for FP</li> <li>• ELSA to develop the peer mentor role for lunchtime.</li> </ul> <p>Elsa and EL coordinator to develop quiet reading areas for pupils.</p>

<p>4. To develop all staff as leaders of learning and to develop the strategic role of governors in relation to: Curriculum Reform; The National Mission; Professional Standards for Teachers, Leaders and Teaching Assistants; Schools as Learning Organisations.</p>	<ul style="list-style-type: none"> <li>• To further create and support professional learning opportunities for all staff</li> <li>• Continue to use Professional Standards and in particular the Professional Practices section in order to identify strengths and AODs and in PM</li> <li>• To establish a culture of professional enquiry, innovation and exploration through research and practice (PM objective for teachers)</li> <li>• To ensure that teaching is high quality, collaborative, and driven by a deep understanding of pedagogy and excellent subject knowledge to ensure that leadership is of the highest quality at all levels.</li> <li>• To ensure that all new Governors (1 Community Governor) are fully inducted into their role in order that they can carry out their SER duties and act as a critical to the school</li> <li>• Continue to develop school to school working through professional networks</li> </ul>
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Year 2: 2023. /2024	Detail
<p>1. To raise literacy attainment throughout the school</p> <ul style="list-style-type: none"> <li>• CSC Writing Strategy</li> <li>• Empathy Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and raise standards at the expected and higher levels</li> <li>• Continue to improve presentation and handwriting</li> <li>• Continue to raise standards of boys' literacy and reduce the gender gap.</li> <li>• A4L strategies embedded</li> <li>• Monitor and continue to implement CSC writing strategy project.</li> <li>• Monitor and implement Empathy Lab progress</li> <li>• Develop the role of LLC AOLE</li> </ul>
<p>2. To maintain and raise standards in mathematics and numeracy throughout the school. To develop pupils as ambitious capable learners.</p>	<ul style="list-style-type: none"> <li>• Develop assessment in numeracy through AOLE whole school.</li> <li>• Maintain expected outcomes in maths in KS2 and raise expected outcomes in maths in FP (reduced trend since changes in outcomes).</li> <li>• Maintain increase in higher outcomes</li> <li>• Maintain the upward trend in boys and girls at higher outcome and continue to narrow the gap</li> </ul>
<p>3. To maintain and raise standards of wellbeing by further developing Health and Well Being as an AOLE as well as positive attitudes to</p>	<ul style="list-style-type: none"> <li>• Continue to improve attendance and punctuality</li> <li>• Continue to develop the role of the ELSA further</li> <li>• Further develop the work of the School Council regarding Rights Respecting</li> <li>• Audit impact of CLA Award</li> <li>• Monitor the impact of ELSA role at lunchtime.</li> </ul>

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4. To develop all staff as leaders of learning and to develop the strategic role of governors in relation to: Curriculum Reform; The National Mission; Professional Standards for Teachers, Leaders and Teaching Assistants; Schools as Learning Organisations.	<ul style="list-style-type: none"> <li>• To further create and support professional learning opportunities for all staff</li> <li>• Continue to use Professional Standards and in particular the Professional Practices section in order to identify strengths and AODs and in PM</li> <li>• To continue to establish a culture of professional enquiry, innovation and exploration through research and practice (PM objective for teachers)</li> <li>• To ensure that teaching is high quality, collaborative, and driven by a deep understanding of pedagogy and excellent subject knowledge</li> <li>• To ensure that all new Governors are fully inducted into their role in order that they can carry out their SER duties and act as a critical to the school</li> </ul> <p>Continue to develop school to school working through professional networks</p>

Year 3: 2024/2025	
<b>1. LLC: To increase pupil progress in reading and writing skills through the effective application and analysis of Assessment for Progression strategies.</b>	<ul style="list-style-type: none"> <li>• Continue to embed impact of reading for pleasure and ensure continued consistency of approaches across the school.</li> <li>• Continue to use Empathy Lab as a powerful vehicle for reading and writing inspiration and skills development.</li> <li>• Continue to embed the use of GAP activities to improve sentence level writing across the school.</li> <li>• Continue to reinforce handwriting, presentation and layout of work in all classes.</li> </ul>
<b>2. LLC Welsh Language: Increase the acquisition and progress of welsh language oracy skills across the school</b>	<ul style="list-style-type: none"> <li>• Continue to develop and embed highly effective Helpwr Heddiw Practice and enable consistency across the school.</li> <li>• Further curriculum design required to incorporate welsh as a non-negotiable element of LLC cross- curricular skill development.</li> <li>• Increase the use of incidental welsh and raise its profile whole school.</li> <li>• Work towards the foundations of the Silver Siarter Iaith award.</li> </ul>

<b>3. CfW &amp; Assessment for Progression:</b> <b>Develop and refine the range of teaching approaches for assessment that support the progression of skills and learner independence.</b>	<ul style="list-style-type: none"> <li>• Establish a clear consistent assessment policy and process linked to progression of skills within the PL curriculum design. Further develop CfW Online Assessment programme to capture accurately the bespoke Parc Lewis curriculum.</li> <li>• Implement robust target setting to inform teaching and learning outcomes.</li> <li>• Use Malt testing analysis of challenge groups with classes by individual teachers needs development in order to inform planning for progression effectively.</li> </ul>
<b>4. Further enhance a consistent, progressive approach to foundation learning pedagogy and environment.</b>	<ul style="list-style-type: none"> <li>• Engaging enabling adults and developing engaging experiences is the next development step.</li> <li>• Professional Learning through Foundation Learning modules and embed pedagogy.</li> </ul>
<u><b>Equity Grant Funding</b></u> <b>Target:</b> <b>Further develop the Family Engagement, Officer (FEO) role and programme of ELSA intervention to raise pupil wellbeing and attendance to above 92%.</b>	<ul style="list-style-type: none"> <li>• Robust assessment to identify need and ELSA response.</li> <li>• Monitoring, evaluating and Review to measure changes to well-being.</li> <li>• Identified ELSA pupils to access robust 6-week programme of emotional support intervention and impact data measured on exit.</li> <li>• FEO will engage with parents and families to share ELSA work and Attendance rates for these pupils will increase.</li> <li>• CfW planning will support outcomes for pupil's social, health and mental well-being.</li> <li>• Positive relationships between FEO and eFSM/CLA families to be embedded.</li> <li>• FEO will signpost families to onward support where appropriate.</li> </ul>