

SCHOOL DEVELOPMENT PLAN SUMMARY



Autumn Term 2022 – Summer Term 2025

Priority 1	To develop pupils' higher order thinking skills		
Link to National Priorities	Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience. Application of higher order thinking skills will deepen understanding and enable application of knowledge and skills across the curriculum.		
Key Persons for Priority	Tim Richards (Headteacher), Danielle Harris (Deputy Headteacher) and Beth Burge (Governor)		
What does the information we have from our self-evaluation tell us?		Success Criteria – What will success look like?	
<p>In line with the school's vision for the new curriculum, we need to strengthen pupils' higher order thinking skills in order to support their development of the four purposes. In particular, how pupils remember and understand (lower order thinking) and their ability to apply, analyse, evaluate and create (higher order thinking).</p> <p>We need to evolve the way we teach so that teachers explicitly teach higher order thinking skills, provide opportunities for pupils to practise these skills and to apply them independently.</p> <p>The implementation for Evaluate and Analyse has been successfully planned for and implemented, however time is required for it to be embedded in staff practice and for pupils to show mastery. The same approach needs to be put in place for this academic year in relation to the 'Create' higher order thinking skills. However, this year's Year 6 girl cohort will require support to improve their attitudes towards learning and school to empower them to use their higher order thinking skills successfully.</p>		<p>Most teachers will be explicitly teaching higher order thinking skills and providing 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 and will identify appropriate opportunities for pupils to develop their thinking skills in a range of learning experiences so that the majority of pupils will be using the language of thinking skills within their learning</p> <p>The majority of pupils will develop effective higher order thinking skills. In particular, pupils will develop their ability to apply, analyse, evaluate and create.</p>	
Strategy to meet the priority			
Actions		Start	Finish

Findings from NPEP to be shared with teachers and teaching assistants. Strengths and areas for development to be outlined from practice.	September 2022		
Share the vision for pupils' higher order thinking skills and how pedagogy needs to evolve in order to develop the four purposes with parents through 'Meet the Teacher' event and school newsletters again.	September 2022		
Establish a half-termly focus on the Create Higher Order Thinking Skill (HOTS) which starts with an ADDs session on the potential strategies at the beginning of the half term, has staff using it with children and ends with examples of how it was used by teachers in a feedback session. Guidance provided through the 'How to develop thinking skills and AfL in the classroom' document from WG.	October 2022		
All teachers and teaching assistants to explore effective questioning, to support the development of pupils' higher order thinking skills. (see 'How to develop thinking skills and AfL in the classroom?' and Bloom's Teacher Toolkit for range of questions)	October 2022		
Teachers to be made aware of the key vocabulary and language of the Create HOTS to be used with the relevant year group (progression built throughout the school).	October 2022		
Teachers to ensure they explicitly use and model the identified language and vocabulary of the Create higher order thinking skill with their respective classes.	October 2022		
'Challenges' activities to be monitored through pupils' books and 'Missions' to ensure pupils are applying the HOTS in their independent learning.	November 2022		
Learning Walk undertaken on each site to monitor the way pupils are using the three HOTS in the afternoon sessions and related vocabulary.	January 2023		
'Challenges' activities to be monitored through pupils' books and 'Missions' to ensure pupils are applying the three HOTS in their independent learning.	March 2023		
Listening to Learners activity to evaluate pupils' knowledge and understanding of the higher order thinking skills.	April 2023		
Review HOTS programme with the Local Authority	June 2023		
Professional Development for staff to meet priority			
Actions	Start	Finish	

Findings from NPEP to be shared with teachers and teaching assistants in ADDs. Strengths and areas for development to be outlined from practice.	September 2022		
ADDs sessions with the Local Authority focused on developing a common understanding of what are higher order thinking skills and why higher order thinking skills are key to the development of the four purposes, especially the Create HOTS.	October 2022		
Refresher session for TAs held during assembly time on the use of the questioning grids for HOTS.	October 2022		
Teachers to undertake research on alternative HOTS tools for Evaluate and Analysis and action plan for the use. Action plan for use in classes.	January 2023		
SLT members to visit schools identified by the LA as having good practice for thinking skills development	February 2022		
'Drop In' session with Laura Jeremy and Dan Harris to be arranged with teachers during leadership time.	October 2022	March 2023	
Working with the Community to meet priority			
Actions	Start	Finish	
Create and share a 'higher order thinking skills' leaflet and video for parents to support use at home with homework.	October 2022		
'Higher Order Thinking Skills' drop-in sessions for parents.	November 2022	May 2023	
Share action plans and vocabulary progressions within the cluster primary schools and comprehensive	November 2022		

2021/22 Academic Year Previous Priority Information
The NPEP enquiry was completed successfully and reflected that, when the data is broken down into year groups and gender, it shows that the strategies that have been used to develop children's problem-solving skills have had a positive impact on many of the pupils. Lower Key Stage Two pupils have scored 'green' in all questions selected. Pupils have been able to use higher order thinking skills and apply it to their problem solving.

