**PETERSTON SUPER ELY CHURCH IN WALES PRIMARY SCHOOL**

**

**SCHOOL DEVELOPMENT PLAN 2022-23**

**“Learning and growing together, to become the best we can be”**

Targets:

* Estyn recommendation: Ensure that pupils have effective opportunities to contribute to what and how they learn in order to follow their interests, develop their ideas and express themselves creatively.
* Estyn recommendation: Ensure provision for three to seven-year-olds meets their developmental needs effectively both indoors and out.
* Estyn recommendation: Address the safeguarding issue identified
* Curriculum development
* ALN
* Well-being

**“Learning and growing together, to become the best we can be”**

**Headteacher: Mr O Turner**

**Chair of Governors: Mr Stephen Evans**

**Improvement Partner: Mr Darren Jones**

**PETERSTON SUPER ELY CIW PRIMARY**

**SCHOOL IMPROVEMENT PLAN 2022-23**

CONTENTS

The School Vision and Mission Statement

Priority Action Plans for Improvement

Additional Improvement Tasks and Activities

**Ysgol Llanbedr Y Fro**

**Peterston super Ely Church in Wales Primary School**

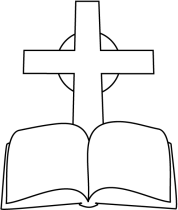
**“Learning and growing together, to become the best we can be”**

***Vision***

To work as a Christian family to enthuse and equip, independent life-long learners.

***Mission***

* Nurture spiritual, emotional and academic growth
* Develop strong, healthy enriching relationships
* Recognise that each child is special and unique in the sight of God
* Establish a culture of learning for both pupils and staff
* Empower pupils to reach their full potential
* Form an environment that nurtures and develops
* Equip pupils with knowledge, skills and dispositions for life-long learning
* Deliver high quality teaching experiences
* Create a breadth of experiences catering for a full range of interests
* Build an understanding of the responsibility we have to make difference to the world and to be agents of change
* Encourage engagement with all stakeholders

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**PETERSTON SUPER ELY CHURCH IN WALES PRIMARY**

**This is our Voluntary Controlled Church in Wales School**

**School’s Mission Statement**

The Bishops of the Catholic Church and the Church in Wales are agreed that every school should be a special place, a safe place, a place of learning, a place of nurture and of exploration. In our school we demonstrate openness and acceptance, tolerance and forgiveness. In our school, values and attitudes are formed and every individual is celebrated as unique.

We develop the distinct Christian Character through our religious teaching, collective worship and ethos that makes God’s love and presence known to the world.

**Our Church school is a place of mission and witness to the Gospel.**

* Where Jesus Christ is our foundation;
* Where every person has equal value and the chance to grow and develop to their full potential;
* Where teachers, staff, governors and parents, are committed to the education and development of the whole person;
* where the search for knowledge is accompanied by a quest for faith and a journey of spiritual experience;

…so that…

* every child can learn of the richness of the created world, and grasp every opportunity to contribute to it in life;
* every member of staff can be nurtured in their vocation to teach;
* every achievement can be celebrated and every shortcoming forgiven;
* every person in this school can know that they are made in the image of God.

The school is a Church in Wales Voluntary Controlled School, which means that although it is a Church school, it is maintained by Vale of Glamorgan Education Authority

