



Creunant Primary

School Development Plan

2022 - 2023

Head Teacher Mrs. Melanie Teague



*Creating children with
the roots to grow
and the wings to fly*



Creunant Primary School

School Development Plan 2022

Creunant Primary School Development Plan is the school's strategic plan for improvement. It sets out the actions the school will take to improve learner outcomes for all learners, regardless of their background. It is informed by regular self-evaluation of performance, pupil and parent questionnaires and contextual data, and contains the school's improvement priorities together with short and longer-term targets. The plan is a live document that will be regularly refreshed to reflect the school's progress in meeting its priorities, taking account of the latest performance data and any changes within the Curriculum for Wales. All school partners and stakeholders are involved in identifying strengths and areas for improvement. The plan provides a context for the performance management process for all staff.

Our School Context

Context.

Creunant Primary School is situated in the village of Crynant in the Dulais Valley, approximately six miles from Neath. The village is a predominantly rural setting, and with the closure of Blaenant Colliery in the early eighties, there is very little industry in the vicinity. 80% of the pupils come from the village, which is neither an advantaged nor disadvantaged community.

English is the first language of all pupils and children are admitted to school at the age of 3. There are 4 classes consisting of Nursery, Reception / Year 1, Year 1/Year 2, Year 3/4, and a Year 5/6 class and they are taught by 4 full time teachers and 4 Teaching Assistants.

Our Pupils

122 pupils on role (68 boys and 54 girls)
14% FSM (18.2% Transitionally protected)
5% Additional Learning Needs
7.4% Non White British
4.1% EAL
90.58% attendance (2021/2022)

Our school vision and aims for the Curriculum for Wales are intrinsic to our school development plan:

Our vision is to:

- support children to develop life-long skills which they can use independently and collaboratively with confidence;
- encourage a passion for discovery and learning;
- create meaningful experiences which empower them to become happy, resilient and respectful citizens of their community and the wider world.

Develop life-long skills

Our goal as a school is to equip our young people with the mind set to acquire and apply knowledge, skills and attitudes relevant to the changing world in which they live. We aim to develop enterprising, enquiring minds; solving problems and communicating ideas effectively, for our pupils to become productive, responsible, ethical, creative and compassionate members of society. We will support our pupils to work

Passion for discovery and learning

Through an exciting, engaging curriculum, in a fully inclusive environment, Creunant Primary aims to capture and stimulate a child's naturally inquisitive mind. Within safe and trusted surroundings, in which every child is valued and provided with equal chances to succeed and grow, we aim to develop motivation and ambition, self-confidence and high self-esteem to

Meaningful experiences

Through a broad curriculum and a wide range of learning opportunities, Creunant Primary School empowers all pupils to widen and embrace their experiences to achieve their personal best and build their emotional, social and physical well-being. Our school strives to work together with the school community with positive and effective links to the wider and

Running through the implementation of the School Development Plan will be a significant emphasis on curriculum reform. As a school, we will strive to ensure that we place the Four Purposes at the heart of our planning to ensure that the curriculum provided for our pupils is learner focused and driven by our vision. As we reflect on planning, we will aim to ensure that pupils have opportunities for consolidation of relevant skills and the space and opportunity to get the fundamentals right. We will endeavour to ensure that there is space within the curriculum for pupils to engage with challenge and develop an intrinsic satisfaction from learning. Also running through the implementation, we will look at the Progression Code to ensure that learner progression is at the heart of planning. Throughout the development we recognise the need for robust accountability which has a holistic approach valuing the whole child and their aspirations. We will aim to increase pupil voice through pupil groups such as Curriculum Champions, Digital Leaders, The Criw Cymraeg, Super Ambassadors, Playground Heroes, ECO Champions and by holding Whole School Council days.

