

Gnoll Primary School

Ysgol Gynradd Y Gnoll



"Together we Nurture, Inspire and Achieve"
Gyda'n Gilydd rydym yn Meithrin, Ysbradoli a Chyflawni

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School Development Plan
2023- 2026

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1. School Context

Headteacher: Mr. Rhys Harris **Deputy Headteacher:** Miss Faye Evans

Chair of Governors: Cllr. Alan Lockyer

Number on roll: 358

Gnoll Primary School is located in a traditional industrial Welsh town in the picturesque Neath Valley. The town is located on the river Neath, 7 miles (11 km) northeast of Swansea. The school is easily accessible from the M4 motorway.

The language of the community is predominantly English.

Everyone associated with the school strives to meet the needs of the children in its care. We work hard to create a culture where children value themselves, their school, and their community. Children need to see that education is the vehicle, which provides individuals with greater choice in future years, as they become discerning adults.

Gnoll Primary School is a caring school with a dedicated, hardworking team committed to raising standards.

The school is currently organised into 14 classes of single and mixed age groups. There are at present 17 teachers, and 22 TA's.

Our School Vision:

“Together we Nurture, Inspire and Achieve”
Gyda'n Gilydd rydym yn Meithrin, Ysbradoli a Chyflawni

Our vision, at Gnoll Primary School, is for everyone to thrive as part of a happy, ambitious, inclusive community where we are all encouraged and nurtured to achieve our very best.

Commitment towards building a community where we will be empowered to change our own lives and the lives of those around us.

Opportunities to develop a sense of value; gain experiences, skills and knowledge; as well as fostering confidence, resilience and empathy are created.

Mutual respect, trust and support is paramount. We celebrate diversity, encourage inclusion for all and develop collaborative skills to enable effective contributions to our local community and the wider world.

Making memories in an environment which enables us to become confident, curious and inquisitive learners.

Understanding new concepts that will capture our interests and stimulate our imaginations; developing ownership and decision making, equipping us with the knowledge, skills and dispositions for future challenges as lifelong learners.

Nurture and wellbeing is at the heart of our school. We are committed to creating a safe, happy and caring learning environment where we support each other to thrive and succeed.

Involvement of parents, carers, staff, governors and the wider school community to become actively involved in our lives and learning, encouraging us to be ambitious and aim for future successes which will, in turn, help to shape and strengthen our community.

Through excellent teaching, we will deliver an inspiring curriculum tailored to provide opportunities to develop skills and explore concepts which are empowered to become motivated learners who will discover and build on our interests whilst fostering a sense of pride in our Welsh heritage.

Young people have opportunities to engage with contemporary issues and link with their community and the wider world, becoming aware of our rights and the rights of others.

2. Contextual Information

Strategic Overview 2023-2024

Workforce Planning: number of fte TEACHERS	14.5 (inc HT)				
Workforce Planning: number of fte SUPPORT STAFF	LSC	Lower	Upper	1:1s Mainstream	Wellbeing
	4	7	3	7	2

2023-24	Nursery	Reception	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Total
Eligible for Free School Meals		18	13	19	20	16	25	21	131 (41%)
Children's Services	0	2	2	2	2	1	3	4	16
Looked After Children	0	0	0	0	1	0	1	3	5
English as an Additional Language	3	1	1	3	1	2	4	2	16
School Maintained IDP (Individual Development Plan)	1	2	0	1	0	2	2	1	9
LA (Local Authority) Maintained IDP	0	5	2	0	1	0	0	1	9
School Concern Level	11	5	4	1	5	6	10	9	51
Statement (Old Format)	0	0	0	3	5	2	6	3	14

3. Self-Evaluation Calendar 2023-24

Autumn Term				
Pupil Progress	ALN	Monitoring	Teacher Development	Governors
Pupil Progress Meetings (PPMs)	Ensure 1 page profiles are in place (all year groups)	Planning: Half termly by Phase/ Curriculum Leader (Short Term and Medium Term)	Performance Management Lesson Observation Focus: Mathematics	SOP Priorities shared
Assessments: Progression Step Trackers	PCR- in line with date on IDP	Learning Walk (ip) lessons, learning environments, pupil voice, books, planning	Triads Focus: Collaboration	Governors allocated to SOP targets (ip) invitation to learning walks and monitoring activities)
Ongoing Assessments eg LNF, DCF, IS, RWI, WRM	Interventions	Focus: Reading, Mathematics, Concepts	ADDS	ALN Meeting
Literacy Groups: Reading and Spelling Ages- December		Lead- Curriculum Coverage	INSET	Attendance Meeting
Autumn Core Visit				
Spring Term				
Pupil Progress	ALN	Monitoring	Teacher Development	Governors
Pupil Progress Meetings (PPMs)	Ensure 1 page profiles are in place (all year groups)	Planning: Half termly by Phase/ Curriculum Leader (Short Term and Medium Term)	Performance Management Lesson Observation Focus: Reading	SOP Priorities reviewed and updated
Assessments: Progression Step Trackers	PCR- in line with date on IDP	Learning Walk (ip) lessons, learning environments, pupil voice, books, planning	ADDS	ALN Meeting
Ongoing Assessments eg LNF, DCF, IS, RWI, WRM	Interventions	Focus: Reading, Mathematics, Concepts	INSET	Attendance Meeting
Literacy Groups: Reading and Spelling Ages- December		Lead- Curriculum Coverage		
Summer Term				
Pupil Progress	ALN	Monitoring	Teacher Development	Governors
Pupil Progress Meetings (PPMs)	Ensure 1 page profiles are in place (all year groups)	Planning: Half termly by Phase/ Curriculum Leader (Short Term and Medium Term)	Performance Management Lesson Observation- Completed	SOP Priorities evaluated
Assessments: Progression Step Trackers	PCR- in line with date on IDP	Learning Walk (ip) lessons, learning environments, pupil voice, books, planning	Triads Focus: Collaboration	ALN Meeting
Ongoing Assessments eg LNF, DCF, IS, RWI, WRM	Interventions	Focus: Reading, Mathematics, Concepts	ADDS	Attendance Meeting
National Tests Literacy Groups: Reading and Spelling Ages- December		Lead- Curriculum Coverage	INSET	Feedback to Full GS
Summer Core Visit				