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| **Target 1 - Estyn recommendation: Ensure that pupils have effective opportunities to contribute to what and how they learn in order to follow their interests, develop their ideas and express themselves creatively.** | | | | | |
| **Success Criteria:** All pupils influence the curriculum, and are able to discuss the choices they have made regarding how and what they learn | | | | | |
| **Evidence:** Estyn report 2022, lesson observations, learning walks, pupil questionnaires, feedback from pupils/staff/parents, | | | | | |
| **Strategically planned tasks** | **Lead person/s and others involved** | **How/ When?** | **Moderation Commentary** | **Actions arising from monitoring** | **Resources/ Costings/Budget source** |
| Pupils have effective opportunities to take part in the curriculum development and be consulted as part of the review cycle | All staff. OT/RG and SLT to analyse results | Pupils views on what they learn will be sought before a topic starts and their views integrated into curriculum planning. They will also form part of the review cycle looking at what worked and what can be improved. |  |  |  |
| Increase the role pupils play in leadership and school-based decision making | Individual class teachers, verified by SLT | Pupil groups to be re-established  Pupils given greater decision-making opportunities including a budget |  |  |  |
| Develop pupil’s independence and freedom, within the curriculum to plan how and what they learn | All staff in discussion with OT/RG | Pupils given regular opportunities to ***independently*** choose how to apply and demonstrate skills that they have acquired.  Look at opportunities for sharing/ showcasing their creative skills (i.e online portfolios or digital apps) |  |  |  |
| Develop problem solving and critical thinking skills of pupils | OT/SLT/ All staff | Pupils given regular opportunities to choose how to apply and demonstrate skills that they have acquired.  Develop opportunities for sharing/ showcasing their skills (i.e online portfolios or digital apps) |  |  |  |
| To incorporate inclusive experiences, perspectives and cultural heritage of Wales to support pupils’ understanding of cynefin within the curriculum | OT/SLT/ All staff | Incorporate more Welsh opportunities int the curriculum as a default option (is there a Welsh ‘stimulus’ that we can use before choosing an alternative) |  |  |  |
| Ensure that pupils are fully involved in self assessment procedures within school | OT/SLT/ All staff | Continue to review marking policy and how peer and self-assessment is used across the school |  |  |  |
| Develop the opportunities for computational thinking across all areas of the curriculum | All staff in discussion with OT/RG | Staff training to increase understanding and confidence in using computational thinking across the curriculum.  Regularly planned opportunities for pupils within planning |  |  |  |
| Evaluation: | | | | | |

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| **Target 2 - Estyn recommendation: Ensure provision for three to seven-year-olds meets their developmental needs effectively both indoors and out.** | | | | | |
| **Success criteria:** Provision across the school meets the developmental needs of pupils aged three to seven. | | | | | |
| **Evidence:** Estyn report 2022, lesson observations, learning walks, pupil questionnaires, feedback from pupils/staff/parents, | | | | | |
| **Strategically planned tasks** | **Lead person/s and others involved** | **How/ When?** | **Moderation Commentary** | **Actions arising from monitoring** | **Resources/ Costings/Budget source** |
| Map expectations for enhanced provision across the school (Nursery to Y6) | All staff | Clearly identify what the expectations for enhanced provision is across the school (include extending into Year 3 and above)  Staff training on outdoor learning  Staff training on use of play in the early years  Audit resources |  |  | INSET sessions |
| Ensure that learning through outdoors is woven through the curriculum and the excellent resources available in the school grounds are utilized fully. | All staff | Plan consistent opportunities for pupils to learn ***through*** the outdoors across the curriculum and all age groups |  |  | INSET sessions |
| Develop the independence and freedom pupils have within the curriculum to plan how and what they learn | All staff | Pupils given regular opportunities to ***independently*** choose how to apply and demonstrate skills that they have acquired.  Look at opportunities for sharing/ showcasing their skills (i.e online portfolios or digital apps) |  |  | INSET sessions |
| Develop the problem solving and critical thinking skills of pupils | OT/All staff | Pupils given regular opportunities to ***independently*** choose how to apply and demonstrate skills that they have acquired.  Look at opportunities for sharing/ showcasing their skills (i.e online portfolios or digital apps) |  |  | INSET sessions |
| Develop the use of the school grounds in line with CfW, and good practise regarding use of outdoors.  Staff/classes to take responsibility for an area of the school grounds and develop resources based on that particular area for the whole school | All staff | Develop themes that make full use of the school’s resources, evaluate the effectiveness of the new topics (Treemendous Trees) |  |  | I sessions |
| Evaluation: | | | | | |

