

St Oswald's VA Primary School



School Improvement Plan 2023-24

Our School

St Oswald's VA Primary School is a rural school in south-east Pembrokeshire, located 5 miles away from Tenby. Pupil numbers are 134 currently, between the ages of three and 11 years. Pupils are accepted into the Nursery class on a part-time basis in the term immediately following their third birthday. The school is near to its capacity for pupils on roll. Nearly all pupils come from within the catchment and the majority of pupils live in a rural setting. Almost all pupils speak English at home and very few speak Welsh at home. Pupils eligible for free school meals has averaged at 6% over the last three years. 12.5% of pupils are identified as having an additional need.

AIMS

1. To provide a spiritual dimension to the lives of young people, rooted in the traditions of the Church in Wales, amidst an increasingly secular world.
2. To comprehensively prepare our students emotionally, academically, and socially, equipping them with the skills necessary to make meaningful contributions to society.
3. To instil a strong sense of care, courtesy, good manners, and respect in our students, ensuring they understand and demonstrate appropriate behaviour.
4. To establish a nurturing and secure environment where each young person not only relishes the process of learning but also nurtures a sense of well-being.
5. To stimulate the emotional and social growth of our pupils, cultivating inquisitiveness and determination as learners, enabling them to reach their full potential.
6. To offer students suitable opportunities to cultivate and apply knowledge and understanding of the cultural, economic, environmental, historical, and linguistic facets of their local community and Wales as a whole.

Mission statement

Walking together hand in hand, following the footsteps of Jesus.

School Information

Full Name of School	WG No	WG Lang	School Address
St Oswald's VA Primary School	6683321	English	Rectory Field, Jeffreyston, Pembrokeshire, SA680SG

Phone	Email	website
01646 651409	Admin.stoswalds@pembrokeshire.gov.uk	www.stoswaldsjeffreyston.co.uk

Staff

	Teachers	Support Staff	Admin	Caretaking	Cleaning	Lunchtime	Kitchen	Other	Total
No. of staff	6	9	1	1	1	4	2		24

Classes

Name of Classes and members of staff			Number of pupils								
Classes	Teachers	Support Staff	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Little Acorns	1	2.5	14	18							32
Willow	1	2			19	12					31
Sycamore	1	0.8					18	17			35
Oak	2	0.8							19	15	34

Speak Welsh at home	English as an additional language	Learning Plans + OPP	School IDP	LA IDP	eFSM	Children looked after
0.7%	1.4%	1.4%		2.1%	6.4%	3.5%

Roles and Responsibilities

Members of Staff			Governing Body		
Name	Post	Responsibility	Name	LA/Parent/Foundation	Responsibility

Mr M Scale	Headteacher	Mathematics and numeracy JRSOs DCF		Mrs K Jones	Foundation	Chair Whistleblowing Bilingualism
Mrs C Rees	Acting Deputy Headteacher	ALNCo Religious Values and Ethics Y Llais Faith ambassadors		Mr J Williams	Local Authority	Vice-chair ICT
Miss Elys Phillips	Teacher	Languages, literacy and communication Expressive Arts Criw Cymraeg		Mr R Patel	Foundation	Science and Technology
Mrs R Grieve	Teacher	Science and Technology E-safety		Mrs R Wilson	Foundation	ALN
Miss C Pearce	Teacher	Humanities Eco warriors		Mrs E Nicholas	Foundation	Mathematics Safeguarding
Mrs M Arthur	Teacher	Health and wellbeing health and wellbeing ambassadors RSE		Mrs J Cole	Parent	Language and literacy
Miss Debbie Badham	LSA	ELSA		Rev S Brett	Foundation	Collective worship
Mrs Diane Barrett	LSA	ELSA		Mr S Williams	Foundation	Pupil participation Religious Education
Miss Emma Wyatt	HLTA / LSA			Mrs E Thomas	Foundation	Expressive arts
Miss Fran Morton	HLTA / LSA			Mr J Parkin	Parent	Whistleblowing ESDGC

Mrs Trish Furse	LSA		Mrs J Harts	Staff Representative	Attendance
Mrs Jayne James	LSA		Mrs C Rees	Teacher Rep	
	LSA		Mr M Scale	Headteacher	
Mr Grant James	LSA		Mrs M McLeod-Baikie	Community	Children's rights