4. School Improvement Plan 2023 - 2026

Priority 1	SER Link:	IA1	<input checked="" type="checkbox"/>	IA2	<input checked="" type="checkbox"/>	IA3	<input checked="" type="checkbox"/>	IA4		IA5	<input checked="" type="checkbox"/>
	To develop the teaching and learning of reading in Languages, Literacy and Communication in order to improve standards in reading in particular the skills of inference, deduction, skimming, scanning, responding to texts and questioning skills.										
Group Responsible	Lead Person: Sophie Mogford							Rights of the Child:			
	Supported by: Donna Harcombe & Laura Evans										
	Other Agencies: Helen Harris (RWI Leader)							Article 30 - Minority culture, language, and religion.			
What does Self Evaluation tell us needs to improve?						Success Criteria					
“Why is this a priority?”						“What will success look like after 1 year?”					
<p>This target was identified after home learning engagement due to Covid 19 which identified learners' experiences were vastly different. Pre-covid weekly, daily reader targeted groups and guided reading sessions were embedded across the school. Restrictions regarding mixing contacts hindered this practice on return to school.</p> <p>From, data gathered in October 2020 - 50% of pupils had a reading age appropriate to their chronological age. This was a drop of 17% from the previous year. In addition, 56% pupils had a spelling age appropriate to chronological age. As a result, whole school learning walks have identified that a majority of pupils did not know their phonics and were unable to read at their expected level.</p> <p>RWI Data from July 23 indicates that following 1 year of RWI:</p> <p>73% of pupils in Rec- Y2 are accessing RWI at or above the expected level for their age with 41% of Y3 pupils accessing Literacy, having completed all levels of RWI. Nearly all pupils in Y4-6 are now accessing Literacy, having completed all levels of RWI with the exception of 15 pupils who are accessing the Fresh Start Intervention during the afternoon sessions.</p> <p>A learning walk carried out in June 23 indicated that whereas a majority of pupils were using decoding skills to very good effect whilst reading, there was a need to develop the more sophisticated skills of inference, deduction, skimming, scanning, responding to texts and questioning skills.</p>						<ul style="list-style-type: none"> Nearly all pupils will have made progress with their phonics knowledge, using Read Write Inc assessment procedures as markers Majority of pupils in Years 4, 5 & 6 will be accessing non RWI based literacy lessons All staff will explicitly use the Read Write Inc scripts with pupils and will identify appropriate opportunities for pupils to develop their reading skills in a range of learning experiences so that the majority of pupils will be using their reading within their learning. Nearly all pupils will have made progress in terms of the ‘reading’ and ‘writing’ strand of the Literacy framework Fast track tutoring and ‘Fresh Start’ interventions will be embedded to support pupils in need of 1:1 phonics support Refurbishment of the school library to promote a ‘reading for pleasure’ culture within the school As part of literacy lessons, pupils will join a guided reading session weekly where they will develop their reading skills (inference, deduction, skimming, scanning, responding to texts and questioning skills). Majority of all pupils accessing literacy lessons will be able to use their skills of inference, deduction, skimming, scanning, responding to texts and questioning skills whilst discussing texts and asking and answering questions. Majority of pupils accessing literacy lessons will be able to identify and describe the skills of inference, deduction, skimming, scanning, responding to texts and questioning skills. 					
What will success look like after two years?											

- Continued improvements in pupil progression with reading and writing skills
- Greater number of pupils working at their expected progression step with reading and writing skills
- Nearly all pupils in Years 3, 4, 5 & 6 accessing literacy lessons – Fresh Start being used solely as an intervention
- Further embedding of Read Write Inc and Fresh Start Programme within the school
- Further promotion of a 'reading for pleasure' culture within the school and a development of the school library

What will success look like after three years?

