

School Development Plan: Summary

School self-evaluation: An overview

Strengths:

- The school has a caring and inclusive ethos
- Learners are polite and show respect towards each other and towards adults
- Learners take pride in the school and are proud to be part of its community
- There is a wide range of opportunities for pupils to contribute to school life through various committees
- Learners have a good awareness of the United Nations Convention on the Rights of the Child (UNICEF Gold Award)
- Teachers engage learners through creative and innovative approaches to curriculum planning
- Learning experiences enable learners to develop their skills, knowledge, and understanding in a cross-curricular and integrated way
- Staff have high expectations of every learner and use a wide range of imaginative resources to challenge all learner groups
- There is a very strong professional relationship between learners and staff
- Learners make good progress across the school from their varied starting points
- A clear vision is in place that closely aligns with the principles of the Curriculum for Wales
- There is a culture of inquiry and development across the school, with staff regularly reflecting on their pedagogy
- The school has a strong focus on staff professional development
- Pupils' digital skills are well developed, and they use these skills effectively across all areas of their learning
- Pupils enjoy their lessons and show positive attitudes towards learning
- Pupils are happy in school
- Classrooms are productive, active, and attractive learning environments
- Lessons are well planned and build progressively on pupils' knowledge, skills, and understanding
- The school works successfully with a wide range of external agencies to support every child and their families

- Transition arrangements with the Secondary School are strong, and there is close collaboration between cluster schools and Glantaf on the Curriculum for Wales

Areas of Development:

- Increase opportunities and develop oracy skills across the Curriculum
- Ensure broader opportunities to develop pupils' Health and Wellbeing and embed it within our Curriculum
- Ensure we seize every opportunity for our learners to apply and develop numeracy skills across the areas of learning and experience

EVALUATION OF THE 2023/2024 SCHOOL DEVELOPMENT PLAN

Priority	Evaluation of progress
<p>Developing a whole-school understanding and agreement on independent learning</p>	<p>As a result, teachers have a better understanding of what 'Independent Learning' looks like in Foundation Learning. This includes the characteristics of an independent learner and effective environments in Foundation Learning</p>
<p>Developing a whole-school approach to wellbeing to ensure full access to the curriculum for every learner</p>	<p>The launch of Wellbeing Monday and Rights Thursday has begun to raise the profile of the Area in classrooms and promote more specific and purposeful conversations. Positive feedback was received in the parent questionnaire about sharing the weekly theme in the newsletter.</p>
<p>Reflecting on our practice and learning environment through the lens of diversity, anti-racism, and cynefin, ensuring breadth in our curriculum.</p>	<p>Pupil voice has played a key role in our processes this year and has positively influenced school policies such as the Anti-Racism Policy. As a result, staff also mapped Religion, Values and Ethics. From this, it was seen that there is a cross-section of religions and contexts across the AoLEs, and it led staff to consider whether their learning contexts enable breadth.</p>
<p>Developing distributed leadership across the school</p>	<p>As a result of working in triads, staff have shared strategies on how to develop and promote independence in their lessons. Having the opportunity to work in triads across progression steps has enabled teachers to deeply consider the impact of the strategies they have adopted. Since teachers reported back during an INSET day, this gave support staff the opportunity to be part of the professional dialogue</p>
<p>Ensuring children make good progress in writing compared to their starting points</p>	<p>As a result, Progress Stage 3 "Hit the Target" examples are evident in learners' books. Progress Stage 3 is trialling "Hit the Target" – using it as a learner response to feedback on written work and to act on individual targets.</p>

	Sessions in all progress stages scrutinise learners' books/writing. Various strategies have ensured progress, and where any barriers have arisen – ideas have been shared for strategies if there are concerns about individual progress
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TEMPLATE

2023/2024 SCHOOL DEVELOPMENT PLAN PRIORITIES

Priority	Actions	Support
<p>1. Teaching and Learning: Language and Literacy – Increasing opportunities and developing oracy skills across the Curriculum</p>	<p>Classrooms and the school culture promote confidence in speaking through regular opportunities for performance. Staff receive professional learning on oracy philosophy and methods, including tools such as Voice 21. Opportunities for oracy are integrated across other areas, promoting cross-curricular oral development.</p>	<p>Voice 21 resources.</p>
<p>December Milestones</p> <p>All staff received training on strategies and how to plan an oracy project.</p> <p>Whole staff confidence has increased in how to effectively develop pupils' oracy.</p> <p>Teachers to plan contextual opportunities across the AoLEs to develop oracy.</p> <p>Use the projects to measure pupils' oracy development against the 4 strands of Successful Oracy. Evidence to be recorded on Seesaw.</p> <p>Daily opportunities per progression step to discuss and use oracy to express opinions, share ideas, and develop language.</p>	<p>March Milestones</p> <p>All staff adopt and use Successful Oracy strategies daily across the AoLEs. Evidence through discussion and pupil engagement.</p> <p>Sharing good practice among staff through collaborative observations and joint planning</p>	<p>July Milestones</p> <p>Successful Oracy strategies embedded in our daily Curriculum.</p> <p>Monitoring and assessment cycle measures the impact of the plan on pupils' oracy development using the Tracker</p>
<p>2. Health and Wellbeing – Ensuring broader opportunities to develop pupils' Health and</p>		

