

## Crynodeb Cynllun Datblygu Ysgol 24-25 / School Development Plan Summary 24-25

### TROSOLWG O HUNANWERTHUSIAD YR YSGOL / SCHOOL EVALUATION OVERVIEW

**Gweledigaeth ac Arweinyddiaeth / Vision and leadership** - Nearly all pupils are making progress in line with their peers/within their progression step with interventions being put in place to support gaps in learning and to extend skills. Pupils are feeling more confident with in the moment feedback to help them see instant progress/develop of skill in a session, they are beginning to articulate what they need to do to make changes to their work to support progress in a skill. Our Criw Cymraeg has been consist ant in delivering the phrase of week, to help our whole school community improve their welsh skills and all pupils have carried out a Cynefin Mantle to enable them to demonstrate their knowledge of Wales and the wider world. As a cluster we all took part in a St David's marks and brought pupils from Y3-6 to meet, sing and network. Our ethos is strong creating and family sense across the whole school celebrating, creativity, imagination and belief. We have kept a balanced budget ensuring that all resources, activities and specialist training has been undertaken in a creative way to enable good management and quality of teaching and learning has been enhanced. Our SDP targets are inline with national priorities and CFW vision.

**Cwricwlwm, dysgu ac addysgu / Curriculum, learning and teaching** - Our curriculum has a clear purpose and focus for the children through an authentic context which is explored through our pedagogy Mantle of the Expert, all children are progressing across each progression step which is evident through pupil progress meetings. Learners make progress through clear objective and success criteria share in the session and show a positive attitude towards learnings. Learners who are not making progress are receiving interventions which are measurable and evaluated after each session. The children's cross curricular skills are strengthened through all AoLE's and medium and long term planners demonstrate this. Nearly all pupils have made progress across all national testing and data including welsh skills being evident throughout school life such as through commands.

**Lles, tegwch a chynhwysiant/ Well-being, equity and inclusion** - All pupils feel safe in school and our school council have created posters and delivered an assembly to ensure our school community know how to keep safe. Over the year with close communication with our EWO and family liaison officer our attendance levels have increased and the average attendance rate is 91% All pupils, staff and visitors are treated fairly and respected in our community. There is now a substantive headteacher in place following interviews at the end of the summer term. The development of staff and the leadership team is being supported through a cluster vision and groups. All teachers and staff have had Mantle of the expert training and carried out statutory training to ensure we all follow correct policy and procedure.

### BLAENORIAETHAU A CHYNNYDD 23-24 (Y FLWYDDYN DDIWETHAF)

#### PRORITIES & PROGRESS 23-24 (LAST YEAR)

**Blaenoriaeth 1/Priority 1:** To build an effective and challenging Governing Body, working together to strengthen pupil and parent voice to nurture a more informed school community.

##### Cynnydd / Progress-

Autumn Term -Good Spring Term - Good Summer Term - Good

**Blaenoriaeth 2 / Priority 2:** To create documents to support our curriculum design outlining progression of skills through the school in relation to Curriculum for Wales  
**Cynnydd / Progress-**

Autumn Term - Good Spring Term - Good Summer Term - Expected

**Blaenoriaeth 3/Priority 3:** To develop Curriculum for Wales via effective, sustainable cluster working.

##### Cynnydd / Progress-

Autumn Term - Expected Spring Term - Expected Summer Term - Expected

**Blaenoriaeth 4 / Priority 4:** To further develop, feedback, assessment and monitoring strategies to support learners in acquiring, developing and defining, knowledge, understanding and skills. Evidence of this will be captured through exploration of curriculum for Wales with a high emphasis on Cynefin.

##### Cynnydd / Progress-

Autumn Term - Good Spring Term - Good Summer Term - Good

**Action points and review for all for areas are on an addition page.**

### BLAENORIAETHAU A CHYNLLUNIAU 24-25 (Y FLWYDDYN HON) PRIORITIES & PLANS 24-25 (THIS YEAR)

**Blaenoriaeth 1 / Priority 1-** To support all learners in our school community to reach their full potential through a variety of interventions to challenge, scaffold, support and provide further authentic contexts to learning experiences inside and outside the classroom.

**Gweithredoedd / Actions** Class teachers to identify groups of learners in the classes and work with ALNCO and LSA. Cross cluster working. Professional/independent research to find other interventions to what we have. Termly pupil progress meeting to ensure progress is being made by pupils and if not, why not. Training provided. Data to be collected on pupil progress and to be shared with Headteacher and Governors (Headteacher Report)

**Cerrig Milltir / Milestones** - \*Teachers to identify groups of learners including MAT pupils\*Interventions to be reviewed half termly and data to be shared.