- Continued improvements in pupil progression with reading and writing skills
- Greater number of pupils working at their expected progression step with reading and writing skills
- Most pupils in Key Stage 2 accessing literacy lessons
- Around half of pupils in Year 2 accessing literacy lessons by Summer Term.
- Further embedding of Read Write Inc and Fresh Start Programme within the school
- Further promotion of a 'reading for pleasure' culture within the school and independence in the use of the school library

Milestones

<i>Actions</i>	<i>Lead Person</i>	<i>Timescale</i>	<i>Cost</i>
1. Vision			
We will improve pupils' phonological knowledge with a consistent whole school approach to the teaching of reading and spelling as well as developing their skills of inference, deduction, skimming, scanning, responding to texts and questioning skills as appropriate. Pupils will work in smaller homogenous groupings for RWI as well as in Literacy and guided reading sessions to ensure that they are targeted, supported and challenged at an appropriate level. The aim is for pupils to become fluent, readers, confident speakers, and willing writers.			
2. Review Curriculum			
<ul style="list-style-type: none"> • Review school's planning for Reading opportunities being delivered throughout the school. • Review pupils' Reading scores based on previous NFER/Burt Reading assessments and RWI assessments. Use the new RWI assessments to group pupils and identify pupils for fast-track tutoring intervention. Monitor the pupils reading ages and RWI levels closely and ensure the tracking system is robust. • Complete an audit of Reading resources currently used in school. Ensure that resources, provision, and expectation is carefully mapped out throughout the school (focus on existing guided reading books and the library provision). • Monitor planning and carry out learning walks termly to ensure reading is taught consistently across the school and have opportunities for developing cross curricular reading skills • LE and DH to have non-contact time to monitor RWI and guided reading 			
3. Developing Teaching			



<ul style="list-style-type: none"> Identify opportunities for pupils to practice reading skills Continue to develop a consistent approach to 'Read Write Inc/Fresh Start within the school Ensure a consistent approach to guided reading Collect start data from RWI Assessments to identify % of pupils below/achieving expected reading levels and monitor/ track this closely Priority lead/HT to identify opportunities for individual teacher training courses based on development of reading in Autumn 23- Summer 24 Reading Leads to meet termly for progress meetings with Read Write Inc Trainer Helen Harris LE to lead regular coaching and co-teaching sessions for all staff members during the RWI sessions 			
4. Professional Learning			
<ul style="list-style-type: none"> Adds/Inset based on developing pupil reading skills termly Staff support/training from RWInc Lead Helen Harris through Development Days. (Dates for these are- 14-9-23 RL & Rec Teacher; 16-11-23 RL & HT; 18-01-24 RL & Lead Tutor HSt) Adds termly to share good practice, staff training and feedback from learning walks Triads - focus in Spring Term Performance Management - pupil performance target & lesson observation focus 			
5. Performance Management			
<ul style="list-style-type: none"> Pupil Performance Target – tracking progress of 6 pupils in line with RWI/Fresh Start assessments and NFER Reading scores as appropriate to identified pupils 			
6. Evaluating Progress			
<ul style="list-style-type: none"> Learning walks and listening to learners to evaluate progress towards achieving Reading target Lesson observations linked to Reading target Termly SDP target updates – shared with staff/governors/ parents Feedback of SDP Target Progress/Lesson Observations/Learning Walk to staff, governors Data evaluation of pupil progress from initial September assessment to last summer term assessment in July Data evaluation of impact of Fast Track Tutoring sessions Performance Management reviews/evaluations linked to reading-based personal targets Pupil Progress Meetings- discuss reading progress of each pupil (link to priority 4) 			
7. Involving Stakeholders			
<ul style="list-style-type: none"> Regular feedback to all stakeholders (via meetings and newsletters) Share SIP target with governors and appoint governor for reading. Termly updates with governor and opportunities to be involved in monitoring exercises. 			



<ul style="list-style-type: none"> • Share termly SIP updates with all governors. • RWI Learning Café for parents (link with priority 4- developing a shared understanding of progression) 			
8. Others			
<ul style="list-style-type: none"> • Refurbishment of school library to promote a 'reading for pleasure' culture within the school. Involve school council in designing library. Pupil Voice- School Council to work on this. (RK) • Links with Neath library • Oxford Owl annual fee (home-0school online reading books) • RWI annual fee 			
			Total

Priority 1	
Progress towards achieving our objectives:	
Further Priorities in this area:	

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Lesson Observations (perf.man.) – Data analysis (pupil progress)

Priority 2	SER Link:	IA1	<input checked="" type="checkbox"/>	IA2	<input checked="" type="checkbox"/>	IA3	<input checked="" type="checkbox"/>	IA4		IA5	<input checked="" type="checkbox"/>
	To develop pupils' depth of understanding of mathematical concepts (to include a focus on application of number skills for reasoning and problem solving)										
	Lead Person: Nikki Blackman						Rights of the Child:				