Girls in Year 5 have decreased in 11 out of the 18 questions. The pupils' perception of themselves as problem - solvers has not improved. In particular, some of the girls in Year 5 lack confidence in their opinion of themselves as problem solvers and trying their best in lessons. This is an area that has been identified and is being developed and supported directly with a group of learners. In January 2022, Year 5 boys scored yellow or amber in 5 questions. However, in June 2022 they scored yellow or amber in just 2 questions (16.66% increase).

Year 6 boys have also shown to have a positive increase. In January 2022, they scored yellow or amber in 4 questions. However, in June 2022 they scored yellow in only one question area (16.7% increase).

2023/24 Academic Year Proceeding Priority Information

Most teachers will be routinely modelling higher order thinking and many will be providing opportunities for pupils to practice these three higher order thinking skills and apply them independently.

Most pupils will be able to use their evaluate and analyse higher order thinking skills effectively and as a result most pupils will be making good progress towards the realization 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. The majority of pupils will do so with the create higher order thinking skill.

2024/25 Academic Year Proceeding Priority Information

All teachers will be routinely modelling higher order thinking and many will be providing opportunities for pupils to practice these three higher order thinking skills and apply them independently.

Most pupils will be able to use all three higher order thinking skills effectively and as a result most pupils will be making good progress towards the realization 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.

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Information analysis (pupil progress)

Priority 2	To improve the spelling, sentence structure and use of punctuation within pupils' writing.		
Link to National Priorities	We are improving pupils' progression by ensuring their learning is supported by a range of knowledge about writing, writing skills and experience of writing in an appropriate range of text types.		
	We are reducing the impact of poverty on learners' progression and attainment in writing by closing the gap between the writing of eFSM and non-eFSM pupils.		
Key Persons for Priority	Laura Jeremy (TLR), Rhian Davies (LLC Team), Rachel Reed (Governor)		
What does the information we have from our self-evaluation tell us?		Success Criteria – What will success look like?	
<p>Prior to Covid related lockdown, the school has been below the NPT average for writing for two out of three years at Level 4+ and 5+. However, there was an improving trend in performance. Covid has meant that pupils have had fewer opportunities to write, have feedback on and improve their writing.</p> <p>Book looks showed that pupils, particularly in upper key stage two, do not use a wide enough range of vocabulary, do not use a range of sentence types and do not use a sufficiently complex range of punctuation to achieve the higher levels in Writing throughout Key Stage Two.</p> <p>When spelling development is compared to reading development, pupils do not perform as well in spelling and make less progress. Reviews of the spelling scheme have shown inconsistencies in its use and a primary phase progression has been established successfully between phonic development and the commercial spelling scheme. The impact of these changes needs to embed, be monitored and then evaluated.</p> <p>The performance of eFSM pupils at Level 4+ has shown a decline recently in writing.</p>		Many pupils will show in their work that they are using a wider range of vocabulary, more compound and complex sentences and an increased range and complexity of punctuation appropriately.	
		The gap between the attainment of eFSM and non FSM in writing will be reduced.	
		More pupils will use higher order skills, particularly in relation to ranges of sentence types, independently in their written work and in Missions.	
		Many teachers will have a good understanding of pupil progression in writing.	
Strategy to meet the priority			
Actions		Start	Finish