<p>Wellbeing and embed it within our Curriculum</p>	<p>Explore the current provision of health and wellbeing across all year groups to identify strengths and areas for development.</p> <p>Map health and wellbeing opportunities through themed weeks/days (e.g., Wellbeing Week, Anti-Bullying Week) and whole-school assemblies.</p> <p>Embed health and wellbeing objectives into medium- and short-term planning for every class, ensuring cross-curricular links are clearly evident</p>	
<p>December Milestones</p> <p>Explore the current provision of health and wellbeing across all year groups to identify strengths and areas for development.</p> <p>Map health and wellbeing opportunities through themed weeks/days (e.g., Wellbeing Week, Anti-Bullying Week) and whole-school assemblies</p>	<p>March Milestones</p> <p>Embed health and wellbeing objectives into medium- and short-term planning for every class, ensuring cross-curricular links are clearly evident.</p> <p>Develop quiet and wellbeing-focused outdoor areas where pupils can relax and reflect.</p> <p>Engage families and the wider community through workshops, newsletters, and events focused on health and wellbeing</p>	<p>July Milestones</p> <p>Audit the school's emotional and mental wellbeing approach</p>
<p>3. Teaching and Learning: Ensuring we seize every opportunity for our learners to apply and develop numeracy skills across the areas of learning and experience</p>	<p>Training / opportunities to develop numeracy skills outdoors and across the areas of learning when purposeful and meaningful</p> <p>Seizing opportunities to ensure that the next steps challenge pupils purposefully during</p>	<p>CLIPS Collaborative Project Louise Davies – Mathematics and Numeracy Lead</p>

	<p>numeracy tasks consistently through effective differentiation</p> <p>CLIPS collaborative project with Cardiff schools on developing Numeracy Across the AoLEs</p>	
<p>December Milestones</p> <p>Training / opportunities to develop numeracy skills outdoors and across the areas of learning when purposeful and meaningful</p> <p>CLIPS collaborative project with Cardiff schools on developing Numeracy Across the AoLEs</p>	<p>March Milestones</p> <p>Ensure that teaching provides opportunities for pupils to deepen mathematical understanding and build confidence in applying methods</p>	<p>July Milestones</p> <p>Most pupils are able to connect previous mathematical work in order to solve problems</p>
<p>4. Teaching and Learning: Ensuring broader opportunities to develop our learners' curiosity in Science and Technology</p>	<p>Integrate open-ended investigative activities into every science unit and use real-life scenarios or problems to spark curious thinking</p> <p>Triads support the development of pedagogical principles by investigating, experimenting, refining, and measuring impact</p> <p>Hold themed days (e.g. Science Day, STEM Week) to further develop pupils' curiosit</p>	<p>Consortium Training</p>
December Milestones	March Milestones	July Milestones

<p>Establish a weekly STEM or science club</p> <p>Arrange visits from scientists, engineers, or technology specialists</p>	<p>Establish investigation triads per progression step – focusing on the strand: ‘developing curiosity and seeking answers is essential to understanding and predicting phenomena</p>	<p>Ensure clear development in planning, experimenting, analysing, and evaluating is evident in pupils’ books, including real-world scenarios</p>
<p>5. Coordinating and further developing the school’s evaluation processes by strengthening the voice of school stakeholders</p>	<p>Coordinate the school’s evaluation processes in a clear way that contributes to the vision for improvement</p> <p>Staff voice on strengths, areas for development, and vision is effectively gathered and strongly feeds into evaluation and improvement processes</p>	<p>Rhian Williams – Improvement Partner Governors</p>
<p>December Milestones</p> <p>Opinion questionnaires about the school (based on Estyn’s opinion surveys) compiled from staff, pupils, parents, and governors, feeding into evaluation and improvement processes</p> <p>A monthly evaluation timetable (learning walks, book scrutiny, and progress meetings) in place and involving as many stakeholders as possible, including children, staff at all levels, and governors</p>	<p>March Milestones</p> <p>Staff voice within the school strengthened in evaluation processes, e.g. through learning triads and AoLE planning</p>	<p>July Milestones</p> <p>Questionnaires released to all school stakeholders to measure development and progress in the role of voice within our processes</p>