Available Resources and Grants

School Budget

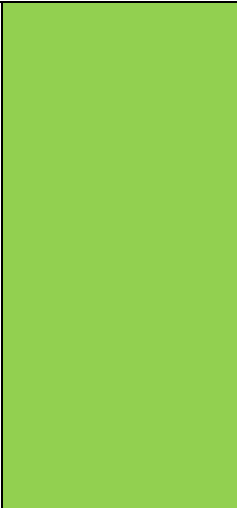
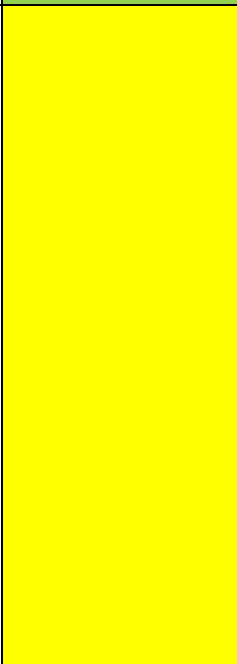
Aspect	Sum
Staff Training / Supply Cover	£4500
ICT Equipment	£500
Course Materials	£1300
Furniture	£500

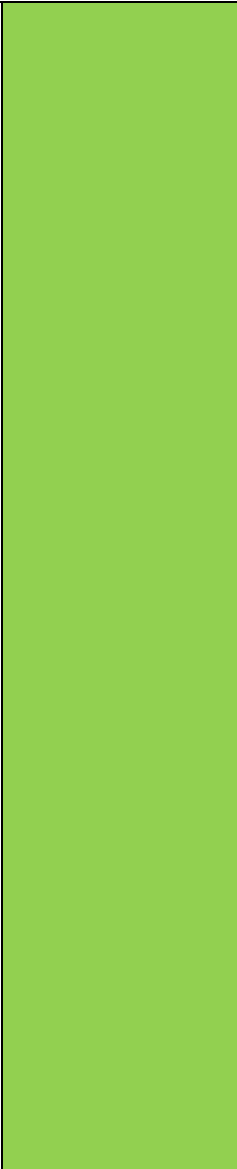
Additional Grants

Grants	Purpose	Sum
Education Improvement Grant RSCIG		£7863
PDG		£9200

Reviewing the impact of last year's SIP Sept 2022 – July 2023

Priority	Impact Did we meet our targets? What impact has there been on provision?	Evidence	RAG progress

<p>To further develop pupils' oracy skills in both English and Welsh</p>	<ol style="list-style-type: none"> 1. Our external audit of Voice 21 yielded highly positive results, reflecting the effective collaboration with triad and cluster schools. Estyn, in its assessment, identified oracy as a notable strength of our school. Consequently, while Voice 21 will not be continued next year, its underlying principles will endure. 2. The Estyn inspection conducted in June emphasised Welsh as another strong element of our school. However, a comprehensive monitoring exercise conducted in March 23 revealed a temporary dip in standards. We swiftly implemented corrective actions to ensure a rapid and robust recovery. 	<p>Estyn</p> <p>Monitoring documents</p>	
<p>To improve mathematics fluency and mental mathematics throughout the school</p>	<ol style="list-style-type: none"> 1. In Key Stage 2, we've introduced straightforward retrieval practice techniques like the 110 Club, CLIC, and SAFE, accompanied by the use of whiteboards to encourage active participation among the entire class. 2. Notably, our procedural data from GL assessments and WNTs have shown marked improvements, surpassing the average performance of the past four years. 3. We've implemented RM Maths for all students, starting from Year 1 and upwards. This adaptive platform customises questions based on individual attainment levels, ensuring a tailored learning experience. 4. We've also begun incorporating Carousel Learning into our teaching methods, recognising its considerable potential for expanded use in the future. 	<p>Progress reports</p> <p>Targets and data sheets</p> <p>Reports</p> <p>Monitoring docs</p>	