Group Responsible	Supported by: Nerys Jones Other Agencies: Debbie Thomas (TDO)	Article 29 – Aims of Education
What does Self Evaluation tell us needs to improve? “Why is this a priority?”		Success Criteria “What will success look like after 1 year?”
Following whole-school Mathematics and Numeracy monitoring in March 2022, it was evident that it needed to become a priority. It was evident that most pupils did not have an in-depth understanding of the key concepts of place value. Most pupils can use every day mathematical language to talk about their ideas and choices and were able to select appropriate mathematics and techniques to use, however, only a minority of pupils use precise mathematical language and mathematical fluency. Most pupils are able to present work in a variety of ways e.g., orally, pictorially and in written forms, however, we need to reinforce the need for a verbal, concrete pictorial, and then abstract approach to the teaching of concepts. The majority of pupils can identify steps to reach a solution and identify appropriate operations and methods when solving problems. However, very few can explain their thinking (this can be supported with the use of manipulatives and pictorial representations) and discuss ways of checking answers both for reasonableness and accuracy.		<ul style="list-style-type: none">• Around half of pupils will be working within their age-appropriate progression step in Mathematics and Numeracy - The number system is used to represent and compare relationships between numbers <i>and quantities</i>.• A majority of pupils use mathematical talk and the correct mathematical language.• Around half of pupils will be able to make up their own examples and explain their thinking.• Many pupils will be able to support their mathematical thinking with the use of manipulatives and pictorial representations.• Many pupils will be able to discuss ways of checking answers for reasonableness and accuracy.
What will success look like after two years?		
<ul style="list-style-type: none">• A majority of pupils will be working within their age-appropriate progression step in Numeracy - <i>The number system is used to represent and compare relationships between numbers and quantities</i>.• Many pupils use mathematical talk and the correct mathematical language.• A majority of pupils will be able to make up their own examples and explain their thinking.• Most pupils will be able to support their mathematical thinking with the use of manipulatives and pictorial representations.• Most pupils will be able to discuss ways of checking answers for reasonableness and accuracy.		
What will success look like after three years?		
<ul style="list-style-type: none">• Most pupils will be working within their age-appropriate progression step in Maths and Numeracy - The number system is used to represent and compare relationships between numbers <i>and quantities</i>.• Nearly all pupils use mathematical talk and the correct mathematical language.• Most pupils will be able to make up their own examples and explain their thinking.• Nearly all pupils will be able to support their mathematical thinking with the use of manipulatives and pictorial representations.• Nearly all pupils will be able to discuss ways of checking answers for reasonableness and accuracy.		
Milestones		



Actions	Lead Person	Timescale	Cost
1. Vision			
We will continue to improve pupils' understanding of the key concepts of place value and develop pupils' depth of understanding around place value. We will further reinforce the need for a verbal, concrete pictorial, and then abstract approach to the teaching of concepts, which in turn, will support pupils with their use of precise mathematical language and their fluency as well as their skills of reasoning and problem solving. Pupils will use mathematical talk and the correct mathematical language. Pupils will be able to make up their own examples, explain their thinking and discuss ways of checking answers, both for reasonableness and accuracy.			
2. Review Curriculum			
<ul style="list-style-type: none"> Further develop use and delivery of the White Rose Maths scheme in developing pupils' understanding of the number system. Audit resources to support pupils with the use of manipulatives and pictorials. Assess whether pupils would be better supported through targeted grouping. Monitor planning to ensure Maths lessons provide opportunities for verbal, concrete, pictorial and abstract approaches. Monitor Lower School planning to ensure continuous and enhanced provision provide opportunities for pupils to develop their understanding of the number system. Monitor Upper School planning to ensure opportunities for pupils to develop their understanding of the number system in the outdoors. 			
3. Developing Teaching			
<ul style="list-style-type: none"> Teachers would benefit from professional learning focused on developing pupil's depth of understanding around place value. (White Rose Maths scheme) Debbie Thomas (TDO) is going to support the school through a carefully planned cycle of lesson planning (3-10-23), coaching (10-10-23), monitoring (28-11-23) and Adds (20-11-23 Additive Reasoning; 22-01-24 Multiplicative Reasoning; 27-04-24 Fractions). Maths lessons, from the earliest teaching, should involve a focus on mathematical talk. Ensure there is an emphasis on verbal, concrete, pictorial and abstract approaches. Use of outdoors to support the pupils understanding of the number system. 			
4. Professional Learning			
<ul style="list-style-type: none"> Adds focusing on White Rose Maths termly. Staff support/training - visit schools which have implemented WRM successfully. . Triad lessons to share good practices linked with DT coaching sessions. Performance Management lesson observations. Support from Numeracy Coordinator/Shadow Numeracy Coordinator. Support from D.Thomas to embed WRM and offer advice (see dates). 			



5. Performance Management			
<ul style="list-style-type: none">NB to include a WRM target for leadership.NB and NJ to attend courses and visit schools which currently use WRM.Whole school PM target.			
6. Evaluating Progress			
<ul style="list-style-type: none">Learning walks and listening to learners to evaluate understanding and progress within the Number system progression steps.Lesson observations linked to Place Value and the number system.Termly SDP target updates – shared with staff/governors.Link governor for SDP Target to be identified and met with termly.Feedback of SDP Target Progress/Lesson Observations/Learning Walk to staff, governorsRegular planning reviews to ensure staff are using White Rose Math's to develop the pupils' depth of understanding around place value.			
7. Involving Stakeholders			
<ul style="list-style-type: none">Invite governors to join learning walks.Parent group to support Numeracy skillsParent group to be held (link with priority 4 – developing a shared understanding of progression)			
8. Others			
Resources to support teaching and learning			
White Rose Maths- annual subscription			
			Total
Priority 2	To develop pupils' depth of understanding of mathematical concepts.		
Progress towards achieving our objectives:			

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Lesson Observations (perf.man.) – Data analysis (pupil progress)



