



# **School Development Plan Summary 2023/24**

## **Summary of Progress towards 2022/23 priorities**

### **Priority 1: To develop a whole school approach to marking and assessment to improve outcomes for learners in LLC and Maths & Numeracy.**

#### **Areas of Strength:**

- SLT reviewed and updated the Marking and Feedback Policy to reflect the new curriculum. Staff and pupils were consulted and then the policy was shared with governors and parents before being formally adopted in December 2022.
- Subsequent book scrutinies identified consistency in marking and feedback across the school. Teacher marking certainly moves the learning forward and pupils are responding appropriately to the marking too.
- Marking is very closely linked to Assessment for Learning which the school is leading across the cluster. The school identifies AfL as a real strength across the school.
- AfL is progressive and consistent across the school. The broad range of strategies used has now been rolled out to all schools in the cluster to ensure all Year 6 pupils enter St. Alban's with a range of self-assessment skills. St. Alban's have acknowledged the significant improvement in Year 7 learners this year.
- The AoLE team leaders have attended Professional Learning network meetings to ensure the school's policy for assessment is in line with guidance from the EAS.
- The school has adopted electron assessment files for each cohort which store relevant information about each pupil e.g. transition notes, baseline assessment information etc. This ensure consistency between classes and also clearly maps the progress of learners as they move through the school.
- All staff have been consulted on a new Progression and Assessment Policy. This will be shared with pupils, parents and governor in due course.
- Detailed analysis has shown very good progress in reading and maths and good progress in spelling in GL assessment.
- Progress in phonics, reading and spelling is improving in R, Y1 and Y2.
- Progress of eFSM, CLA and MAT learners is generally in line with whole school progress. ALN pupils are also making appropriate progress. Progress of intervention pupils in reading was very good.
- Performance in the National Reading Tests is good and performance in the National Numeracy Tests significantly improved last year.

## **Priority 2: To embed a whole school approach to wellbeing and improve learner support for vulnerable pupils.**

### **Areas of Strength:**

- Attendance from 1<sup>st</sup> September to 21<sup>st</sup> July was good (94.38%) but below our target of 95%. It was the second highest attendance in the local authority.
- Parental questionnaire analysis showed that 100% feel their children like the school and our pupil survey showed that most pupils (98%) feel happy in school most of the time and most pupils (99%) feel safe in school.
- A parental workshop was held for our RSE curriculum and policy and parents accepted both and found the information very useful.
- The school have been awarded the Healthy Schools Phase 6 award following external verification from the LA.
- A very positive Supported Self-Evaluation review was completed by the SIP focussing on Health and Wellbeing and Pupil Voice groups. Many strengths were identified.
- The number of red cards per week has been around 2 which is within our target of less than three per week.
- The PASS survey was revisited in June. The % of pupils who scored red in at least one category was 10% or below in 6 out of 7 year groups. The % of pupils scoring red or peach in R, Y1 and Y2 for 'feelings about school' decreased from November to June. The % of pupils scoring red or peach in Y2 – Y6 for 'perceived learning capability' also decreased during the same time frame.
- Teaching Assistants were timetabled to meet with their pupil voice groups and separate action plans and evaluations completed e.g. BSL, JRSO, Heddlu Bach, Sports Ambassadors and Librarians.

## **Priority 3: Further develop professional learning through enquiries and self-evaluation activities.**

### **Areas of Strength:**

- A broad range of staff, governors and PV groups took part in self-evaluation activities which had a positive impact on learners.
- Staff successfully undertook a range of Professional Learning opportunities e.g. Middle Leaders Programme, intervention training e.g. Elklan and cluster collaboration.
- A TLR was appointed to lead professional learning and innovation.
- Peer observations enabled staff to share good practice.
- The Deputy Headteacher and Team Leaders attended collaborative AoLE and Professional Learning meetings.
- Professional Learning during training days/staff meetings focused on assessment & progression and Walkthru training.
- Pupil leadership groups are continuing to have a positive impact on aspects of school life.

## Main Areas for Improvement based on Self-Evaluation Activities

- Continue to develop a cluster wide shared understanding of assessing the progress of learners in each of the AoLEs.
- Ensure there is clear evidence of planning for progression in LLC and maths & numeracy and in each of the 3 AoLE driving the topics in Year A.
- Continue to use the ALG/RRR grant to support progress in reading and continue to improve performance of pupils in the numeracy tests.
- Continue to embed a whole school approach to wellbeing and equity.
- Use DARPL resources/training to promote diversity across the school.
- Continue to develop pupil voice groups so they have an impact on school life e.g. school council, eco-committee, wellbeing warriors etc.
- Develop as a School to School Partner and Professional Learning Support School for Assessment for Learning.
- Continue to develop the school as a learning organisation.
- Review the Homework Policy and provide more trips.
- Achieve the Silver Award in Cymraeg Campus.