<p>To improve collaboration in school and across schools</p>	<ol style="list-style-type: none"> 1. The Church Triad initiative earned recognition as a success during the recent Estyn inspection. It provided invaluable support for the Religious Education (RVE) curriculum, Relationship and Sex Education (RSE), Voice 21, facilitated the appointment of a Family Engagement Officer (FEO), and streamlined policies and procedures across three schools. 2. Our cluster collaboration, especially with two neighbouring schools, has been pivotal. It has fostered a close partnership, notably in assessment practices and shared curriculum planning, while also helping to standardize school improvement processes. 3. Our connection with the secondary school has been instrumental in facilitating cluster inset planning and advancing the curriculum journey. In addition, we have conducted visits to schools in Swansea, resulting in the development of a curriculum progression model for cluster schools. 4. Our school staff have actively engaged in a triad partnership with two schools outside our cluster, focusing on enhancing the RVE curriculum, Welsh language instruction, and an ongoing collaborative oracy project. 5. We've also established "Funky Friday" within the Foundation Phase, where students take the lead in their learning every Friday afternoon, fostering a dynamic and engaging educational experience. 	<p>Cluster planning</p> <p>Mapping through planning documents for AoLEs – with Tenby.</p> <p>Assessment with Sageston and Tenby.</p> <p>TIS Twilight</p> <p>Jigsaw Twilight</p>	
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<p>To ensure pupils make expected progress or better through appropriate differentiation and challenge for all learners</p>	<ol style="list-style-type: none"> 1. At the junior level, we've placed a significant emphasis on learning ladders and success criteria. The Estyn inspection underscored the importance of involving our students more actively in the selection and identification of success criteria, a vital aspect we're addressing. 2. The Estyn inspection also brought to light the necessity of enhancing challenges for our more advanced learners, a key area of focus for us. 3. We've recently introduced a new assessment recording system that integrates teacher assessments with standardised assessment data. This comprehensive approach has been further bolstered by regular pupil progress meetings dedicated to discussing individual and group progress, ensuring a well-rounded assessment strategy. 	<p>L2L</p> <p>Funky Friday FP planning (one note)</p> <p>Ambassador Hour – Peer tutoring</p> <p>Monitoring report Lego block learning intention slips (differentiated using traffic light colours) – Observation books</p> <p>Mixed ability groups in EY</p>	

We strive to improve through employing rigorous continual self-assessment. As a result of detailed analysis of school data and ongoing continuous self-evaluation we have four priorities this year.

In order to ensure the recommendations, set out in our SIP are met, our Performance Management targets will be linked during the academic year 2023/24.

Targets and Strategies for Our Priority Areas Year 1: 2023-2024

Our Immediate Priorities

<p>By the end of July we aim</p>	
<p><u>1</u></p>	<p>Strengthen opportunities to develop pupils' independent learning skills including when using outdoors</p>

<u>2</u>	Develop feedback to support pupils to make progress in learning
<u>3</u>	To develop an RVE curriculum that has Christianity at its core with a focus on diversity
<u>4</u>	To further develop leadership at all levels across school

School Improvement Plan

School Improvement Priority

Target 1: Strengthen opportunities to develop pupils' independent learning skills including when using outdoors

What does self-evaluation tell us needs to improve?

What will success look like?

- While many of our students make commendable progress from their individual starting points, there is a need to further nurture their development of independent skills.
- Pupils identified as More Able and Talented (MAT) sometimes do not achieve the expected progress in specific areas.
- The use of independent learning books, introduced relatively recently, requires ongoing refinement and development.
- As highlighted in the Estyn report from June 2016, there has been a historical issue of adults providing excessive direction, inhibiting students' opportunities to cultivate their independent learning skills. This especially affects those students identified as more capable.
- On occasion, teachers tend to excessively guide students' learning, inadvertently curbing the opportunities for them to foster independent learning skills.
- There is room for improvement in harnessing the outdoors as a valuable resource to enrich and expand our students' learning experiences.

- We foster a learning environment enriched with rich challenges and tasks that encompass a variety of everyday experiences.
- Empowering our students, we encourage them to set their own success criteria, enabling them to take ownership of their learning journey.
- Students actively guide the planning process, influencing the direction of their educational experiences.
- We promote student autonomy by presenting them with compelling questions and allowing them to choose how they wish to present their findings, leveraging their Llyfrau Disglair.
- Through thoughtful planning, we inspire our students to embrace challenges, solve problems, make informed decisions, and embark on investigative journeys centred around big questions.
- Our students develop essential skills, including the ability to provide constructive criticism to their peers, fostering a culture of collaboration and growth.
- Initiatives like peer tutoring, pupil voice, and ambassador hours empower students to actively contribute to the educational community.
- Our commitment to authentic outdoor provision enhances the learning experience, with continuous provision areas thoughtfully established and continually improved based on student input.
- Students work together outdoors with growing independence, honing their collaborative skills and fostering a deeper connection with nature.

- Throughout the year, we engage in themed projects such as our "Dragons' Den" initiative, providing students with exciting opportunities for exploration and creativity.

