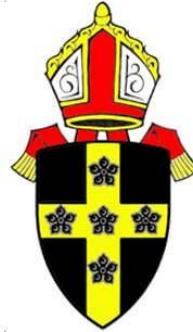


## OVERVIEW / SUMMARY OF OUR



# School Development Plan : 2023-2026

# Our School Development Plan

Each academic year, we create our School Development Plan (SDP). This is a plan which identifies the areas we will be working on as a school over the academic year.

As of September 2023, all governing bodies must take account of the following national priorities in setting their improvement priorities:

- ✓ improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- ✓ reducing the impact of poverty on pupils' progression and attainment

Our SDP is broken down into priorities which have been identified from a range of sources including self-evaluation; data analysis; feedback from external sources and internal monitoring. The plan is written in collaboration with staff, governors, children and parents. For each priority, a number of actions are planned to take place throughout the year. It is a working document, and although there won't be major changes to the plan, as we put the children at the heart of everything we do, changes may take place to ensure the plan is responsive to the needs of our pupils.

To help increase confidence in, and commitment to the school and its development plan, the school will publish this summary copy on its website. This summary includes :

1. a high-level summary of the school's self-evaluation, communicating the school's main strengths and areas for development;
2. high-level improvement priorities for the current year, planned actions to achieve those priorities; and relevant milestones;  
\*include external support the school will access to help it achieve its improvement priorities during the current academic year (including support provided or brokered by regional consortia) and
3. a report on progress against the previous year's priorities

In this way, parents, carers, and learners will be able to access standardised information that is available for all schools. This will support transparency by providing parents and carers, as well as the wider community, with regular, consistent information about the school and its development.

\*The above is aligned with the expectations set out in the Guidance and information on school improvement and the new framework for evaluation, improvement and accountability.



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**Section 1 : A high-level summary of the school's self-evaluation, communicating the school's main strengths and areas for development**

3 overarching areas for self evaluation :	<b>What are we proud of here at Model Church in Wales</b> Things the school does well. Features and/or activities that are unique/innovative to the school. Aspects we want to share and celebrate.	<b>What could we better at here at Model Church in Wales School</b> Areas where the school could be working much more effectively, or things the school could be doing better.
<b>Vision and Leadership :</b>	IA5 Vision and Leadership <ul style="list-style-type: none"> <li>• The SLT share findings as to what needs to improve and involve the teachers in the monitoring and self-evaluation processes.</li> <li>• The SLT are successful at meeting local and national priorities and utilize grants effectively to support teaching and learning, ensuring value for money.</li> <li>• The teachers and SLT are confident in monitoring and identifying and supporting professional development.</li> <li>• Performance management is utilised to discuss the priorities for the school and any individual areas for support.</li> <li>• Governors are fully aware of their roles and continue to meet to keep abreast of statutory obligations.</li> <li>• The governors share the direction of the work of the school, they are involved in learning walks and book looks etc, as well as monitor the policies, budget and health and safety/safeguarding procedures/issues.</li> <li>• Governors are supportive as a critical friend and hold the school accountable for standards. They have been in attendance and data pupil progress value-added meetings historically, going forward governors will be assigned AoLE groups to shadow.</li> <li>• Staff continue to be supported with CPD – a further two teachers have completed the middle leaders' training.</li> </ul>	IA5 <ul style="list-style-type: none"> <li>• Close cluster joint-working to be embedded in terms of tracking curriculum coverage and standards.</li> <li>• Implement the new performance management policy</li> <li>• Further develop teachers' in supporting the ALOEs</li> </ul>
<b>Curriculum, Learning and Teaching:</b>	IA1+ IA3 Curriculum, Learning and Teaching <ul style="list-style-type: none"> <li>• Pupils are taught through the curriculum in relation to becoming healthy, confident individuals and understand, for example, how to make healthy choices relating to diet, physical activity and play, taking responsibility including how to keep themselves safe online. This is a strong element of the school through, Restorative practice and consistent online e-safety lessons are also a strong feature.</li> <li>• Learning walks and monitoring of non-negotiable priorities demonstrate that the quality of teaching is good and secure.</li> <li>• Pupil progress meetings highlight that many children are achieving well.</li> <li>• Nearly all teachers use a range of approaches to engage pupils' interest experiences to meet the needs of all pupils.</li> </ul>	IA1+IA3 <ul style="list-style-type: none"> <li>• Delivery of RVE needs to be consistent and following the new lenses as provided by the church in Wales website.</li> <li>• Work towards the Siarter Iaith and build the Welsh profile of the school.</li> <li>• Work alongside the Faith ambassadors towards the bishop's award. Developing our church school ethos.</li> </ul>