Priority 3	SER Link:	IA1	<input checked="" type="checkbox"/>	IA2	<input checked="" type="checkbox"/>	IA3	<input checked="" type="checkbox"/>	IA4		IA5	
	To further develop a shared understanding of how to implement a concepts-based approach of Curriculum for Wales (with a focus on AfL, collaboration and critical thinking)										
Group Responsible	Lead Person: Emma Fielding Supported by: All Staff Other Agencies: ESO Anne Stoker and Tracy Hazel							Rights of the Child:			
								Article 17 – Access to Information			
What does Self Evaluation tell us needs to improve? “Why is this a priority?”						Success Criteria “What will success look like after 1 year?”					
<p>The school started to implement a termly, whole school concept-based approach to the delivery of learning in January 2022. A whole school INSET day took place in November 2021 to introduce the idea of ‘concept learning’, with an emphasis on planning learning linked to Higher Order Thinking Skills (HOTS). Following a curriculum-based learning walk in April 22, it was evident that there was a depth of coverage in HOTS and teachers’ planning evidenced the ‘I do, we do, you do’ teaching approach to HOTS. However, following evaluation of summer term 22 planning, it is clear that there needs to be an in-depth whole school shared understanding of concepts learning, the long-, medium- and short-term planning process and ensuring a breadth of coverage in line with Curriculum for Wales requirements.</p> <p>During 22-23, medium term planning in all phases contain appropriate descriptions of learning linked to progression steps, HOTS, cross curricular learning and relevant knowledge that needs to be delivered, demonstrating progression following inner (self) to outer (Wales and beyond) focus as pupils move through the school. However, it did not contain reference to pupils integral skills. There was a range of stimuli evident across the school including picture books, media and real-life experiences. This practise needs to be continued and further embedded. It is evident from monitoring (inc lesson observations and staff questionnaires), that pupil skills of collaboration and critical thinking need to be further developed as well as staff use of Assessment for Learning strategies in order to support pupil progress.</p>						<ul style="list-style-type: none">• Concept-based learning will be delivered in all terms.• Staff will have an understanding of the difference between concepts and topic learning.• Staff will be aware of the elements of a progressive curriculum.• Planning will be organised to follow Curriculum for Wales requirements and demonstrating a progressive approach.• System of tracking and ensuring coverage of Curriculum requirements is implemented.• Staff will have a further understanding of Higher Order Thinking Skills and how these can be used in learning.• Staff will be aware of Integral Skills curriculum requirements and will include these in their teaching and learning experiences.• Majority of pupils will be able to explain the different types of thinking skills and link these to their learning (at an age-appropriate level).• Elements of a progressive curriculum will continue to be explained to pupils in an age-appropriate language (e.g., 4 purposes, AoLEs, integral skills).					
What will success look like after two years?											
<ul style="list-style-type: none">• 2nd year of 3-year Concepts map.• Long, medium- and short-term planning will show increasing coverage of Curriculum for Wales requirements.• Further implementation of tracking system to ensure coverage of Curriculum for Wales requirements.• Continued development and deeper understanding of concept-based learning.• Continued pupil understanding of a progressive curriculum (at an age-appropriate level)• Many pupils able to explain different types of thinking skills and link these to their learning.											



What will success look like after three years?

- 3rd year of 3-year Concepts map – planning process to be embedded
- Tracking system to show coverage of Curriculum for Wales requirements is embedded
- Most pupils able to explain different types of thinking skills and link these to their learning
- Most pupils will show an understanding of the elements of a progressive curriculum (at an age-appropriate level)

Milestones

<i>Actions</i>	<i>Lead Person</i>	<i>Timescale</i>	<i>Cost</i>
1. Vision			
Following implementation of concept-based learning in Spring 2022, further development is required to ensure all staff and pupils are familiar with the approach. Curriculum Lead will continue to work as part of the LA Curriculum Professional Learning Network group to ensure a planning process which encompasses all curriculum requirements and ensure depth and coverage in the delivery of teaching and learning whilst delivering an exciting, purposeful and relevant curriculum.			
2. Review Curriculum			
<ul style="list-style-type: none"> • Review current planning procedures and monitor planning regularly • Evaluate staff understanding of 'concept-based learning.' • Questionnaire to evaluate staff confidence/ understanding of the 12 pedagogical principles (Re-visit in Summer 24 to evaluate impact/ progress). • Staff to look closely at elements of curriculum and plan for opportunities for children to develop skills linked to e.g., 4 purposes, What Matters statements, Progression Steps, HOTS, Integral Skills, Cross Curricular Skills. • Evaluate coverage of curriculum elements • AoLE Leaders and curriculum leaders to be allocated time to monitor coverage, progression and approaches throughout the year (½ day allocated per week for Curriculum Lead). 			
3. Developing Teaching			
<ul style="list-style-type: none"> • Overview of planning procedures delivered to all staff in September INSET – 4th • Whole school Adds termly (Autumn Term 27th November) to look at concept-based learning and emphasis on understanding and defining concept and to carry out Spring term planning, ensuring progression. • All staff to work in phases to complete Medium Term planning • Regular Adds sessions to improve teachers' knowledge of curriculum elements (ESO Tracey Hazel 9-10-23, Emma Fielding, Curriculum TDOs) • Regular monitoring of short-term planning (phase leaders) • Termly monitoring of medium-term planning coverage (curriculum lead) • ADDS on Teaching Strategies (TDO Tracey Hazel) and Emma Fielding (Curriculum Lead) 			
4. Professional Learning			