Action	Lead person	Time and cost	A	SP	S
<p><u>Vision</u></p> <ul style="list-style-type: none"> • Pupils increasingly access the support and resources they need to achieve attended outcomes. • Developing self-reliance and resilience as they progress through school. • Pupils have a sense of ownership over their work and have freedom to present their work in a variety of creative formats through cross-curricular themes. • The extensive outdoor environment is utilised purposefully to develop skills across the curriculum and provide a wealth of learning experiences. • Whole staff meeting to discuss this SIP target. Training for all staff during the first INSET day in September and continued professional learning throughout the year <p><u>Stakeholders' input</u></p> <ul style="list-style-type: none"> • Discuss at governors' meetings, update governors with progress (Aug 23) • Monitoring feedback to Governors. 	<p>MS / CR</p> <p>MS / CR</p>	<p>September 2023 SLT meetings</p> <p>Termly meetings</p>			
<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Carefully planned activities, which promote problem solving, investigations and decision making • Pupils increasingly confident creating their own success criteria • Outdoor learning opportunities are planned to be authentic and enhance learning 	<p>All staff</p>	<p>September / October monitoring of provision and non-negotiables 2 x supply @£150</p>			

<ul style="list-style-type: none"> All pupils have the opportunity to guide planning 		Collaborative professional learning £500			
<u>Professional Learning</u> <ul style="list-style-type: none"> Outdoor learning training and dissemination to all staff Visits to schools in and beyond LA Potential collaboration with cluster schools on independent learning development throughout school i.e. shared work with consultant Outdoor learning on staff meeting agenda and staff to share good practice. Independence to be discussed fortnightly in staff meeting and books/other evidence to be shared and challenged. 		Release time (grants) Contribution to consultant's fees £1000			
<u>Performance Management</u> Meetings will take place between headteacher, SLT and teachers (half-termly to reflect on pupil progress Monitoring and continual self-evaluation Professional growth model for all staff Discussions in staff meetings.	MS	Monitoring timetable created with staff			
<u>Non-Negotiables</u> Llyfrau Disglair books are developed throughout junior classes. Pupils take increasing responsibility for presenting their learning in an appropriate, individualised manner. Llyfrau disglair books reflect each pupil's individual learning and creativity. Outdoor areas and equipment are well maintained and accessible at all times for pupils to enhance their learning. All outdoor learning opportunities MUST be purposeful and not an activity that can be completed indoors. Teachers maximise opportunities for peer mentoring, pupil voice and challenges	All teaching staff AoLE leads	Weekly Daily Autumn term 2022 Daily Fortnightly			

<p>All classes to have planning boards where pupils have the opportunity to influence planning linked to their learning.</p>					
<p><u>Parents/carers</u></p> <ul style="list-style-type: none"> • Exhibition Weeks / Launch and land days • Pupil/parent/teacher conferencing • Monthly Newsletter 	<p>All staff</p> <p>All teaching staff</p>	<p>Half-termly</p> <p>Termly</p> <p>Weekly</p> <p>Monthly</p>			
<p><u>Pupil Voice</u></p> <ul style="list-style-type: none"> • Pupils are given the freedom to present their work in creative ways using their Llyfrau Disglair. Pupils are given a choice as to how they present and the resources they use. <p>Article 12 – You have the right to be listened to and taken seriously.</p> <p>Article 13 – You have the right to find out and share information, and say what you think.</p> <p>Article 29 – Your right to learn and go to school.</p> <p>Article 29 – You have the right to be the best you can be.</p>					
<p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Track pupils throughout the year using school’s assessment. • SLT monitor tracking – pupil progress meetings • learning walks focusing solely on independence • Share monitoring with staff • Lesson captures • Book scrutiny – include learners in the process 	<p>All teaching staff</p> <p>MS / CR</p>	<p>½ termly</p> <p>Termly</p> <p>Monitoring timetable</p>			

School Improvement Plan

School Improvement Priority

Develop feedback to support pupils to make progress in learning

What does self-evaluation tell us needs to improve?

- Adults consistently offer feedback to students, facilitating corrections in their work. However, this feedback frequently centres around rectifying fundamental errors, falling short in adequately guiding students to enhance their work.
- Students generally respond positively to verbal feedback from both adults and peers, as well as to written feedback from adults when addressing corrections. Nonetheless, students sometimes struggle to comprehend how to elevate their work to advance in their learning.
- There's an observed tendency among teachers to emphasise rectifying basic errors in their feedback, which often falls short of instigating substantial improvements in the overall quality and standard of students' work.

