



School Development Plan and Self-Evaluation Summary September 2023



School Development Plan Evaluation 2022-2023

Priority 1: Focus on Progress and Standards across the school with the New Curriculum

- Working with the cluster to develop progression skill grids to ensure pupils progress is clear through primary and into secondary. Maths, Literacy and Digital Skills have been completed this year.
- All staff have completed at least one thread of their AoLE for progression. This was an area we worked on part of a training day, more completed by summer. Once completed all staff will know and understand the needed progression across the age ranges.
- Whole child grids working well, can see pupil progress and where there is limited progress this is picked up and addressed.
- Feedback principles can be seen in all classes and in pupils work, pupils are responding well to this and is helping them move their learning on. Observations and book looks completed.
- Whole child grids have been further developed and now include Progress and Attainment for each individual AoLE.
- Groups of learners are monitored through these grids to ensure they are making the progress they have the ability to make, targeted support if not.
- ALNCo further developing tracking for ALN pupils and pupils on Targeted Interventions to ensure interventions are appropriate and having the needed impact.
- Two year plan of curriculum completed. However, this is a live document and will change as needed for the pupils.
- Medium Planning template updated to include areas needed to be covered and tracked. AoLE leads to monitor their own areas and check for gaps in learning.

Next Steps

- Introduce the new Self-Evaluation Framework across the school
- Looking in-depth at coverage across the school of new curriculum and ensuring pupils have access to all areas, including cross-curricular.
- Ensure progression is in line with cluster
- Pupils to have an understanding of their own learning and progression and be able to use the skills they have to move their learning on.

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Priority 2: Continue to monitor and develop well-being across the school, with a focus on attitudes to learning.

- Learning Mentor has completed ELSA training and sessions are now in place for pupils. An action plan has been developed for further work with ELSA and Circle Time, incorporating staff and pupils. CAMHs in-reach service also part of this.
- Drop-in session each week for pupils with the learning mentor has been set up, craft activities take place during this which are often lead by other pupils. Gives pupils time to chat in a relaxed environment and talk about anything they are worried about or just to have some quiet time. Some sessions are being led by the pupils.
- Well-being pupil group set up and pupils attending are finding it a positive experience and help to monitor other pupils, reporting back to staff where needed.
- Pupils been trained in play-leaders.
- Metacognition in classes across the school as seen in the observations in February. This is enabling pupils to develop their learning skills, independence and motivation during lessons.
- Each term has had a Well-being week and Integral skills day. These have focused on activities to help pupils develop their readiness to learn and be able to manage their own emotions and respond to those of others.
- Well-being included on staff meeting agenda, e.g. Staff have time out of class to write reports as this was an area which was discussed.
- Regular meetings with support staff set up to monitor well-being and needs. Has had a good impact as staff can bring things to AJ and then we plan a way forward.
- Weekly drop-in sessions available to all staff with AJ
- Following ELSA training AJ has half-termly mentoring sessions with external partners to enable her to off-load confidentially and also gain advice in specific areas, where needed.

Next Steps

- To embed ELSA across the school
- To develop Quality Circle time throughout the school
- Implement MyHappyMind
- Stakeholder Wellbeing working party established.

School Development Plan Evaluation 2022-2023

Priority 3: Develop new RVE Curriculum as a Church School

- RVE is being taught across the school and staff are ensuring that a wider variety of religions are taught to other the pupils learning about culture and diversity.
- Training received from the diocese on next steps for RVE
- Staff mapping out current RVE in their topics and an analysis will be completed at the end of the year to look at missing gaps.
- Long term plan developed from the above step to ensure that areas are covered in a board and balanced way giving pupils the most experiences possible.
- Christian character of the school continues to be developed, along with this, the Christian values each term have been introduced to the pupils through Collective Worship and in class activities
- Christian values displayed in each class as part of the Prayer Areas.