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| **Target 3 -** To develop and extend the role of distributed leadership to measure and develop the impact of pedagogy on our curriculum. | | | | | |
| **Success criteria:** Teachers exercise leadership through all aspects of professional practice to support the efforts of others across the school | | | | | |
| **Evidence:** Classroom observations | | | | | |
| **Strategically planned tasks** | **Lead person/s and others involved** | **How/ When?** | **Moderation Commentary** | **Actions arising from monitoring** | **Resources/ Costings/Budget source** |
| Take part in CSC funded projects based on CfW and pedagogical principles | RG/ all staff | As part of the PM cycle staff will complete action research within their class |  |  | Some release time built into INSET agenda |
| Structured engagement in action research community, informed by wider reading and research | RG/ all staff | Action research findings from PSE will feed into a wider community of research |  |  |  |
| Peer support for staff through external training, coaching, discussion of self-reflection, analysis of learning and teaching, observation of learning and teaching | All staff/ approved by OT | Through CPD forms, staff to identify targets for the year, these will be reviewed as part of the MER cycle and PM meetings |  |  | Funding available from PL grant |
| Action plans to feed into SIP and SER | All staff/ OT | Priorities identified in action plans will feed into |  |  |  |
| Greater accountability and transparency for GB (link governors and regular visits to be re-established) | All staff | Governors to monitor progress through regular meetings with staff and through feedback from staff in GB meetings |  |  |  |
| Developing the roles of members of the SLT, ensuring they understand their roles and responsibilities. | SLT | Coaching and mentoring by existing SLT to support. Explore the Leadership Pathways courses from CSC. |  |  | Leadership time |
| Developing the roles of newly appointed members of the Governing Body, ensuring they understand their roles and responsibilities. | OT/ GB members | Using the induction packs created by GB, explore ways of developing their role |  |  | GB Induction pack |
| Evaluation: | | | | | |

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| **Target 4 -** To create a positive and supportive environment, that understands and meets pupil’s needs. | | | | | |
| **Success criteria:** To adopt, adapt and refine the use of trauma informed approaches to meet the needs of all pupils, in particular, vulnerable pupils | | | | | |
| **Evidence:** Pupil and parent questionnaires | | | | | |
| **Strategically planned tasks** | **Lead person/s and others involved** | **How/ When?** | **Moderation Commentary** | **Actions arising from monitoring** | **Resources/ Costings/Budget source** |
| Whole school focus on the importance of the well-being of pupils, in line with ‘Equity and Excellence’ and a ‘Framework for developing well-being..’ | TJ/OT/All staff | Throughout the year |  |  |  |
| Audit current provision for well-being | TJ/OT/All staff | Baseline questionnaires in Sept 2022 repeated in summer term |  |  |  |
| Introduce the ‘Keys4Life’ scheme of work | TJ/OT/All staff | Baseline questionnaires used to identify the impact on learners. |  |  | INSET |
| To adapt and refine the SoW so that it is engaging and relevant and matches the four purposes of the curriculum, particularly focussing on the well-being of pupils (Action for Happiness) | TJ/OT/ all staff | Keys4Life will be launched in Sept 2022 |  |  |  |
| Develop the use of One page profiles in order to understand our pupils better and meet their individual needs | RG/KS | Throughout the year |  |  |  |
| Continue to develop the use of trauma informed practise in order to meet the needs of our most vulnerable pupils and to create a welcoming environment that supports their self-regulation | All staff and pupils |  |  |  |  |
| Train new staff in use of Motional as a tool to support vulnerable pupils | OT/RG/TJ/ LSAs | INSET for other staff |  |  | Leadership time, INSET |
| Motional surveys completed and used to create support programmes for all pupils identified as high concern and/or with high ACE scores | OT/RG/TJ/ LSAs | INSET for other staff |  |  | Leadership time, INSET |
| Review of playtimes and other unstructured time. Create and teach a range of different activities that pupils can use independently | All staff | INSET, then follow up in class |  |  | INSET |
| Evaluation: | | | | | |

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| **Target 5 -** To continue to work with Cluster to address actions on the ALN Readiness Action Plan to meet the requirements of the ALN Act | | | | | |
| **Success criteria:** To identify our strengths and areas for development in implementing the statutory framework for supporting learners with additional learning needs (ALN) and accompanying Code. | | | | | |
| **Evidence:** Completed ALN self-evaluation framework, Pupil and parent questionnaires | | | | | |
| **Strategically planned tasks** | **Lead person/s and others involved** | **How/ When?** | **Moderation Commentary** | **Actions arising from monitoring** | **Resources/ Costings/Budget source** |
| To complete the ALN readiness survey and annual review, demonstrating good progress towards identified action points. | OT/KS | Working in clusters, lead staff to develop the curriculum and share good practice |  |  |  |
| To take part in Vale LA pilot project for schools completing the ALN self-evaluation framework.  To act on any ‘Actions for Improvement’ that are identified. (See separate action plan) | OT/JR/KS | Throughout the year – first phase to be completed by Sept 2022 |  |  |  |
| Staff and governors trained in the implications of the new ALN Act | All staff/ KS/ NJ | As training becomes available for Governors  Staff training built into INSET diary |  |  |  |
| To adopt PCP for all pupils | KS/ All staff |  |  |  |  |
| All staff to adopt both trauma informed practice and Cluster working on PDG CLA to inform practice for all staff | All staff |  |  |  | Linked to cluster PDG LAC funding |
| ALNCo to attend training in order to become more confident in meeting statutory requirements. | KS | Attend training as available throughout the year |  |  | Linked to PL funding |
| Parents are encouraged and beginning to engage with the relevant professionals through the school based processes. | KS/ All staff | School will ensure that pupils and parents understand and participate fully in the new review process for PCP |  |  |  |
| Evaluation: | | | | | |