At Creunant Primary we endeavour to improve standards. As a result of detailed analysis of school data and monitoring (summer term 2022) we have four priorities. It is essential that everyone in our school community can understand and implement the priorities in order to strengthen our cohesion as a learning community. We share our vision through newsletters, displays, parental meetings, PTA meetings, the school website and Governing Body meetings.

The four School Development Plan targets are as follows:

Priority 1 – To continue to develop pupils’ higher order thinking skills (HOTS)

Priority 2 – To develop pupils’ understanding of their place in the world.

Priority 3 – To continue to develop pupils’ Welsh Oracy language skills.

Priority 4 – To continue to develop spelling throughout the curriculum.

School Development Plan 2022

Priority 1	<p style="text-align: center;">To continue to develop pupils' higher order thinking skills (HOTS)</p> <p style="text-align: center;">September 2022 - July 2023 (Year 2 of plan)</p>	
	<p style="text-align: center;">Why is this a priority?</p>	<p style="text-align: center;">Success Criteria – What will success look like?</p>
	<p>In line with the school's vision for the new curriculum, we need to continue to strengthen pupils' higher order thinking skills in order to support their development of the four purposes. In particular, pupils' ability to apply, analyse, evaluate and create (higher order thinking).</p> <p>Last year, teachers received professional learning focused on HOTS and implemented explicit teaching of analysis and evaluate skills, provided opportunities for pupils to practise these skills and began to apply them independently. As a result, monitoring highlighted that pupils are beginning to develop their Higher Order Thinking Skills and progression can be seen in the activities and outcomes as the pupils get older. However, the activities taught are often stand-alone activities which are seen as discreet to the rest of the curriculum. Staff now need the need to embed the explicit teaching of analysis skills and to implement the explicit teaching of evaluate and create.</p> <p>Many teaching strategies do not provide effective opportunities for pupils to develop their integral skills. Teachers need to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills through explicitly modelling these skills and providing regular opportunities for pupils to practice these skills.</p> <p>Furthermore, we need to ensure teachers implement a range of engaging teaching strategies to support pupils to gain new knowledge and understanding.</p> <p>Due to changes in the Governing Body, awareness raising needs to be revisited.</p>	<p>Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently.</p> <p>All staff will explicitly use the language of thinking skills with pupils.</p> <p>Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills.</p> <p>Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding.</p> <p>Many pupils will develop effective higher order thinking skills - analyse, evaluate and create.</p> <p>Many pupils will explicitly use the language of thinking skills within their learning.</p>

Year 3 High Level Targets	
Year 3	<p>Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practise these skills and apply them independently, leading to a culture within classrooms that is dynamic, creative and engaging.</p> <p>Most pupils will be able to use their higher order thinking skills effectively and as a result most pupils will be making good progress towards the realisation of the four purposes. Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning.</p>

Priority 2	To develop pupils' understanding of their place in the world.	
Why is this a priority?		Success Criteria – What will success look like?
<p>The local, national and international contexts provide key perspectives for learners and are of particular importance in supporting learners to realise the four purposes with a particular focus on become healthy, confident individuals and ethical informed citizens.</p> <p>They help learners make sense of the skills and knowledge they are developing by making connections with surroundings, experiences and events they may be more familiar with. They also introduce learners to less familiar contexts, broadening their horizons, engaging with perspectives different from their own and appreciating wider challenges and issues. These contexts also help them make sense of their relationship with their communities, their national identity and the wider world.</p> <p>In line with the school's vision for the new curriculum, monitoring of pupil voice in summer term 2022, shows we need to strengthen pupils' understanding of their place in the world. The Framework reflects Wales, its cultural heritage and diversity, its languages and the values, histories and traditions of its communities and all of its people. Instilling learners with passion and pride in themselves, their communities and their country is central to the four purposes. Learners should be grounded in an understanding of the identities, landscapes and histories that come together to form their cynefin. This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of others' identities and make connections with people, places and histories elsewhere in Wales and across the world.</p>		<p>Most pupils will be able to talk with some confidence confidently about their community, its history and the people within it.</p> <p>Pupils will show a strong sense of their own identity and about the backgrounds and cultures of pupils within our school.</p> <p>Teachers will begin the teaching of concepts with the local and familiar before developing into a consideration of the unfamiliar and the wider world.</p> <p>Teachers will have improved knowledge and confidence in teaching history of Wales and BME history.</p> <p>Pupils will develop skills in enquiry and discovery and will develop their ability to be curious and to question and to reflect upon evidence.</p> <p>Cynefin will be the driver for curriculum design.</p>