What will success look like?

- Actively engage students in the development of lesson success criteria, ensuring they possess a clear understanding of the pathways to success.
- Implement progressive success criteria as a vital tool for differentiation, guaranteeing that success criteria are precise and directly tied to the intended learning outcomes. These criteria should serve as a focal point for formative assessment practices, including peer and self-assessment.
- Establish peer and self-assessment as integral components of classroom dynamics. Ensure that teachers proficiently employ a diverse array of feedback strategies to aid students in comprehending their achievements, areas for improvement, and how to make those improvements.
- Thoughtfully plan and meticulously model peer assessment approaches, actively involving students in grasping the impact of their feedback on their peers.
- Foster a culture of high-quality questioning among all staff members, promoting rigorous dialogue and critical thinking.
- Cultivate a robust spirit of collaboration within the classroom, where teachers and students collaboratively assess the efficacy of success criteria in supporting their self and peer-assessment endeavours.
- Allocate dedicated time within lessons for "Pit Stops," allowing students meaningful opportunities to formulate their own learning targets.
- Regularly collaborate with parents to share evidence of their children's progress and create engaging opportunities for extending learning beyond the classroom.

Action

Lead person

Time and cost

A

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<p><u>Vision</u></p> <ul style="list-style-type: none"> • Staff have a good understanding of what pupils have understood, what they need and an acceptance that mistakes and misconceptions drive learning. At St. Oswald's Marvellous Mistakes are celebrated and teachers adapt their teaching to meet the needs of individual pupils. • Real time feedback is used consistently, and distance marking is discouraged for the majority of tasks. Distance marking is used where it is appropriate to do so. <p>Whole staff meeting to discuss this SIP target and to further develop mathematical skills of pupils at St Oswald's. Clear vision for developing mathematical skills throughout the school and embedded across the curriculum. Right to develop skills</p> <p><u>Stakeholders' input</u></p> <ul style="list-style-type: none"> • Governors visits to classrooms. • Review of targets at termly GB meetings • Monitoring feedback to Governors. 	MS / CR	<p>Sept 2023</p> <p>Autumn term 2023</p>			
<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Pupils increasingly more involved in developing their success criteria • A range of formative assessment strategies used in class e.g. 'Pit Stops' • Teachers carefully model peer and self-assessment • High quality questioning by all staff, which encourages the learner to think about their progress and next step and support practitioners' responsive teaching 	All teaching staff	Policy and procedures review			
<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • Collaboration with partner schools to share good practice • low stakes quizzing - Carousel / differentiation / AFL 	All staff				

<ul style="list-style-type: none"> Professional growth links – visits to identified schools to observe strong practice Staff sharing – book looks as a whole staff 	Designated support staff				
<u>Performance Management</u> Meetings will take place between headteacher and teachers to reflect on school priorities and personal developmental needs.	SLT				
<u>Non-Negotiables</u> <ul style="list-style-type: none"> A variety of AFL strategies used to support responsive teaching Success criteria increasingly developed with pupils. Pupils begin to take more ownership of their own learning Weekly times tables / low stakes quizzes and challenges Peer /self-assessment highlighted in planning Peer/self-assessment on learning slips. Teachers to read and tick/initial if in agreement with pink and green feedback. Teachers to write a comment if not in agreement and provide the feedback. Regular progress stops – responsive teaching Pupil progress meetings 	All staff				
<u>Parents/carers</u> <ul style="list-style-type: none"> Pupil/parent/teacher conferencing Launch / land days 		Autumn Term Spring term 2024 Termly Weekly			
<u>Pupil Voice</u> Pupils are encouraged to self-asses their work as well as that of others. Article 13 – You have the right to find out and share information, and say what you think. Article 29 – Your right to learn and go to school.					

Article 29 - You have the right to be the best you can be. Education must help you develop your skills and talents to the full.

Monitoring

- AFL monitoring- talking to learners (focus on number skills)
- GL / WNT assessment / Pupil Progress
- Monitoring of planning.
- Learning walks, lesson captures
- Book scrutiny – all teaching staff
- Governing Body learning walk

MS / CR

All teaching staff

Govs / CA / SLT

Listening to learners
Book scrutiny

School Improvement Plan

School Improvement Priority

Target 3: To develop an RVE curriculum that has Christianity at its core with a focus on diversity

What does self-evaluation tell us needs to improve?

