

Ysgol Llanfaes A Bridge to Learning

School Development Plan (SDP) Overview – 2022/2023



The overview of our "School Development Plan" provides details of activities we are undertaking to help improving provision within this academic year. The plan helps us to move towards our school vision for all. It also takes into account the national priorities for Wales which are:-

- 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

The chosen areas of focus are based on a through analysis of our data, questionnaires, monitoring and a detailed 'Self Evaluation Review', which is updated termly. Activities are costed and we use both school delegated budget and WG grants to support the SDP. We invite parents/carers to consider the overview and feedback any comments or thoughts wither via e mail or verbally if they wish to do so.

School Self Evaluation Review 2021/22

We rigorously reviewed termly the set priorities and considered outcomes from monitoring, Powys reviews, stakeholder questionnaires, listening to learners, SWOT analysis by staff and governors, wider community inputs. An overview of our strengths and areas for development are below.

Areas of strength	Areas of development
<ul style="list-style-type: none"> • School vision co constructed and shared with all • Strong, consistent leadership • Well run school • Staff (old and new) – collaboration & teamwork • Polite, engaged, confident pupils who make progress across the curriculum • Knowledge and understanding of new curriculum developed • Supportive governing body who engage well with school in different ways • Well-being focus maintained for all, using outside agencies where necessary • Outdoor space with variety of environments for learning and games • ASC/BC • Pupil voice groups used developing leadership and citizenship • Resources • TA in each class providing additional support and ELSA/Lego • ALN code introduction • Innovative staff- no complacency, always evolving • Fundraising/charity – children leading and organising – ownership/leadership • WOW days • Whole school activities – restarting eg assemblies, sports day etc • Full time admin support • Friends of Llanfaes • Accessibility to and use of locality • Male staff role models • Pupils behaviour • Supportive parents recognising shared responsibility for learning • Dementia Friendly and links with Trenewydd • Communication 	<ul style="list-style-type: none"> - Curriculum for Wales – further development of understanding of curriculum, more parental engagement and information sharing, development of leadership of AOLEs by staff, resource development, refine curriculum overview, further embed vision as a focal point for all curriculum decisions - Maths and Numeracy across the school - Development of digital competency – staff and pupils - Assessment and Progression in Curriculum for Wales - Collaborative practice across the cluster - Maintain well being focus for all - ALN Code to be further embedded - Siarter Iaith to be developed - Ensure full Governing Body

Priority	Progress
1. Curriculum for Wales	<p><u>Milestone Term 1</u></p> <p>Disseminate agreed revised Vision for the school to pupils and parents. Curriculum nugget board established to identify from school evaluation which elements to retain/include. Twilight sessions (Oct 19th and 21st) on next steps in identification of curriculum and progress and assessment. Regular phase meetings to discuss strategies and share good practice.</p> <p><u>Milestone Term 2</u></p> <p>AM attending 'Assessing the Future Workshops' (4/2/22) – an across Wales forum 4 P's revisited in Assembly to launch character competition Vision on a page drafted – to be used as overview for parents, on website etc. Annual report format – after input from staff and parent forum, format amended and agreed. Staff meeting timetable co constructed to be purposeful re CfW. 12 Pedagogical Principles audit, carried out in October, revisited in Jan 22. Staff able to identify how to address aspects RAG rated red previously. Used as part of PM for teaching staff also. Various meetings attended re new curriculum updates as research eg Academy, WG, Powys. These have raised questions and ideas to feed forward eg around curriculum overview documentation. Calendar of events updated. Altered tracking system agreed by staff which identifies aspects staff need to address pupil need. Assessments are for school purposes only in CfW, not for external accountability.</p> <p><u>Milestone 3</u></p> <p>School Council have completed the video for parents to be shared. 4 Purpose characters have been renamed and digitally drawn. These are shared in assemblies and used as focus for Plentyn yr Wythnos. Staff have continued to work on planning for new curriculum with an overview now agreed (see attachment). Staff are currently collaboratively working on the detail for each topic, focusing on the learning to be covered. Listening to Learners carried out re learning with positive feedback re integrated days and learning experiences. Staff undertook Powys training on CfW with a focus on Science and Technology. Teaching staff have been allocated AOLES and are beginning to participate in the Powys networks on each.</p>
2. ALN Code of Practice	<p><u>Milestone Term 1</u></p> <p>ALNCo and HT to undertake training on Tyfu system -ALNCo to led 'bitesize' training for all staff on collaboratively identified aspects - Identify one cohort to convert to IDPs - Cohort ALN meetings half termly (KL & DT) - resources purchased – Boxhall Profile. This is used to give a holistic assessment of a child's attitude to learning.</p> <p><u>Milestone Term 2</u></p> <p>Bitesize inputs in staff meetings continued, supported by written information for staff to retain. This has included ADHS, ASD, attachment disorder and dyslexia. DT has updated staff re Tyfu and the necessary processes required for a referral. Letters circulated to parents of children on register, as per new ALN code. ALNCo has attended relevant training and consultation sessions. ALNCo has dedicated time weekly to carry out the enhanced role. This is effective.</p> <p><u>Milestone 3</u></p> <p>Parents in relevant year groups have been given letters re the movement from IEPs to IDPs and this conversion is on going. ALN bitesize inputs from DT have continued which are beneficial. All teaching staff have access to Tyfu to assist in the identification of need and tracking of pupils. DT has attended cluster ALNCo meetings and relevant training. All pupils in Y1 and 5 were transferred to IDPs. ALN will remain on SDP as an on going priority 22/23.</p>
3. Improve literacy skills across the school.	<p><u>Milestone Term 1</u></p> <p>Regular phase meetings to discuss strategies and share good practice. Research on line improvement of oracy skills.</p>