<ul style="list-style-type: none">• ADDS on Teaching Strategies (TDO Tracey Hazel) and Emma Fielding (Curriculum Lead)• INSET and Adds to be timetabled to focus on Curriculum for Wales.• EF to attend NPT Teaching and Learning Pioneer Group• Support from NPT TDOs and ESOs to include coaching sessions (Both Debbie Thomas and Rhian Ashton have been booked termly for this).• Cluster based working• Further research into area through case studies, enquiry, publications etc.			
5. Performance Management			
<ul style="list-style-type: none">• All staff achieved their target linked to 22-23 'Whole School Priority 1 - <i>'To further develop a shared understanding of how to implement a "Concepts" approach of Curriculum for Wales'</i>• EF to attend the LA Curriculum Professional Learning network			
6. Evaluating Progress			
<ul style="list-style-type: none">• Learning Walks with staff and pupil feedback• Regular monitoring of planning by phase leaders and curriculum lead• Link with assessment procedures to identify impact concept-based learning is having on pupil progress• Pupil progress meetings• Pupil voice• Questionnaires to gauge pupil attitudes towards the curriculum			
6. Involving stakeholders			
<ul style="list-style-type: none">• Regular feedback to staff regarding Curriculum developments• Share SDP target with Curriculum governors sub committee. Termly updates with appointed priority Governors and ensure opportunities are present for them to be involved in monitoring exercises.• Share termly SDP updates with all governors.• Concept approach discussed in Meet the Teacher parent meetings• Pupil Voice at all ages forms part of planning			
8. Others			
			Total
Priority 3			
Progress towards achieving our objectives:			



Priority 4	SER Link:	IA1		IA2		IA3	<input checked="" type="checkbox"/>	IA4		IA5	<input checked="" type="checkbox"/>
	To implement new curriculum reform guidance on assessing pupil progress (to further develop and embed processes and develop understanding of parents and carers –linked with Community Focused School enquiry)										
Group Responsible	Lead Person: Faye Evans Supported by: All Staff Other Agencies: ESO JR						Rights of the Child:				
							Article 3 – Best Interests of the child				
What does Self Evaluation tell us needs to improve? “Why is this a priority?”						Success Criteria “What will success look like after 1 year?”					
<p>A shared understanding of progression is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities.</p> <p>The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils' knowledge and understanding, skills and capacities, and attributes and dispositions. (Progression Code 2.2)</p> <p>The code outlines 5 overarching principles of progression:</p> <ul style="list-style-type: none">• increasing effectiveness• breadth and depth of knowledge• deepening understanding• refinement and application of skills• transferring learning into new contexts <p>The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to have a robust understanding of how children learn through the development of teaching styles which support pupils higher order thinking skills and the understanding of integral skills and how these can be facilitated, supported and developed as part of the Curriculum for Wales.</p> <p>We will continue to develop and further embed our tracking system, based on capturing effective and accurate assessments of individual pupils that can be used to track pupil progress. This will support the school to track progress of individuals, different groups of learners, and cohorts. The “Learning Journal” will use progression steps as a basis for its tracking system. However, Gnoll Primary School recognises assessment is wider. The school will seek to develop purposeful formative assessment models to accurately assess and support personalised pupil progress in literacy, numeracy, digital competence as well as integral skills.</p>						<ul style="list-style-type: none">• All learners are respected and challenged to achieve the best that they are capable of, while being supported to overcome barriers that inhibit their learning. <p>The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this.</p> <p>Long, medium and short term curriculum planning will ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>Formative Assessment</p> <p>Provision</p> <p>Most teachers support pupils to understand WHY they are learning what they are learning</p> <p>Most teachers provide pupils with effective feedback to enable pupils to progress with their learning</p> <p>Most teachers provide pupils with the opportunity to action the feedback provided and to improve their work</p> <p>Many teachers are able to adapt their provision based on observations of learners' needs, misconceptions, etc</p> <p>Learning</p> <p>Many pupils are clear on WHY they are learning what they are learning</p> <p>Many pupils self-assess their work well, identifying strengths and how to improve it</p> <p>Many pupils are clear on what they are doing well and what they need to improve (next steps)</p>					
What will success look like after two years?											



- Pupils' literacy, numeracy and digital competency skills will be assessed formatively, and progress tracked.
- Pupil development of integral skills will be evidenced and collated to form their personal 'Learning Journal.'
- At an appropriate level, pupils will contribute self-assessment to their learning journals and have a key role in identify how to move their learning forward.

What will success look like after three years?

- The process will be embedded.
- Parents will have an understanding of progression and their crucial role in supporting their children.

Milestones

<i>Actions</i>	<i>Lead Person</i>	<i>Timescale</i>	<i>Cost</i>
1. Vision			
DHT to work with Local Authority professional learning group (following on from CAMAU) to refine new tracking system aligned to CfW progression steps as well as sharing practice as a cluster of schools. DHT to continue to develop an evidence-based assessment portal (My Learning Journal) to collate evidence of pupil's progress in developing integral skills throughout their time in Gnoll Primary School.			
Progression to continue to form a regular part of Adds and INSET timetables including the opportunity for staff to reflect upon work carried out during 22-23 on developing pedagogy in line with the principles of progression towards the four purposes.			
Continue to review, evolve, and design our school's curriculum to ensure that pupils are provided with opportunities to develop a depth of knowledge as well as a broad transferable skill set. As a whole staff, continue to look closely at the assessment guidance and develop a shared understanding of progress as well as reviewing current practice in school.			
Continue to develop a shared understanding of progression within school and cluster via -regular Adds and INSET times for dedicated professional learning dialogue Shared INSET- discuss the possibility of a cluster INSET day during cluster HT meeting. Governors- allocated Governor for Assessing Progress, termly meeting with the Governor; Presentation to governors Parent meeting, learning cafes Parent focus group to be set up to ensure opportunities for focused dialogue around developing a shared understanding of progress and how to do this realistically and purposefully with parents. Learning walks and Pupil Progress Meetings termly Attendance at the LA Professional Learning Group			
3. Developing Teaching			