What will success look like?

- Transitioning from a comprehensive Religious Education (RE) scheme of work to the new Religious and Values Education (RVE) syllabus has presented a significant challenge for our staff.
- Staff members express a need for increased confidence in effectively utilizing the RVE syllabus in conjunction with the sub lenses available on the CIW website for thematic planning.
- Our cross-cutting themes require further development to optimize their potential.
- Likewise, the cultivation of cross-curricular skills through RVE is an area that merits additional attention and growth.

- Learners actively employ a diverse array of disciplinary approaches to critically engage with a wide spectrum of both religious and non-religious concepts.
- Robust connections exist between Religious and Values Education (RVE) and other disciplines within the Humanities, as well as with various other academic areas.
- Central concepts, serving as sub lenses, play a pivotal role in helping learners decipher and interpret human experiences, the natural world, and their individual roles within this broader context.
- Learners are presented with numerous opportunities to delve into RVE concepts through a variety of sub lenses, collectively forming the comprehensive RVE disciplinary lens.
- The integration of thought-provoking Big Questions serves to stimulate lively discussions and deeper contemplation.
- We embark on our inspiring journey with the Peace Mala initiative, fostering an environment of understanding and unity.

Action

Lead person

Time and cost

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Vision

- Inclusive curriculum promoting spirituality and morality.
- All voices and opinions are listened to and respected.
- Staff are able to deliver RVE with increasing confidence.
- RVE meets the objectives of the RVE syllabus.

CR

INSET DAY Training using sub lenses

Stakeholders' input

- Governors visits to classrooms.
- Review of targets at termly GB meetings
- Monitoring feedback to Governors.

SLT

<u>Curriculum</u> <ul style="list-style-type: none"> • All staff are responsible for planning RVE within their topic. • SLT quality assure school improvement and initiate conversations around curriculum, assessment and progression in staff meetings, performance management and pupil progress meetings • Pupils work closely with staff to inform future learning. • Partnership working with schools in and out of our cluster. • Older pupils begin the Peace Mala Journey. 	CR All staff Sept SLT	Planning time allocated in staff meetings each term. Time to visit other schools			
<u>Parents/Carers</u> Values Newsletter (Half termly)	CR				
<u>Pupil Voice</u> <ul style="list-style-type: none"> • Peace Mala (older classes) and Think Equal (younger classes) to teach diversity, social and emotional learning and empathy. • Faith Ambassadors to lead acts of worship, plan important religious events. • Pupils are given opportunities to plan for RVE at the beginning of a topic and throughout each term (use of planning wall). Article 12 – You have the right to be listened to and taken seriously. Article 13 – Your right to have information. Article 14 – Your right to follow your own religion. Article 17 – Your right to honest information from newspapers and television that you can understand. Article 28 – Your right to learn and go to school Article 29 – Your right to become the best that you can be.	CR Faith Ambassadors Class Teachers				
<u>Performance Management</u> Meetings will take place between headteacher and teachers to reflect on school priorities and personal developmental needs within RVE. Regular staff meetings to discuss and support RVE.	All staff				

Professional Learning

God and the Big Bang Church school Day

Set up RVE share point on teams for Church schools.

Set up RVE curriculum working group.

Meeting with Jennifer Harding Richards – RVE and topic

CR

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School Improvement Plan

School Improvement Priority

SIP Target 4 - To develop distributed leadership amongst staff.

What does self-evaluation tell us needs to improve?

What will success look like?

- Owing to recent changes in staffing, there arises a necessity to redistribute leadership roles across the school.
- The adoption of the School Learning Organisation (SLO) model has not been universally embraced by all staff, which has hindered the potential for robust school improvement based on its analysis.
- The role of the Additional Learning Needs Coordinator (ALNCo) has encompassed all aspects of ALN, leading to occasional gaps in class teachers' understanding of the individual needs of their students within their classrooms.
- Despite the new curriculum framework, there's room for growth in fostering a holistic and thematic approach to lesson planning among teachers, utilizing the available resources and documents effectively.
- Communication with link Governors has room for improvement in certain areas, impacting their access to up-to-date information regarding curriculum progress, strengths, and areas in need of development.