Next Steps

- Implement long-term plan across the school
- Ensure all staff teaching RVE understand links between WMS and the Lenses
- Strengthen current church links, ensuring the church is embedded in all areas of the curriculum

Self-Evaluation Summary 2023/2024

Strengths

Leadership

Leadership

- The quality of leadership at all levels is high. The headteacher is an experienced Estyn peer inspector.
- The headteacher is supported well by the DHT
- The GB are active and support the school well

Self Assessment

- The school has robust self evaluation priorities, an evaluation and review process is firmly embedded with all staff involved. The school is now working on the new School Improvement Framework in readiness for 2024

School Development Plan

- The school has a history of successfully implementing improvement plans
- The SDP has sharp focus on improving outcomes for learners and an evaluation and review timetable is in place

Collaboration

- Cluster collaboration is well established with all staff, this includes all primaries and the secondary school
- AoLE leads are developing collaborative progression strands with all the cluster
- The cluster are collaborating on the new SDP/SER summary in readiness for September 2024
- The school led the cluster on formulating a new SER framework to meet the statutory requirements for September 2024
- The school is lead school for Welsh and ALNCo

Learning and Teaching

- Teaching and learning is good or better in nearly all classes. This has been verified through previous evaluation and review by the school's SIA
- Standards of work are generally high across the school
- Most pupils are developing as effective learners
- Strategies to develop pupils' responsibility for their own learning are well established and generally effective
- Planning ensures that the Four Purposes are a priority and build on skills systematically
- Professional learning is integral to school improvement and evaluated and reviewed
- Nearly all staff have built positive relationships with pupils and relationships are strong
- Nearly all pupils have positive attitudes to learning and behaviour overall is very good

Curriculum

- All classes deliver a broad range of learning experiences for the pupils, in and outside of the classroom
- The school has designed a local curriculum where the Four Purposes are central, building on the rich history of Penley and Wales
- Wellbeing is central to the school's purpose
- The school has contributed its processes to the GwE Resource Centre
- On-going assessments are robust and show progression
- Professional dialogue on progress is well established
- Provision for 3-8 ensures that the requirements for Enabling Learning are met
- Pupils with additional needs, including vulnerable children are supported well through individual plans
- Outdoor provision is a particular strength in some classes and being further developed
- The school is accessing GwE BSL resources to develop their curriculum
- Pupils with additional needs, including vulnerable children are supported well through individual plans

Wellbeing and Inclusion

- Most pupils, including vulnerable and pupils with ALN make good progress. They respond positively to the learning experiences
- Most pupils speak confidently about their learning and are developing strategies to take responsibility for their own learning
- Nearly all pupils respond positively to feedback from staff and pupils and use this to improve their work
- During learning walks, nearly all pupils were observed being engrossed in learning and were happy and proud to share their learning
- The school has introduced system for pupils to directly share progress with parents and families
- All pupils have access to quality circle time and one member of staff is a trained trainer to allow other members of staff to deliver at the same quality
- Learning mentor now trained ELSA to further develop her role in the school. This has included the development of two well-being sessions at lunchtime, one pupil-led and drop in-sessions as well as already run individual and group sessions.

Development

- New ALNCo is developing the role well and ensuring systems in place and effective
- Embedding new School Improvement Framework

- To develop learner's Welsh Language Skills throughout school
- Ensure AFL strategies are built on systematically throughout the school

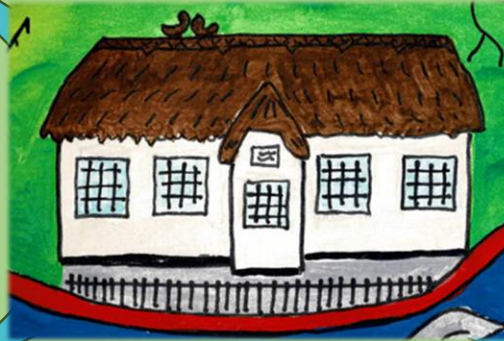
- Review curriculum offer to ensure that the school is meeting the requirements for Curriculum for Wales
- To enhance the provision of outdoor learning throughout the school

- To enhance and embed well-being strategies across the whole school
- Introduce MyHappyMind pilot, whole school approach to wellbeing

School Development Plan 2023-2024

To develop learner's
Welsh Language Skills
throughout school

To enhance and embed
well-being strategies
across the whole school



To enhance the
provision of outdoor
learning throughout the
school

To enhance
monitoring and
assessment in school

**TELL ME
AND I FORGET
TEACH ME
AND I REMEMBER
INVOLVE ME
AND I LEARN**

BENJAMIN FRANKLIN