Self evaluation calendar identifies regular, systematic opportunities for progress to be monitored.			
PPMs Termly – monitor progress of pupils and look at teacher assessments. Moderate assessments and relate to individual learning journals.			
Professional learning opportunities for all staff eg receiving Adds sessions from TDO Tracey Hazel (scheduled for November '23) looking at a range of strategies.			
Curriculum Lead (EF) to attend LA Curriculum professional Learning group and Teaching and Learning workshops including follow up sessions in school from TDO. Ensure timetabled opportunities for formal feedback and staff training.			
Assessment lead to attend LA professional learning group following on from CAMAU and continue to develop school to school work.			
Priority areas following on from 22-23 SER include AfL strategies. EF to deliver ADDs session on AfL and shared good practice identified in school.			
4. Professional Learning			
<ul style="list-style-type: none"> Cluster- all schools within the cluster to share their practice with regards to progression, discuss a shared INSET day 23-24 CAMAU- Assessment lead to attend LA professional learning group following on from CAMAU and continue to develop school to school work. NPQH LET for the current DHT to focus upon assessing progress 			
5. Performance Management			
Whole school priority to link with priority 4			
6. Evaluating Progress			
<p>New tracking system aligned to CfW progression steps and LNF.</p> <p>PPMs Termly – monitor progress of pupils and look at teacher assessments. Moderate assessments and relate to individual learning journals.</p> <p>Monitor pupil engagement with their learning and assessment process- can they discuss their learning and identify areas for development?</p> <p>Self evaluation activities- Self evaluation calendar identifies regular, systematic opportunities for progress to be monitored.</p> <p>Governors- allocated Governor for Assessing Progress, termly meeting with the Governor; Presentation to governors</p>			
7. Involving Stakeholders			
Assessment system training Adds 2-10-23			



Share Assessment training and reviews system with all staff including TAs (teaching assistants) during INSET (December 22 nd).			
Allocate a Governor for Assessment. Meet with Governor termly to update on progress and practise.			
Share Pupil Assessment data with parents as well as the Learning Journal evidence during progress meetings (Termly).			
Share Assessment data with pupils (linking with self-assessment) as well as the Learning Journal evidence during the term (identify key pupils to focus on during a half term).			
We will hold a parent focus group to form part of an enquiry around parental understanding of progression and to identify the needs of our whole school community (link with Community Focused School Enquiry Network)			
8. Others			
			Total
			£

Priority 4	
Progress towards achieving our objectives:	
Further Priorities in this area:	

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Lesson Observations (perf.man.) – Data analysis (pupil progress)



Priority 5	SER Link:	IA1		IA2		IA3		IA4		IA5	<input checked="" type="checkbox"/>
	To improve pupil attendance and close the gap between eFSM and Non-eFSM pupil attendance so that it is in line with LA (currently +1.33% at 7.27% difference with the LA at 5.94%)										
Group Responsible	Lead Person: Faye Evans Supported by: All Staff and Pupil Senedd group Other Agencies: EWO Nicola Bryant, Claire Hopkin-Attendance Governor						Rights of the Child:				
							Article 28 – Access to Education				
What does Self Evaluation tell us needs to improve? “Why is this a priority?”						Success Criteria “What will success look like after 1 year?”					
Whole school attendance has decreased by 4.9% to 88.34% since 2018/19 (pre-pandemic) where it stood at 93.33%. Attendance is broadly in line with the LA (eFSM –1.51%; Non eFSM- 0.18%, Overall- 1.41%). We will aim to close the gap between eFSM and Non-eFSM pupil attendance so that it is in line with LA (currently +1.33% at 7.27% in comparison to the LA at 5.94%). Prior to the pandemic, the gap was at 3.1%. This is a difference of 4.17%. Punctuality- During 22/23 we had 2047 late marks (out of a possible total of 117,000).						The school will continue to carry out regularly monitoring of attendance. The school will continue with weekly attendance rewards and begin termly rewards. Overall attendance will increase to 90%. Attendance of eFSM pupils will increase to 86%, with the gap between eFSM and Non-eFSM reducing to 5.39% which is in line with LA average for eFSM pupils. There will be a reduction in pupils arriving late to school. Many vulnerable learners will make improved progress, particularly in Literacy/ RWI (this takes place during the first session, many children who are late miss this valuable time).					
What will success look like after two years?											
<ul style="list-style-type: none">Overall attendance will continue to be 90%+.The gap between eFSM and Non-eFSM will reduce to 5%.The number of late marks will reduce.											
What will success look like after three years?											
<ul style="list-style-type: none">Overall attendance will continue to be 90%+.The gap between eFSM and Non-eFSM will reduce to 5%.The number of late marks will reduce.											
Milestones											
Actions							Lead Person	Timescale	Cost		
1. Communication with all stakeholders-											