## Summary of Priorities for 2023/24

### **Priority 1: To improve outcomes for learners through planning for progression, particularly in LLC and Maths & Numeracy.**

| Action   | Success Criteria  | Monitoring/Support   | Grants                     |
|--|---|--|----------------------------|
| Ensure there is clear evidence of planning for progression in LLC and maths & numeracy and in each of the 3 AoLE driving the topics in Year A. | Most pupils (including eFSM and MAT) make at least expected progress in LLC and maths and numeracy. | Monitor progress on a termly basis using a range of data and self-evaluation activities. Include data analysis of vulnerable groups and compare. | EIG<br>RRR<br>PDG<br>EYPDG |
| Continue to use the ALG/RRR grant to support progress in reading and continue to improve performance of pupils in the numeracy tests.          | Progress in reading is good and performance in the numeracy tests improves.                         | Monitor progress on a termly basis using a range of data and self-evaluation activities. Include data analysis of vulnerable groups and compare. | EIG<br>RRR<br>PDG<br>EYPDG |

### **Priority 2: To embed a whole school approach to wellbeing and continue to improve learner support for vulnerable pupils.**

| Action  | Success Criteria   | Monitoring/Support   | Grants            |
|---|--|--|-------------------|
| <u>ALN Provision and Reform</u><br>Continue progress towards the ALN bill and complete/review IDPs and OPPs for identified pupils.<br>Continue to improve intervention for identified pupils e.g. spelling, maths, Elklan. Improve support for EAL pupils through GEMs. | School meets the statutory requirements for ALN reform.<br>ALN/CLA pupils are supported through targeted intervention and make good progress.  | Regular review of progress of ALN/LAC pupils and training needs.<br>Review of One Page Profiles.<br>LA moderation of IDPs. | PDG<br>ALN<br>RRR |
| <u>Pupil Wellbeing</u><br>Further embed mindfulness and TIS strategies to improve wellbeing.  | Pupil wellbeing improves.<br>Number of 'red cards' for behaviour incidents reduced to less than 3 per week.<br>Ensure PASS survey results are around 90% for 'learner self-worth' in R, Y1 and Y2 and also around 90% for 'confidence in | PASS survey<br>Pupil questionnaires<br>Wellbeing Warriors self-evaluation activities e.g. learning walk.                   | PDG<br>PL         |

|   |  |   |                     |
|---|--|---|---------------------|
|   | learning' and 'perceived learning capability' in Y3-Y6.  |   |                     |
| Develop the role of the Wellbeing Warriors by promoting the Rights of the Child.<br>Ensure Pupil Voice groups are effective in improving pupil wellbeing.   | Pupil voice has a positive impact on pupil well-being.<br><br>Learners become more confident in expressing their views.    | Listen to learners and wellbeing questionnaire by Wellbeing Warriors.   | PL                  |
| <b>Priority 3: To enhance professional development through coaching and mentoring.</b>  |  |   |                     |
| <b>Action</b>   | <b>Success Criteria</b>  | <b>Monitoring/Support</b>   | <b>Grants</b>       |
| To enhance professional development through coaching and mentoring.<br>TLR holder to oversee the use of Walkthrus (instructional coaching and mentoring) to improve classroom practice.   | Professional development through performance management and coaching and mentoring to improve outcomes for learners.       | Performance Management meetings.<br>Instructional coaching and mentoring through Walkthrus (handbooks)            | PL                  |
| Develop as a School to School Partner and Professional Learning Support School for Assessment for Learning.<br>Continue School Improvement Partner role.  | School to support other schools within the EAS to improve AfL within their schools.<br>Support HT/staff in partner school. | EAS/School to monitor impact (two-year grant allocation).   | PL<br>Funded by EAS |
| Continue to develop the school as a learning organisation.<br>Areas of Learning Leads to lead their teams and liaise with the link governors.<br>TAs given opportunities to lead pupil leadership groups e.g. JRSO, librarians etc.<br>Qualified HLTAs given opportunities to teach in various classes. | All staff given the opportunity to lead an area of school life.  | Termly review of Action Plans.<br>Broad range of self-evaluation activities e.g. peer observations, CSSR reviews. | Cluster Grant<br>PL |