Set up a focus group identifying targeted pupils (mix of ability, genders and fsm entitlement) when choosing pupils for book looks so that progress can be seen in writing (all books with writing in).	September 2022		
Listening to Learners activity to find out from the children what has helped them with their writing and what hasn't helped them, and what their attitudes towards writing in the text types they use are.	September 2022		
TLR holders to meet to establish a supportive mechanism for helping teachers establish the carousels and spelling schemes in class	September 2022		
Staff to ensure that literacy walls are working walls. Staff to display Nelson/HFW/Phonics (where appropriate) and include 'Anchor Charts' and/or 'Bump it up' features.	October 2022		
Wall Trawl to review areas within the classrooms. Do we have what the children say they need in all our classrooms? Have changes been made to improve the environments and support challenges? Action plan to be developed and shared.	October 2022		
Staff to ensure that they organise the memorable experiences for the pupils to develop their oracy skills to transfer word choices into their writing.	October 2022		
Teachers to start using the Insight system to record literacy progress against Literacy Framework.	October 2022		
Teachers to choose two techniques shared by LLC Team last academic year and plan for their use. These will be monitored for use in work scrutiny.	October 2022		
Work scrutiny to be held with SMT to identify strengths and areas for development for teachers. Reports to be shared with Curriculum Sub Committee from GB.	December 2022		
Comparative evaluation undertaken between placement on books from 2021/22 evaluation of spelling scheme to 2022/23 findings.	February 2023		
Teachers to choose two new techniques shared by LLC Team last academic year and plan for their use. These will be monitored for use in work scrutiny.	March 2023		
Work scrutiny to be held with SMT to identify strengths and areas for development for teachers. Reports to be shared with Curriculum Sub Committee from GB.	May 2023		

Actions	Start	Finish	
T. Richards to have training on Insight Assessment package. Design and create assessment system and train staff in its use for tracking writing progress against the Literacy Framework. Deputy and TLR holders to be trained by TR.	September 2022	January 2022	
Good practice observed in Wall Trawls shared through 'ten-minute tasters' in Adds. Adds sessions to be rotated around classrooms in school to show good practice.	October 2022	Ongoing	
'Writing Progression Document' to be shared again with teachers.	November 2022		
Shared understanding of progression in writing established in ADDS sessions with teachers using progression steps and Literacy Framework as guides.	November 2022		
ADDS session to establish a shared understanding of progression in writing within the school	March 2023		
Good practice observed in Work Scrutiny shared through 'ten-minute tasters' in Adds.	May 2023		
Working with the Community to meet priority			
Actions	Start	Finish	
Joint parent and pupil sessions on supporting spelling at home through multisensory approaches	November 2022	April 2022	
'How to help' flyers for spelling for parents	November 2022		
Liaise with Local Authority to visit schools with high levels of eFSM who are showing good practice in developing writing	December 2022		
Working with Community Costs Total			
TOTAL COSTS FOR PRIORITY			

2021/22 Academic Year Previous Priority Information
Teaching of spelling Most teachers have implemented the spelling carousel successfully and set worthwhile activities to develop pupils' spelling skills at an appropriate level of challenge.

Standards of Spelling

Many pupils are able to display spelling skills and strategies that are appropriate to the pupils' age and ability and make good progress. However, a very few pupils are not making sufficient progress at the moment and show lower than expected levels of skill.

2023/24 Academic Year Proceeding Priority Information

Many pupils will use higher order skills, particularly in relation to ranges of sentence types, independently in their written work and in challenges in their 'challenge areas' consistently to a good standard. The gap between FSM and non FSM pupils in writing will be reduced. Progress by many 'middle group' pupils will be appropriate within the spelling scheme. Many teachers will use sentence expanding techniques well to support pupils' writing skills.

2024/25 Academic Year Proceeding Priority Information

Many pupils will use higher order skills, particularly in relation to ranges of sentence types, independently in their written work and in challenges in their 'challenge areas' consistently to a good standard. The gap between FSM and non FSM pupils in writing will be reduced. Progress by many 'middle group' pupils will be appropriate within the spelling scheme. Many teachers will use sentence expanding techniques well to support pupils' writing skills.

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Information analysis (pupil progress)

Priority 3	To improve pupils' instant recall of multiplication facts and number bonds			
Link to National Priorities	We are improving pupils' progression by ensuring their learning is supported by a range of knowledge about maths, numeracy skills and learning experiences.			
	We are reducing the impact of poverty on learners' progression and attainment in maths and numeracy by closing the gap between the multiplication facts and number bonds use of eFSM and non-eFSM pupils.			
Key Persons for Priority	Sian Cooke (TLR), Natalie Davies (Maths and Numeracy Team) and Louisa Clamp (Governor)			
What does the information we have from our self-evaluation tell us?			Success Criteria – What will success look like?	
<p>When learning walks were undertaken for the numeracy Learn Its, the majority of pupils did not demonstrate expected levels of competence in instant recall of number bonds and/or multiplication/division facts. Pupils need to develop their skills and number fact knowledge to be able to use them with mastery in other areas of mathematics and numeracy.</p> <p>Many parents are not aware of how to support and develop pupils' number bond and multiplication fact development at home.</p> <p>Our pupils need to have more of a number focus in our planned curriculum to enable them to realise their ambitions and demonstrate their capabilities fully in numeracy.</p>			The majority of pupils will show appropriate levels of understanding and ability to use number bonds and multiplication/division facts for their age and ability.	
			Parents will feel more able to support pupils' numeracy development.	
			Many teachers will have a good understanding of pupil progression in Maths and Numeracy	
Strategy to meet the priority				
Actions		Start	Finish	
Establish professional enquiry related to an element of the SIP priority. Submit question for appraisal.		September 2022		
Establish tracking mechanism for progress using either Big Maths and establish baseline using Big Maths.		September 2022		