<ul style="list-style-type: none"> ✓ Continue to have fortnightly meetings with EWO – At the beginning of the year, clarify the All Wales Attendance Framework which outlines the statutory guidelines for processes to follow e.g. Letter 1, letter 2, Parental partnership meetings, referral to education welfare service and coding. ✓ Attendance governor, Mrs Claire Hopkin, to be invited to regular meetings. ✓ Effectively communicate the importance of attendance and the school's systems and processes to pupils, staff, governors and parents.inc through meetings and home school agreements. ✓ Ensure coherent communication of the schools systems and clear roles and responsibilities eg Teachers, SLT, HT, ✓ Ensure clear lines of communication and importance of attendance to parents via newsletter, website, text to parents, parents' evenings, meet the teacher meetings, home school agreements, coffee mornings, SDP Coffee Club meetings. ✓ Continue to implement the Local Authority "Traffic Light" system. Termly RAG letters to be sent home to inform parents of pupil attendance and how this is positively or negatively impacting on pupil progress and wellbeing. ✓ Pupil 'Sennedd' group to continue to work on their attendance and punctuality project and continue with the targets identified on their action plan (attached inc lessons to peers, assembly, certificates, banners, late patrol and posters, leaflets). ✓ Share this SDP target with Governors. Meet with Governor with responsibility for attendance on a regular basis and provide them with the monthly data from Carl Glover. Governor to feedback attendance data to FGB meetings on a termly basis. Attendance Governor to also attend meeting with EWO on a termly basis. ✓ Ensure all teachers are aware of their responsibility to raise attendance in their class. Provide teachers with a regular breakdown of attendance for each pupil in their class. Teachers to promote the importance of good attendance and to discuss attendance matters with pupils. 			
2. Target Pupils and Families			
<p>HT/Attendance Lead in collaboration with the EWO to undertake regular analysis of data, to identify:</p> <ul style="list-style-type: none"> ✓ Those pupils who are persistent absentees (80% and below) and those with an attendance rate of less than 90% (Red) ✓ Those pupils who, whilst not persistent absentees, have an attendance rate below 95% (Amber) ✓ Monitor and track the attendance of pupils causing concern on a regular basis (at least fortnightly). Identify patterns of absence, follow up on issues. Discuss pupils causing concern with EWO and agree on any further action required ✓ Implement 1st day response system - text if absence not reported by 9.30 a.m. Follow up with phone call. Consider potential safeguarding concerns. 			



<ul style="list-style-type: none"> ✓ Meet and engage with parents of target pupils to discuss the importance of attendance; to explore barriers; to set attendance target and review progress, on a regular basis. ✓ 1:1 mentoring meetings for target pupils with attendance below 90%. Set pupil target. ✓ Engage with relevant outside agencies to improve attendance of vulnerable pupils e.g Attendance Support Officer (to work with those between 80 and 90%) Currently x5 in LA, x2 Persistent Absenteeism Officers (PAO) social workers, health visitors ✓ Ensure pupils causing concern are an agenda item in transition meetings between schools 			
3. Encouraging strong attendance and reward systems			
<ul style="list-style-type: none"> ➤ Consider the inclusion of EWO at parent's evenings ➤ Consider the use of 'Late Gates' to support punctuality. EWO in partnership with school staff and pupil Sennedd members to greet latecomers. ➤ Rewards: <p>Weekly: Rewards for the class with the best attendance- extra play time. Attendance celebrated weekly in assembly.</p> <p>Termly: Attendance café- on last day of term, HT and Sennedd group to invite 100% pupils to attendance café for snack.</p> <p>Annual: raffle, 100% pupils for each term to have their names placed in a raffle to win a prize (e.g. swimming voucher from Celtic Leisure)</p>			
4. Sharing Good Practice			
<ul style="list-style-type: none"> ✓ Identify schools similar in context where clearly defined roles and responsibilities result in improving attendance. Discuss in Cluster meetings and share practice from school to school. ✓ Identify strategies that have contributed to the strong performance of the schools. ✓ Consider implementing new initiatives. Review and monitor impact. 			
5. Monitoring			
<p>In collaboration with the Pupil Sennedd group, EWO and attendance link Governor, undertake regular data analysis to evaluate progress towards achieving this SDP target.</p> <ul style="list-style-type: none"> ✓ Is attendance improving? ✓ Is the percentage of persistent absentees falling? ✓ Is the attendance of targeted pupils improving? ✓ Is the attendance of particular groups of learners such as eFSM improving? 			



Ensure monitoring activities include a focus on the progress of pupils with poor attendance, inc performance management pupil data target and RWI data trackers.

Total

Other Continuing Priorities (e.g., Eco Schools, Healthy Schools, buildings...)

Description	Lead Person	Cost
To continue to develop pupils' Welsh skills (oracy) and raise the profile of the Welsh language and culture throughout the school.	Louise Daniel	
To continue to develop the Cynefin website	Louise Daniel	
Evaluate and review how effectively the PDG funding has been used for eFSM pupils measuring impact on pupil progress.	Rhys Harris/ Faye Evans	
To further embed a whole school approach to the emotional and mental wellbeing of pupils and staff. Thus, supporting pupils and staff to become healthy and confident individuals.	Sophie Mogford	
Ongoing staff training within Thrive approach to continue licenses for Thrive practitioners and Leadership training, in order to effectively utilise the whole school, 'Thrive' approach and support pupils, staff and parents/ carers		
To update IT equipment for CfW (ICT grant allocation)	Nikki Blackman	
To develop a 'Community Focused School' approach	Faye Evans	
<i>Total</i>		