Year 2 and Year 3 High Level Targets	
Year 2	Learners become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality. A website will be created to celebrate Crynant, its past present and the diverse community that has shaped and formed Crynant to this day.
Year 3	<p>Creunant Primary will design a curriculum which naturally incorporates opportunities for learners to: develop empathy and compassion for others; celebrate diverse backgrounds, values and characteristics; develop their own values and sense of identity; develop understanding of people with different beliefs and perspectives; challenge stereotypes.</p> <p>The curriculum will enable our learners to develop a common understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world and how they themselves and their families and communities have contributed to our history.</p>

Priority 3	To develop pupils' Welsh Oracy language skills.
Why is this a priority?	Success Criteria – What will success look like?
<p>Parents have been made aware of language patterns being used through class newsletters and information on classes for adults has been sent out on the school app however information on Apps for parents to use at home needs to be revisited.</p> <p>Good practice has been shared through staff meetings and all teachers have attended appropriate training for their year group.</p> <p>Medium term planning has been reviewed and is in line with the Curriculum for Wales.</p> <p>Welsh coordinator has attended training on resources and these have been shared with all staff in a staff meeting. All new resources available online are highlighted to staff in email communications.</p> <p>Monitoring during summer term 2022To develop spelling across the curriculum. September 2022 - July 2023 (Year 2 of plan) shows</p> <p>In Foundation Phase, most pupils are able to put their name cards on appropriate questions during Helpwr Heddiw Role, however, pupils now need to develop the confidence to lead this themselves. When discussing the 'tywydd' Helpwr y Heddiw pupils are able to prepare the weather chart flash cards and independently ask questions to which the majority of children could answer correctly. Most pupils are able to demonstrate an understanding of a range of commands given in Welsh throughout the day by the teacher. However, pupils now need to give these commands themselves. The majority of pupils take part in teacher led songs such as 'Hwyl fawr ffrindiau'. However, pupils now need to lead these songs themselves.</p> <p>In lower KS2, most pupils are able to use a variety of patterns. When discussing the 'Tywydd' the Helpwr Heddiw prepares the weather chart flashcards before asking questions. The Helpwr Heddiw was able to praise their peers. The whole class are able to repeat sentence patterns that were used to reinforce their learning, however Helpwr Heddiw now need to become more independent at leading sessions</p> <p>In upper KS2, every pupil is able to answer cinio/brechdanau during the register. However, this needs to be developed with more complicated sentence patterns with pupils taking the lead role.</p>	<p>In Foundation Phase Helpwr Heddiw will be able to use Cymraeg bob dydd independently with less teacher guidance. Pupils will be able to incorporate question and answer sessions to consolidate learning.</p> <p>In lower KS2, Helpwr Heddiw will be more independent at leading sessions.</p> <p>In upper KS2, pupils will develop sentence patterns when discussing the 'Tywydd' with the involvement of all pupils. Pupils will develop sentence patterns when discussing feelings with the involvement of all pupils.</p> <p>Pupils will become independent at giving commands and praise.</p> <p>Throughout the school, there will be reduced variation in the level of Welsh used during Welsh lessons and drilio and when initiating conversations.</p> <p>Throughout the school, most pupils will be able to initiate simple conversations appropriate to their age and ability with peers and adults with increasing confidence.</p> <p>There will be greater engagement in Welsh between pupils and staff and between pupils outside of the classroom during break times and assemblies.</p>