TLR holders to meet to establish a supportive mechanism for supporting staff to implement the carousel system and Big Maths.	September 2022		
Use of Mathletics and other eLearning packages used in school evaluated through pupil voice. Staff training needs identified and provided, if required.	October 2022		
Procedural Assessments to be undertaken to highlight strengths and areas for development for pupils in Numeracy (Procedural). Progress discussed in pupil progress reviews.	October 2022		
Wall trawl (inside and outside) to take place across the school sites to see what support or celebration there is for maths and numeracy skills within the learning environment.	November 2022		
Development of outdoor learning environment on both sites to improve numeracy skill development.	November 2022	March 2023	
Work scrutiny to monitor standards of numeracy and maths across the school.	November 2022		
Teaching observations with a focus on the teaching of maths and numeracy. Good practice to be shared and areas for development supported.	February 2023		
Procedural Assessments to be undertaken to highlight strengths and areas for development for pupils in Numeracy (Procedural). Progress discussed in pupil progress reviews.	May 2023		
Work scrutiny to monitor standards of numeracy and maths across the school.	June 2023		
Actions	Start	Finish	
NPEP Action Research project to be focused on the improvement of the attainment and progress of pupils with their number bonds and multiplication and division facts. Research and actions to be planned as part of project.	September 2022	July 2023	
Staff training in ADDS on Big Maths provided by Andrell Education	September 2022		
Staff training sessions on customizing Mathletics, Active Learn and other online packages	November 2022		
Opportunities for teachers to observe numeracy carousel practice and other related good practice.	October 2022		

'Drop-in' sessions for Big Maths and Carousel with TLR holder.	October 2022	May 2023	
Session to be held on developing a shared understanding of progress in Maths and Numeracy	November 2022		
Working with the Community to meet priority			
Actions	Start	Finish	
Joint parent and pupil sessions on supporting learning number bonds and multiplication facts at home through practical approaches.	November 2022	April 2023	
Sharing Big Maths guides for parents so that they can support their children more at home	November	2022	
Identify schools and visit schools with effective provision in the Big Maths scheme with Andrell Education and using Estyn reports/LA information.	February 2023		
Establish Mathletics before and after school clubs to develop use of ICT to support number bonds and multiplication facts			

2021/22 Academic Year Previous Priority Information
First year of the development plan target.
2023/24 Academic Year Proceeding Priority Information
Most teachers will have a good understanding of pupil progress within Maths and Numeracy and will be able to give effective formative feedback on improving pupils' numeracy skills. Many of the pupils will be showing more developmentally appropriate standards with their number bonds and use of multiplication facts.
2024/25 Academic Year Proceeding Priority Information
Nearly all teachers will have a good understanding of pupil progress within Maths and Numeracy and will be able to give effective formative feedback on improving pupils' numeracy skills. Many of the pupils will be showing more developmentally appropriate standards with their number bonds and use of multiplication facts and using these with confidence across the curriculum.

*Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Information analysis
(pupil progress)*

Priority 4	To develop and successfully implement ALN Reform systems within the school	
Link to National Priorities	We are improving pupils' with Additional Learning Needs' progression by ensuring their learning is supported well so they acquire the knowledge, skills and have the experiences they need to succeed.	
Key Persons for Priority	Anwen Asquith (ALNCo), Lucy Richards (ALNCo) and Sacha Worth (Governor)	
What does the information we have from our self-evaluation tell us?		Success Criteria – What will success look like?
<p>ALN Reform Bill is being implemented from January 2022 following a postponement. Under the previous code, the school had 25% of pupils on the SEN register. In line with the school's vision for Curriculum for Wales, we need to ensure that our curriculum is accessible to all, provision is highly inclusive and enables all our learners to progress successfully with their wellbeing and learning, relative to their starting point and stage of learning. We need to embed the principles and practices of ALN reform and the new ALN Code of Practice. The Bill requires a person-centered approach to meet the needs of pupils who are experiencing difficulties in their learning which are significantly more than the majority of the children of their age and are not making progress.</p> <p>Staff are not trained to carry out the person-centered review processes with parents and pupils. The school has two ALNCo (one per site) who will need to work together to develop policy, procedures and systems to meet the requirements of the Bill and the needs of the pupils. They need to develop systems to support teachers, TAs, parents and Governors to understand the processes and practice that the school will employ.</p>		<p>An appropriate and robust policy for Additional Learning Needs will be implemented.</p> <p>An ALNCo led school wide system for provision identification, training and evaluation will be in place.</p> <p>Staff will be trained and supported to undertake the person-centered review.</p> <p>Pupils' needs will be met through additional learning provision that is appropriate, effective and progress tracked in a meaningful way.</p> <p>IDP will be in place in a consistent form, used by most staff accurately with strong PCP evident.</p> <p>Many pupils with ALN will achieve progress against their person-centred outcomes and IDP targets.</p>