- Teachers bear the responsibility for addressing Additional Learning Needs (ALN) within their classrooms, ensuring that all pupils receive appropriate support.
- Teachers are actively involved in crafting and periodically reviewing Individual Learning Plans (ILPs) tailored to the unique needs of individual students or groups within their classes.
- Teachers conscientiously align their planning with the specific needs of their students, utilizing available resources such as Sub Lenses for Religious and Values Education (RVE) and the Continuum Iaith for Welsh, to enrich their instructional strategies.
- Leaders within the Areas of Learning and Experience (AoLEs) play a crucial role in facilitating, supporting, and challenging educators to enhance the curriculum and pedagogical practices, including aspects like planning, progression, and assessment.
- Our governors are well-informed and possess a deep understanding of the strengths and areas for development within their respective Areas of Learning and Experience (AoLEs).
- Governors maintain a regular presence within the school, actively participating in ongoing school visits.
- Teachers employ a variety of strategies to cater to the diverse needs of all students within their classrooms. This includes pupil-teacher conferencing, tailored planning for More Able and Talented (MAT) students, those with ALN, and English as an Additional Language (EAL) learners, alongside the incorporation of daily Assessment for Learning (AfL) practices.

Action

Lead person

Time and cost

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SP

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<u>Vision</u> <ul style="list-style-type: none"> • All staff are leaders • Governors have a sound understanding of their area of responsibility. • All staff have good knowledge and understanding of all AoLEs • Strong culture of collaboration within and across schools. 	MS All staff All staff				
<u>Non-Negotiables</u> <ul style="list-style-type: none"> • AoLE leads contact Governors each term to organise monitoring activities or to feedback on progress. • Class teachers plan provision for ALN pupils and communicate plans to the ALNCo. Plans must be reviewed within the given timeframe. • Pupil-teacher conferencing must be completed once per half term. • Planning must include provision for MAT, ALN and EAL. • Planning to highlight AfL strategies used within a lesson 	All staff				
<u>Curriculum</u> <ul style="list-style-type: none"> • Teachers plan to meet the needs of all pupils. • Teachers plan thematically. • Leaders have a good understanding of their AoLE and facilitate and support teachers. • AfL strategies are used to provide effective feedback that links to success criteria. 	All staff				
<u>Stakeholders' input</u> <ul style="list-style-type: none"> • Governors visit classrooms/join in lessons. • Governors meet with AoLE leaders • Teachers plan and arrange Parental engagement sessions 	All staff HT / Govs				

<p><u>Parents/Carers</u> Views of parents and carers are surveyed regularly so that they have a say on school proprieties and actions. Monthly Newsletter to inform parents of what pupil voice groups have been working on.</p>	SLT				
<p><u>Pupil Voice</u> Pupil voice groups meet regularly to discuss action plans and initiatives. Pupils lead a variety of activities during Ambassador Hour. Pupils have access to the Pupil Voice OneNote and can record meeting minutes and activities completed on here. Article 12 – You have the right to be listened to and taken seriously. Article 28 – Your right to learn and go to school Article 29 – Your right to become the best that you can be.</p>	All Staff				
<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • Staff to attend cluster AoLE events • Staff to attend Partneriaeth learning offers linked to their AoLE. • Visit other schools of interest to develop AfL strategies. 	All staff				
<p><u>Performance Management</u> Meetings will take place between the headteacher and teachers to reflect on school priorities and personal developmental needs. Review of professional standards and their implementation.</p>	SLT – all staff				

<u>Monitoring</u> <ul style="list-style-type: none"> • Book Looks • Lessons study • Learning walk/lesson-drop-in. • Governor links are active 	All staff HT/DHT				
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Long term priorities				
Standards	Wellbeing	Teaching and Learning	Care, Support and Guidance	Leadership and Management
<ul style="list-style-type: none"> • Literacy and numeracy issues arising from TA and national / GL data • Audit standards of Welsh writing throughout the school. • Gold Siarter Iaith and maintain and improve standards of Welsh in all year groups • Audit and monitor reading opportunities across the curriculum. • Ensure a continued balance of literacy, 	<ul style="list-style-type: none"> • Audit pupil voice and adjust provision as required • Reassessment of national accreditation award for Healthy Schools • Maintain/improve current attendance levels and improve attendance for those pupils who cause concern (FEO) • To further embed positive mind sets and independent learning strategies for learners 	<ul style="list-style-type: none"> • Revisit provision requested by pupil voice groups - 'A Big Question' • Continue to review current teaching practices and curriculum coverage in line with new curriculum requirements • Maintain quality of teaching to be 100% good or better in all lessons and increase number of 'excellent' lessons. 	<ul style="list-style-type: none"> • Continue to develop the role of parents in their children's education through planned activities in school e.g. launch and land days • further develop pupils' independence, and leading of their own learning • Evaluate extra-curricular provision available for all pupils. • Review reporting to parents, procedures and timings. 	<ul style="list-style-type: none"> • Mentoring and inducting new staff • Continue to refine approach to monitoring systems to make accurate judgements and move teaching and learning from good to excellent via feedback to staff using coaching methods. • Include pupils and non-teaching staff in evaluating the standards of teaching and learning.