\*Pupil progress meetings, highlighting groups and learners and their progress.\*ALNCO to hold a meeting with staff and LSA in regards to interventions and current interventions/new interventions.\*Cluster collaboration through ALNCO meeting to discuss different types of interventions to support our pupils if we have any challenges.\*Eternal support to be sort for pupils if required to ensure we are meeting their needs.\*Weekly teacher and LSA meetings to take place to specifically discuss individual pupils. \*Data will be collected from LSA and shared with Governor's, SIA and eternal educators in regards to progress.\*Parent's evenings will facilitate discussions of impact of intervention and reason for the support/extension. \*Evidence of pupil voice data through evaluation/focus group work - listening to learners. \*Support from Powys colleagues for bespoke training.

**Blaenoriaeth 2 / Priority 2-** To continue to create documents to support our curriculum design outlining progression of skills through the school in relation to Curriculum for Wales  
**Gweithredoedd / Actions-**

To continue to design medium-term planners with half termly/weekly planners demonstrating skills and experiences in areas of learning and experience, what matters statements and progressions steps. Concept planning by unpicking the what matters statements and creating a document. Exploration of short term/teacher's planning documents to go alongside school documentation to show the personalized approach for each year group and individuals. To generate AoLE one page/curriculum policy to share with Governors and parents how children learn at Priory CIW Primary School

**Cerrig Milltir / Milestones** - \*Medium term planning document generated with progression across progression steps and year groups. \*Concept planning to show the breakdown of the concept including experiences. \*Teacher's planning explored to show personalised learning. \*Have AoLE policies/documents to show Priory's vision with the learners at the centre.

**Blaenoriaeth 3 / Priority 3-** Sefydlu trefniadau asesu cytûn gydag ysgolion y clwstwr ar gyfer y Cwricwlwm i Gymru / Establish agreed assessment arrangements with cluster schools for the Curriculum for Wales

**Gweithredoedd / Actions-** Trial Tyfu CFW, have a shared vision of pupil progression and effectiveness, AoLE cluster working across progression steps and 3-19yrs.

**Cerrig Milltir / Milestones** - \*Trail Tyfu22 and sharing findings with the cluster during the Autumn Term \*Continue cluster working groups to provide colleagues with confidence and support to wensure there is a cluster vision of pupil progression and learner effectiveness. \*Extend cluster working groups to AoLE groups. \*Provide year 5 6 7 8 teachers with transition and progress meetings.\*Attendance of staff at Cluster INSET days.

**Blaenoriaeth 4 / Priority 4-** To continue to further develop consistent and differentiated methods of feedback and assessment with the extension of pupils being confident in articulating their next steps in their learning journey at Priory CIW Primary School - with exploration of looking pupils looking at where they started to where they are going to. To secure a strong understanding of a variety of assessing techniques to ensure as broad and balanced a picture of that child and their learning journey is developed as well as possible in line with the curriculum for Wales and the four purposes.

**Gweithredoedd / Actions** - \*ensure regular LSA / Teacher planning time is booked in the calendar to discuss observations / assessing the pupil's learning journey. \*offer LSA opportunities to attend one in three staff meeting to look at pedagogy / assessing opportunities. \*attend AoLE networks \*provide opportunities for staff to attend / watch recorded sessions of Talk pedagogy where the Big Ticket is 'looking' closely at learner effectiveness \*staff work together as a team to explore assessing opportunities. including the creative habits of mind, Leuven scales, inspired and passionate teacher toolkit and anecdotal observations to track pupils learning journey in the new curriculum for Wales. \*Staff to work together to show a progression of experiences of how each feedback and assessing strategy looks across the school. \*Develop a variety of age/stage appropriate targets to enable children to confidently articulate their next steps in their learning.

**Cerrig Milltir / Milestones** - \*More informed assessing techniques which frame the child as a learner and how they learn. \*Ensure employment of effective learning environment/pedagogy and questioning to find out how learners learn and how they can step onto the next stage of their own learning journey.\*Attendance of prof. development events/feedback in staff meetings - evidence in staff meeting minutes including personal research which would involve feedback on articles read. \*Regular listening to learners, discussing assessing and how to improve. \*Unpick, develop and refine feedback and assessing policy. \*Enable pupil voice to be heard through generating strategies in developing feedback and assessing techniques by giving learner the confidence to explain their learning journey from the start until the end and how they can further develop.

**Y GEFNOGAETH A DDERBYNIWYD / SUPPORT RECEIVED:** Family Liaison Officer support, Governing Body support, Headteacher to Headteacher support through the cluster and achieving NPQH/substantive Headteacher in place. Pedagogy support through MoE training. Cluster ALNCO, curriculum working group, DCF and welsh working group across the cluster supporting teacher's and pupils.