Strategy to meet the priority			
Actions	Start	Finish	
Review ALN Readiness Survey again to assess progress during previous academic year	September 2022		
Provision Map to be reviewed and updated	Termly		
ALNCO to be given a day a week out of class each to undertake the duties required from the Act.	September 2022	July 2023	
Parents in selected cohorts to be informed of ALN reform through 'meet the parents' information meetings, school websites and information leaflets.	September 2022		
SEN Register to be reviewed for the cohorts transitioning to ALN system.	October 2022		
Tracking and monitoring for progress of pupils with ALN to be established in new school tracking system	October 2022		
Training to be provided by ALNCo for teachers to be able to undertake the person-centred review meeting with parents and pupils.	November 2022		
ALNCo to establish and implement a system for how teachers and TAs are going to have access to IDP and record progress on these documents electronically so they are live working documents. Training to be provided in management time for Teaching Assistants to use the system.	November 2022		
Participation in termly transition meetings with Early Years ALN Team.	Termly		
ALNCo and Deputy Headteacher to monitor intervention delivery, record keeping and impact on pupil progress including termly monitoring of success against targets.	February 2023		
'Ten-minute taster' good practice in use of person centred approaches to be used to share good practice between staff.	February 2023		
Provision Map to be reviewed and updated	Termly		
Professional Development for staff to meet priority			
Actions	Start	Finish	
Training for Junior Site teaching assistants identified for Speech Link, Attachment Awareness, ASD Reasonable Adjustments, ASD Behaviours,			

Training for Infant Site teaching assistants on Sensory Processing difficulties, Cerebral Palsy in Mainstream, MIST, Language Link, Speech Link, Smart Moves			
ALNCOs to attend termly LA and Cluster training including the use of IDP sharing portal.			
Teachers to have training in ADDS on the PCR Meeting, information gathering, and progress recording after.			
Working with the Community to meet priority			
Actions	Start	Finish	
Parental information sheet/media to be created to support parents to understand the PCR process and to enable them to fully take part.	September 2022	July 2023	
Workshops sourced from Adult Learning and other community groups to support parents of pupils with Additional Learning Needs.	October 2022	July 2023	
ALNCOs to liaise with the Health, Education and Local Authority employees to establish needs of pupils entering the school and leaving.	Termly		
School to participate in strategic reviews of ALN provision with ALNST through the year.	Annually		

2021/22 Academic Year Previous Priority Information
Exemplar IDPs and training were delayed in coming which meant that school production of effective IDPs was delayed which coincided with the delay of the implementation of the ALN system nationally. Transition meetings with the LA for Early Years have been effective, providing a good overview of the needs of the pupils entering the school. ALNCO have worked successfully to develop the ILP and ALP expectations within the school and the process of conversion from SEN to ALN system has started. However, IDPs are still in development and ALNCO need to develop mechanisms of meeting the timeframes expected within the bill. LA Maintained IDP conversion is at an early stage of implementation with very few pupils' Statements being converted.
2023/24 Academic Year Proceeding Priority Information
All pupils will be moved over onto the new system in a manageable manner and their needs will be met through additional learning provision that is appropriate, effective and progress tracked in a meaningful way.

The school will work effectively with the Local Authority to ascertain if pupils have additional learning needs and support through either a school maintained or local authority maintained IDP as appropriate. IDP will be in place in a consistent form, used by all staff accurately with strong PCP evident.

A full suite of appropriate and effective provision will be in place, timetabled where needed, with pupil progress measured and reported on by both teachers and teaching assistant as part of the IDP.

Most pupils will make good progress against their IDP targets.

2024/25 Academic Year Proceeding Priority Information

It is not anticipated that this will remain a priority during the 24/25 academic year as the new system will be established.

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Information analysis (pupil progress)