	<ul style="list-style-type: none"> <li>• The curriculum provides for specific groups of pupils and support staff are utilized effectively to support pupils' learning.</li> <li>• The school, through curriculum planning and review, is working on ensuring that the curriculum provides pupils with a suitably wide range of experiences to develop their interest and skills across a range of subjects and areas of learning.</li> </ul>	
<b>Wellbeing, Equity and Inclusion :</b>	<p>IA2 + IA4 Wellbeing, equity and inclusion</p> <ul style="list-style-type: none"> <li>• Nearly all pupils show confidence and resilience and strong emotional mental health – the most recent Pupil voice survey (Spring 2023) highlighted that nearly all pupils said they felt safe in school. Another a strong feature of the school, highlighted that children are very confident in seeking staff support, should they feel they need to share or pass on feelings of concern. The SLT track issues using the My Concern platform. Staff also highlight any concerns e.g. attendance to the relevant people or any safeguarding concerns.</li> <li>• Through daily contact and close observation, the children can share concerns, at the beginning of the day, through circle time/check-ins/checkouts but also with SLT at playtimes etc and designated support staff for specific pupils needing this as part of their OPP.</li> <li>• All staff share a concern and responsibility in talking and listening to pupils and passing on any concerns. The staff follow restorative practice techniques and child protection processes. These systems allow the staff to understand their pupils well and recognise any pupils feeling vulnerable or put in place measures where necessary to support their wellbeing.</li> <li>• Working restoratively to discuss disagreements is a strong feature – there are also support mechanisms in place to offer further support should this be required e.g. ELSA, Area 43, CAMHS, Police liaison officer, small group intervention, 1:1/ small group positive play etc</li> </ul>	<p>IA2 + IA4</p> <ul style="list-style-type: none"> <li>• Developing how staff plan for pupils to use the outdoors for the development of their skills needs continued targeting.</li> <li>• Continue to provide a wider balance of extra-curricular activities across the school.</li> <li>• Staff training to be tailored to making classrooms more inclusive for all learners.</li> </ul>



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## Section 2 : High level School Development Plan priorities: 2025-2026



Priority one - To enhance pupils' Welsh language acquisition in KS2 in Oracy through a whole school approach that aligns with the Siarter iaith framework



Priority two - To develop and refine Foundation Learning provision and pedagogy, with a focus on enabling adults to facilitate high-quality learning within engaging and effective environments.

Priority three - Strengthen reading and social-emotional skills for a targeted group of Year 3 pupils through tailored, inclusive support

Priority four - Strengthen the school's Christian distinctiveness, ensuring it aligns with the Church in Wales Bishop's Award, the Section 50 inspection framework.

## Section 2.1 planned actions to achieve the SDP priorities; and relevant milestones;

Priority 1 : To enhance pupils' Welsh language acquisition in KS2 in Oracy through a whole school approach that aligns with the Siarter iaith framework.			Priority 2 : To develop and refine Foundation Learning provision and pedagogy, with a focus on enabling adults to facilitate high-quality learning within engaging and effective environments.		
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion	Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion
<p><b>What we're going to do ...</b></p> <ul style="list-style-type: none"> <li>• Implement immersive Welsh-speaking environments</li> <li>• Provide CPD for staff on Welsh Oracy strategies</li> <li>• Embed Welsh into daily routines and assemblies</li> <li>• Continue to develop pupil-led Welsh language ambassadors</li> <li>• Enhance Welsh language resources for Oracy</li> <li>• Monitor and evaluate progress against Siarter iaith</li> <li>• Organize Welsh cultural events and competitions</li> <li>• Visit other settings to view and share good practice.</li> </ul>			<p><b>What we're going to do ...</b></p> <ul style="list-style-type: none"> <li>• Introduce and embed a robust on-entry assessment system to identify children's starting points.</li> <li>• Design an assessment tool.</li> <li>• Train staff on consistent observation and recording.</li> <li>• Complete assessments within first 6 weeks.</li> <li>• Hold moderation sessions for consistency.</li> <li>• Use findings to inform planning and grouping</li> <li>• Establish a calm environment that supports emotional regulation and focus.</li> <li>• Audit and declutter indoor/outdoor spaces.</li> <li>• Introduce soft lighting and quiet zones.</li> <li>• Use natural materials whenever possible.</li> <li>• Establish calm routines and visual timetables.</li> <li>• Provide sensory regulation tools and spaces.</li> <li>• Develop a questioning culture that sparks curiosity and deeper thinking.</li> </ul>		
<p><b>What we'll see when we've done it...</b></p> <ul style="list-style-type: none"> <li>✓ Nearly all pupils actively participate in Welsh-speaking activities and demonstrate increasing confidence.</li> </ul>			<p><b>What we'll see when we've done it...</b></p> <ul style="list-style-type: none"> <li>✓ All children have on-entry data by week 6.</li> <li>✓ Planning is tailored to identified needs and pupil voice</li> </ul>		