	<p>Whole staff audit what is currently being used and working across the school.</p> <p>Revisit use of Talk for Writing and Pie Corbett strategies</p> <p>Resources audited and purchased for Letters and Sounds to ensure consistent approach across Foundation Phase.</p> <p><u>Milestone 2</u></p> <p>Speaking and Listening strategies discussed in collaborative planning. FP using Pie Corbett story telling as specific activity. Opportunities such as Harvest and Christmas video offered all children performance experience. Some pupil voice groups have spoken in assembly eg Eco. Y6 have also planned and led assembly. Identified in PM target for staff.</p> <p>Spelling – initial sound assessment carried out indicated areas to address for individuals. Use of Wordshark continuing. SWST being carried out presently. Results will be analysed. Staff meeting discussions on use of spelling strategies and linked pedagogy. TA staff meeting discussed effective precision teaching to support spelling. No Nonsense Spelling strategy discussed. Management can be challenging but perseverance required to see if it impacts on pupil standards.</p> <p>Reading – guided reading used in all FP and most of ks2. Precision teaching for identified pupils. Additional support in Y3 as result of data analysis.</p> <p>Writing – Talk for Writing (ks2 and FP). Professional discussion around it's use and effective implementation to raise standards. Cold write task for Eisteddfod undertaken, which indicated a good standard of writing across the school, with effective vocabulary choice increasing to very effective choices by Year 6.</p> <p><u>Milestone 3</u></p> <p>Analysis of data has indicated a positive impact of spelling strategies. There is greater consistency in the delivery of spelling and writing opportunities</p> <p>Book views have evidenced improvement in spelling across the school and a good range of genres across the curriculum.</p>
4. Well being for all	<p><u>Milestone Term 1</u></p> <p>Develop use of communal workspaces</p> <p>Identify possible whole school events</p> <p>Collaborative planning sessions half termly for all teaching staff</p> <p>Coordinator staff meetings for individual professional discussions</p> <p>Well being staff meeting termly</p> <p>Identification of possible support services for pupils</p> <p>Pupil voice reestablished across the school.</p> <p>All staff to be given a 'well-being' day to be taken at their discretion.</p> <p><u>Milestone Term 2</u></p> <p>KL instigated well being day for all staff to be taken when they want to.</p> <p>Staff meeting altered so that double session for teachers (TA first hour only) followed next week by TA only for 1 hour. This allows more sustained professional discussion on SDP priorities.</p> <p>Regular SLT and management time established on weekly basis which supports communication.</p> <p>Play therapy and art therapy for individual and groups of children continues.</p> <p>Dance Impelo – working in Year 3 to incorporate movement in lessons to enhance pupil well being and focus.</p> <p>All teaching staff had collaborative planning sessions.</p> <p>Whole school Eisteddfod – held outdoors.</p> <p>Staff meal – organised but postponed at end of term due to rise in Covid cases. Re planned.</p> <p>Calendar of events used for whole school activities eg Shwmae Day, World Book Day. This gives a sense of community and shared experience.</p> <p><u>Milestone 3</u></p> <p>Staff well being days have been positively received. A staff well being survey undertaken at the beginning of term indicated that the sense of well being was 3.8/5 – so still room for improvement. This means that well being must remain a key priority moving forward, especially with the implementation of CfW. Listening to Learners carried out by KL with children receiving different forms of support indicated that 100% felt it had helped.</p>

School Development Priorities for 2022/23

	Priorities	Outline of activities to be undertaken (& any support)
	1 – Curriculum for Wales development	Embedding of school vision, research, attending local, county and national training, Area of Learning and Experience development, review of curriculum content, develop leadership at all levels in different roles. (Powys Professional Learning team/Welsh Government resources/cluster working/in house collaboration)
	2 – Improve Digital Competency Framework across the school, including being a Lead Creative School with Arts Council for Wales.	Research, cluster working, Lead Creative School Project with Arts Council for Wales, pupil and staff skill development, resource audit.(Arts Council for Wales/DCF lead Powys/in house collaboration)
	3 – Improve maths and numeracy skills across the school	Research, develop understanding in depth of Area of Learning and Experience Maths and Numeracy, resource audit. . (Powys Professional Learning team/Welsh Government resources/cluster working/in house collaboration)
	4 – Establish and implement assessment and progression in Curriculum for Wales across the school	. Attend professional learning, review assessment within school for needs of pupils, revisit Assessment for Learning strategies, cluster working. (Powys Professional Learning team/Welsh Government resources/cluster working/in house collaboration)
	5 – Cluster collaboration	Participation in cluster working group, DCF cluster group, ALN cluster group. Share practice, develop shared understanding of learning and teaching across the cluster, embed agreed shared vision, develop repository of shared resources, develop effective transition activities. (Powys Professional Learning team/Welsh Government resources/cluster working/in house collaboration)
	On going Priorities <ul style="list-style-type: none"> - Well being for all - Additional Learning Needs - Siarter Iaith 	Maintain focus on well being support activities for all pupils and staff. (Kouth, Team around Cluster/CAMHS/MELSA) ALN – ALNCo to give updates and support (ALN forum/cluster ALNCo) Develop Siarter Iaith charter. (Powys leads)

Full SDP is available from school – please e mail office@llanfaes.powys.sch.uk