Additional Targets:

* Achieving Cymraeg Campus Bronze award

**Local and National Targets that correspond with School Priorities:**

**National Priorities**

Enabling objective 1: Professional learning

Enabling objective 2: Leadership

Enabling objective 3: Equity, excellence and wellbeing

Enabling objective 4: Evaluation, improvement and accountability

[education-in-Wales-our-national-mission-update-october-2020.pdf (gov.wales)](https://gov.wales/sites/default/files/publications/2020-10/education-in-Wales-our-national-mission-update-october-2020.pdf#:~:text=Education%20in%20Wales%3A%20Our%20national%20mission%2C%20pdate%20October,misinformation%2C%20and%20encourage%20critical%20and%20civic%20engagement.%20)

**CSC Priorities:**

Following analysis of headteacher, local authority and Welsh Government priorities, common priorities have been directly incorporated into the business plan and include:

• Improved Learner Outcomes

• Wellbeing and Equity

• Developing Leaders

• Improving teaching and learning

• Preparing the workforce for change

The overarching priorities for 2021-2022 were agreed with the Joint Committee on 16 December 2020. The detail of each priority is set in the context of Covid.

1. Develop a high-quality education profession

2. Develop inspirational leaders to facilitate working collaboratively to raise standards

3. Develop strong and inclusive schools committed to wellbeing, equity and excellence

**Vale of Glamorgan:**

• Work in partnership with the Central South Consortium Joint Education Service to prepare our schools for the introduction of the new education curriculum in 2022.

• Work in partnership to address issues arising from the impact of COVID-19 measures on schools, ensuring continuity of learning and that the specific needs of vulnerable learners are addressed.

• In readiness for Additional Learning Need (ALN) reform, provide training to school staff to facilitate the roll out of person-centred planning and Individual Development Plans in a range of educational settings.

• Develop the role of outreach services to further support the inclusion of children and young people with social, emotional and mental health difficulties in all educational settings, including working with the Health Board to develop a range of services to support learners with these additional needs.

• Work with partners to implement a new way of working with children and their families that maximises their strengths to improve outcomes and enhance their wellbeing.

• Work with schools to implement trauma-informed approaches to meet the social, emotional and mental health needs of pupils.

**Two year targets:**

***Curriculum design and implementation:*** To adopt, review and revise our curriculum in line with Curriculum for Wales. Ensuring that the curriculum is implemented in a way that:

* enables each learner to develop in the ways described in the four purposes
* secures learning and teaching that offers appropriate progression for each learner
* is suitable for each learner’s age, ability and aptitude
* takes account of each learner’s additional learning needs (if any)
* secures broad and balanced learning and teaching for each learner
* for each learner encompasses the Areas, the mandatory curriculum elements of English and Welsh, the cross-curricular skills of literacy, numeracy and digital competence, RSE (which must be suitable for a learner’s stage of development), and RVE
* It makes provision for learners who do not have additional learning needs but for who (for whatever reason) it would not be appropriate to apply all the curriculum requirements specified above, to be temporarily excepted from some or all of them

***ALN:*** To implement the Additional Learning Needs and Education Tribunal (2018) Act Wales in particular the statutory framework for supporting learners with additional learning needs (ALN), and accompanying Code

***Social, emotional, mental health and well-being:*** To use the Framework on embedding a whole-school approach to emotional and mental well-being to develop plans to address our weaknesses and build on our strengths.