<p>numeracy and ICT activities across the curriculum.</p> <ul style="list-style-type: none"> • Curriculum development • 	<p>intertwined with the children's rights ethos</p> <ul style="list-style-type: none"> • Build on the success of Wellbeing Wednesday • Opportunities to develop Staff Wellbeing activities. 'I wish my SLT knew....'/wellbeing questionnaire, pick me up, pass the gift. • Evaluate the thematic approach to curriculum design, ensuring progression • Celebrate success through 'celebration days'. Each child succeeds and recognises their successes. 	<ul style="list-style-type: none"> • All staff to reflect on practice on a regular basis collaboratively. • Ensure that systems are in place to support teaching and learning improvement 		<ul style="list-style-type: none"> • Teacher self-evaluation – prof standards • Continue to develop staff digital competence. • Continue to use PM systems to upskill staff and build leadership capacity. • School to school / cluster support – developing leadership across the cluster • Further utilise Hwb for collaboration • Continue with embedding the ALN reform.
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INSET and Professional Learning

Broader professional learning comprehensively tracked via rolling professional learning logs accessed [here](#).

INSET Days		
Date	Focus	SI Link
Inset One: 1.9.22 (Directed Day)	School Improvement priorities Safeguarding ALN Reform	SIP Priority 4 Safeguarding Action Plan (below)
Inset Two: 27.10.23	PDA training	SIP Priority 4 ALN – Everybody’s responsibility
Inset Three: 10.11.23	Cluster collaboration / retrieval practice strategies	SIP 1,2,3,4
Inset Four: 9.2.24	First Aid training	SIP Priority 4 First Aid
Inset Five: 8.4.24 (Directed Day)		
Inset Six: 19.7.24	Staff leadership RVE – curriculum building	SIP Priority 4 SIP Priority 3

From 2023/24 Twilight Training - closure on		
Date	Focus	SI Link
Twilight 1:		
Twilight 2:		
Twilight 3:		

Twilight Training - closure on		
Date	Focus	SI Link
Twilight 1:		

Twilight 2:		
Twilight 3:		
Twilight 4:		

Safeguarding Action Plan

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
Update and share Safeguarding Policies	<ul style="list-style-type: none"> ✓ All staff read the <u>Safeguarding Policy</u>. ✓ SLT update policy if applicable 	MS	1.9.23	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Safeguarding policy is shared with all staff. ✓ Safeguarding policy is up to date. 	
All mandatory POD Safeguarding modules are completed by staff	<ul style="list-style-type: none"> ✓ Access training records of staff and ascertain who requires what training. ✓ Staff provided with time to complete modules. 	All staff	1.9.23 onwards	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Staff are up to date on safeguarding training modules. 	
All mandatory Safeguarding training completed by identified Governors	<ul style="list-style-type: none"> ✓ Safeguarding Governor/s identified. ✓ Governors attend any face-to-face and/or online training required to support school in fulfilling its safeguarding duties and responsibilities. 	EN Identified Governors	Sept onwards	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Identified Governors are up to date on safeguarding training. 	
Safeguarding leads attend additional safeguarding training	<ul style="list-style-type: none"> ✓ Safeguarding Children, Young People and Adults training ✓ Safer Recruitment training via POD ✓ Child Protection and Processes training ✓ Safeguarding Allegations or Concerns about Practitioners and those in Positions of Trust training 	MS / CR	Sept 23 onwards	N/A N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Safeguarding leaders are up to date on the latest training. 	

Establish online system for recording all bullying concerns (OneNote)	<ul style="list-style-type: none"> ✓ Invest in new software for central, digital recording of safeguarding concerns. ✓ Complete training with all staff on use of new safeguarding resource. 	CR All staff	Sept 23 Sept 23	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Staff utilise EduKey online system for recording bullying claims. Other safeguarding concerns logged and stored securely in office. 	
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Next steps

Signed	MJ Scale	Post title	Headteacher
Name	M Scale		
Date	18 th September 2023		