When discussing the 'Tywydd' all MAT pupils are able to ask and answer 'Sut mae'r tywydd heddiw?' 'Mae hi'n ... a ... ond dydy hi ddim yn...'.However, this needs to be further developed with the involvement of all pupils asking and answering questions.	
Year 2 and Year 3 High Level Targets	
Year 2	<p>Most pupils will initiate conversation in Welsh outside of the classroom with peers and adults alike.</p> <p>As part of monitoring exercises, most pupils of varying age and ability will be able to engage in a conversation using patterns appropriate to their age.</p> <p>Higher than average Welsh oracy outcomes will increase in line with higher levels of engagement.</p> <p>Most pupils will improve their Welsh oracy skills in particular 'asking for, understanding and communicating simple information'.</p>
Year 3	<p>Nearly all pupils will initiate conversation in Welsh outside of the classroom with peers and adults alike.</p> <p>As part of monitoring exercises, nearly all pupils of varying age and ability will be able to engage in a conversation using patterns appropriate for their age.</p> <p>Higher than average Welsh oracy outcomes will continue to increase in line with higher levels of engagement.</p> <p>Nearly all pupils will improve their Welsh oracy skills 'asking for, understanding and communicating simple information'.</p>

Priority 4	To develop spelling across the curriculum. September 2022 - July 2023 (Year 2 of plan)																						
Why is this a priority?		Success Criteria – What will success look like?																					
<p>Timetables to provide explicit opportunities for pupils to develop their spelling skills have been developed and teachers have begun to teach spelling strategies however these have not been followed as a priority and as a result monitoring shows that the teaching of strategies needs to be further developed. In Year 2, most pupils use spelling strategies such as segmenting, or sounding out. Formation of letters is developing through RWI and 'actions'. In Year 4, a minority of pupils use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, as well as breaking down words into syllables and sounding out. In Year 6, many pupils have strategies for spelling unfamiliar words, such as breaking them down into syllables, using a dictionary/thesaurus, using squiggle sheets and LCWCh.</p> <table border="1" data-bbox="112 719 1276 963"> <thead> <tr> <th>2022</th><th>Below</th><th>Up to 6 months above</th><th>More than 6 month above</th></tr> </thead> <tbody> <tr> <td>Year 3</td><td>73%</td><td>13%</td><td>13%</td></tr> <tr> <td>Year 4</td><td>47%</td><td>6%</td><td>47%</td></tr> <tr> <td>Year 5</td><td>33%</td><td>33%</td><td>33%</td></tr> <tr> <td>Year 6</td><td>54%</td><td>7%</td><td>39%</td></tr> </tbody> </table> <p>Although progress is being made and in all but one year group numbers of pupils below their Chronological Age in spelling are declining, there continues to be a significant number of pupils below their chronological age throughout KS2.</p>		2022	Below	Up to 6 months above	More than 6 month above	Year 3	73%	13%	13%	Year 4	47%	6%	47%	Year 5	33%	33%	33%	Year 6	54%	7%	39%	<p>Most pupils in the upper foundation phase will be able use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed</p> <ul style="list-style-type: none"> • spell highfrequency words correctly. • Most pupils in lower KS2 will be able to use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. words with more complex patterns • By the end of KS2 most children will use strategies to spell correctly polysyllabic, complex and irregular words. • Throughout KS2 most pupils will be able to demonstrate a growing range of spelling strategies with a greater degree of independence. • Reduced variation in performance of spelling and pupils' ability to tackle more complex vocabulary. 	
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What will success look like after 3 years?

- The majority of pupils in the upper foundation phase will be able use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed, spell highfrequency words correctly.
- The majority of pupils in lower KS2 will be able to use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. words with more complex patterns.
- By the end of KS2 the majority of pupils will use strategies to spell correctly polysyllabic, complex and irregular words.
- Throughout KS2 most pupils will be able to demonstrate a growing range of spelling strategies which they use independently