

School Development Plan 2023/24 Summary

1. Learning: To develop the school's curriculum to include robust schemes of learning that ensure all pupils are challenged and make good or better progress.

<i>Leader: J Griffiths & Z Llewellyn</i>	<i>Team members: Teaching Staff Maths and LLC AOLE Leads</i>	<i>Governing Body link: A Tiffin (Maths) J Worrall (Maths) K Hawkins (LLC)</i>
<p>Rationale: Wales National Personalised Online Literacy & Numeracy Assessments: reduce percentages of pupils in 85-95 (Low average) standardised score range. Governor AOLE Monitoring: inconsistencies in standards of pupil progress in S&T. External Self-evaluation: application of literacy and number skills across the curriculum. Estyn Recommendation 2 (2019): Ensure that pupils have more consistent and beneficial opportunities to develop their literacy and numeracy skills throughout the curriculum.</p>		
<p>Success: By June 2024 the school will have reduced the percentage of pupils with reading, maths and spelling ages behind their chronological age by 10%. Also 90% or more of pupils achieve greater than time progress in the key skill areas (spelling, reading and maths).</p>		

2. Wellbeing: To refine the consistency of pedagogical approaches to develop pupil's resilience and independence skills.

<i>Leader: T Finucane & L Jarman-Davies</i>	<i>Team members: All Staff</i>	<i>Governing Body link: L Dando R Williams (Chair of Standards)</i>
<p>Rationale: Governor AOLE Monitoring: the GB self-evaluation day GB raised concerns about the standards of pupils' independent work compared to their pupils' work completed on directed tasks. Annual pupil questionnaire Y5/6: The school's pupil voice survey demonstrated that 96.8% of pupils like our school, 100% felt safe in school, but only 25% of pupils felt pupils behaved well in school and 15.6% felt strongly that behaviour was not good. As, over 50% of pupils believed pupils behaved badly at playtimes. Additionally, 50 % of pupils felt they were bullied in school. Estyn Recommendation 1: Ensure the learning activities engage and challenge all pupils successfully.</p>		
<p>Success: Pupils have an improved understanding metacognitive knowledge and skills. Pupils are set an appropriate level of challenge to develop pupils' self-regulation and metacognition. Self and peer assessment strategies are deployed by learners in all classes and can motivate themselves to engage in, and improve, their own learning.</p>		

3. Teaching: To develop teachers and all staff's understanding of effective pedagogy to improve standards of pupil progress.

<i>Leader: Z Llewellyn</i>	<i>Team members: All Teaching Staff</i>	<i>Governing Body link: Abigail Tiffin</i>
<p>Rationale: To embed the coaching course to enable teachers to develop a shared understanding of what good/excellent teaching looks like. The Senior Leadership Team wish to further develop teachers' expectations and increase the number of lessons with excellent features. Estyn Recommendation 1: Ensure that learning activities engage and challenge all pupils successfully.</p>		
<p>Success: To increase teachers' understanding of the elements that contribute to excellence in teaching that all lessons are at least good with 90% of all lessons having excellent features.</p>		

4. Care, Support & Guidance: To embed the school's pupil progress tracking to ensure all groups of learning especially vulnerable learners make at least good progress from their starting point.

<i>Leader: L Jarman Davies</i>	<i>Team members: All Teaching Staff</i>	<i>Governing Body link: Tim Allen</i>
<p>Rationale: School's Self Evaluation and Monitoring process: pupil progress is not consistent across the AOLES particularly outside of literacy and numeracy. Llangan assessment procedures: demonstrate ALN pupils are not making appropriate progress and MAT pupils need increased challenge. Governor AOLE Monitoring: demonstrated that S&T AOLE had too few opportunities across the curriculum to develop pupil's knowledge and skills. Estyn Recommendation 1: Ensure that learning activities engage and challenge all pupils successfully.</p>		
<p>Success: 65-75% of ALN and targeted pupils make better than expected progress and return to within average range of scores in literacy, speech and language and numeracy interventions (baseline and final test). At least 80% of vulnerable learners will make good progress from their starting point, as measured by their individual targets and assessments.</p>		



5. Leadership: To develop a clear system of leadership at all levels to ensure success and development against the professional standards.

PRIMARY SCHOOL
Leader: J Griffiths

Team members: ZL/LJD/TF/SA

Governing Body link: Abigail Tiffin

PRIMARY SCHOOL

Rationale: **Estyn Recommendation 3:** Improve engagement with the stakeholders identified in the report. **Estyn Recommendation 4:** Improve the rigour of self-evaluation processes to ensure that the school identifies the most important areas for improvement.

Success: Increased confidence and competence of school leaders in their leadership roles, as evidenced by feedback and self-assessment measures.