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<ul style="list-style-type: none"> <li>✓ Most pupils initiate conversations in Welsh during informal and structured settings.</li> <li>✓ Many Welsh Language Ambassadors lead and promote language use across the school community.</li> <li>✓ Nearly all staff confidently integrate Welsh Oracy strategies into daily teaching and interactions.</li> <li>✓ Most staff use Welsh consistently during classroom discussions and assemblies.</li> <li>✓ Many staff training evaluations show improved knowledge and application of Welsh Oracy methods.</li> <li>✓ Nearly all pupils demonstrate measurable improvement in Welsh Oracy skills through regular assessments.</li> <li>✓ Most Siarter Iaith self-evaluation indicators reflect progress towards accreditation goals.</li> </ul>			<ul style="list-style-type: none"> <li>✓ Staff make consistent, confident judgment</li> <li>✓ Reduced overstimulation and noise within the classroom environment.</li> <li>✓ Children use calm zones independently.</li> <li>✓ Weekly plans include rich questions that develops the learning with the child.</li> <li>✓ Children begin to ask and explore their own questions.</li> <li>✓ Areas of provision are visibly more open-ended and child-led.</li> <li>✓ Staff reduce directive interactions and scaffold more subtly.</li> <li>✓ Children engage more independently and creatively.</li> <li>✓ Lynn Kelleher provides feedback and next steps.</li> </ul>		
<b>Priority 3: Strengthen reading and social-emotional skills for a targeted group of Year 3 pupils through tailored, inclusive support</b>			<b>Priority 4: Strengthen the school's Christian distinctiveness, ensuring it aligns with the Church in Wales Bishop's Award, the Section 50 inspection framework.</b>		
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion	Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion
<b>What we're going to do ...</b> <ul style="list-style-type: none"> <li>▪ Identify pupils requiring support using teacher assessment, well-being data, and reading data (e.g. NGRT, teacher judgement)</li> <li>▪ Establish an intervention class/group with dedicated staffing, timetable and routines focused on reading and SEL</li> <li>▪ Deliver targeted reading intervention</li> <li>▪ Provide regular social-emotional learning (SEL) sessions (e.g. ELSA, Thrive, Zones of Regulation) as part of weekly provision</li> <li>▪ Apply inclusive strategies across learning in the intervention class (e.g. task chunking, sensory breaks, scaffolding)</li> <li>▪ Involve external agencies (e.g. SALT, Ed Psych, Behaviour Support) to support complex or overlapping needs</li> </ul>			<b>What we're going to do ...</b> <ul style="list-style-type: none"> <li>• Audit current practice against the Section 50 framework and the Bishop's Award criteria</li> <li>• Develop Collective Worship to be pupil-led, values-based and reflective, incorporating Church in Wales tradition</li> <li>• Introduce spiritual reflection areas in every classroom and key shared areas</li> <li>• Embed the Bishop's Award into the learning, using it to deepen pupils' understanding of faith, justice, and action</li> <li>• Strengthen links with the local church and diocese through regular visits, clergy input, and shared events</li> </ul>		

- Pupil progress review cycle with SLT and staff every half-term to assess impact, adjust provision
- Baseline and track pupil engagement to inform planning and assess well-being gains over time

**What we'll see when we've done it...**

- ✓ Pupils demonstrate increased confidence and independence when engaging with texts across all areas of learning.
- ✓ Pupils show greater enjoyment of reading, choosing to read more frequently and participating enthusiastically in reading activities.
- ✓ Pupils are able to discuss books using appropriate language (e.g. character, setting, prediction, inference).
- ✓ Pupils show improved emotional literacy, using language to identify and express their feelings.
- ✓ Pupils demonstrate better self-regulation, using tools and strategies taught (e.g. Zones of Regulation, calm corners) to manage emotions and behaviour.
- ✓ Engagement in learning increases, with a visible reduction in dysregulation incidents and off-task behaviour.
- ✓ Target pupils make accelerated progress in reading, showing measurable gains in reading age and comprehension (e.g. double the expected progress in two terms).

- Review policies and curriculum documents to ensure they reflect the school's vision and values

**What we'll see when we've done it...**

- ✓ Bishop's award has been completed and submitted to the diocese.
- ✓ The school's Christian vision is clearly lived out in practice and known by all stakeholders.
- ✓ Collective worship is inclusive, invitational, and inspirational, with regular pupil involvement.
- ✓ Curriculum and wider opportunities explicitly reflect the school's Christian values and theology.
- ✓ Pupils demonstrate deeper understanding of spirituality and global compassion through social action and reflection.
- ✓ The school successfully achieves or progresses towards the Bishop's Award.
- ✓ Self-reflection area to be used for class assemblies and reflections for pupils.



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