



School Development Plan Summary 2024/24

Summary of Progress towards 2023/24 priorities

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

Areas of Strength:

- A planning scrutiny showed a range of AoLEs, differentiation, four purposes, clear NODs and skills were evident. The planning for progression documents are 'work in progress'.
- Supported Self-Evaluation of LLC books (with Principle School Improvement Partner) showed that nearly all books demonstrate learner progress in knowledge and skills over time. There is good evidence of learners applying their literacy skills across the curriculum.
- Scrutiny of maths and numeracy books showed clear progression in each year group with a range of mathematical areas being covered.
- Self-evaluation of topic work at the end of the Autumn, Spring and Summer term showed clear evidence of progression in Humanities, Expressive Arts and Science and Technology.
- Progress of learners in GL reading is good with many pupils (81%) in Year 2 to Year 6 making above expected progress in their standardised reading scores.
- Progress of learners in GL spelling is very good with many pupils (88%) in Year 3 to Year 6 making above expected progress in their standardised spelling scores.
- Progress of learners in GL maths is also very good with most pupils (90%) in Y2 to Y6. From Y2 to Y6 most (94%) pupils have made above expected progress in their standardised maths scores.
- Progress of these groups of learners (eFSM, CLA, ALN, intervention and MAT pupils) in GL reading, spelling and maths is good as many have made above expected progress. Progress of our EAL learners in reading is a cause for concern as only a majority made above expected progress in GL reading.
- Performance in all three National Tests in all year groups has significantly improved since May 2023. The % of pupils with scores above 115 is higher than the national % in Wales in the reading and procedural tests in ALL year groups and in four out of five year groups in the reasoning tests. The % of pupils with scores below 85 is lower than the national % in Wales in the reading and reasoning tests in ALL year groups and in four out of five year groups in the procedural tests. Many pupils have made above

average progress in all tests in nearly all year groups and progress of eFSM pupils is in line with non FSM pupils in all tests.

- Nearly all pupils in Reception, Year 1 and Year 2 have made progress in phonics from September 2023 to July 2024
- Nearly all pupils in Year 1 and Year 2 have made progress in reading and spelling the HFWs from September 2023 to July 2024.
- A Welsh language review showed that pupils have a very positive attitude to speaking Welsh and enjoy learning the language.
- Full ICT review showed good coverage of many aspects of the DCF.

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

Areas of Strength:

- Attendance from 1st September 2023 to 21st July 2024 was good (94.79%) but below our target of 95%. It was, however, the highest attendance in the local authority.
- Weekly attendance awards were given out and 100% attendance prizes for the whole term given out at the end of each term. Pupils with 100% attendance for the whole year were rewarded too.
- Letters were sent out to parents of pupils whose attendance fell below 90% in any term and included unauthorised absences.
- Welsh Government's Whole School Approach to Emotional and Mental Wellbeing toolkit is in the process of being completed and will shape the S.D.P. for 2024/25.
- Pupil voice groups are well established and pupil leadership groups set up by TAs. Action plans were written and evaluated at the end each term. A wide variety of activities carried out by PV/leadership groups had a positive impact on school life. For examples, the school achieved its first 'Green Flag' eco award.
- Pupil voice is an integral part of planning and this is embedded across the school.
- The PASS survey was revisited in June and showed a slight increase in attitudes to feelings about school in R, Y1 and Y2. Pastoral support is still being offered to 'red' pupils where appropriate.
- Staff confirmed that the Sexual Health & Wellbeing (RSE Strand 3) was covered in every class during the Summer Term.
- Weekly wellbeing dog sessions for CLA learners had a positive impact on their wellbeing.
- Parental questionnaire analysis showed that 100% feel their children like the school and our pupil survey showed that most pupils (93%) feel happy in school most of the time and most pupils (96%) feel safe in school.
- ALN pupils were identified and intervention timetables put in place. These were reviewed and amended in December and March.
- One Page Profiles with targets were written for identified pupils and shared with parents and IDPs were put in place for complex/highly complex pupils.
- eFSM/ALN/CLA/EAL & MAT pupils identified and targeted support/challenge given. Progress of these groups was closely monitored.

Priority 3: To enhance professional development through coaching and mentoring.

Areas of Strength:

- Performance Management objectives for all staff were linked to roles and responsibilities. Midpoint and end point reviews showed positive progress.
- A broad range of staff, governors and PV groups took part in self-evaluation activities which had a positive impact on learners.
- Middle Leaders/Senior Leaders wrote and implemented Action Plans linked to the S.D.P. priorities. Each AoLE leads were actively involved in the relevant networks on Teams space and were given PL time.
- AoLE leads and the GB were involved in a broad range of self-evaluation activities.
- N.P.Q.H. was successfully completed by our DHT and she was appointed as a HT.
- DHT led 'school to school' and 'PL partner' within the cluster and EAS. She was also an EV successfully supporting NQTs in a local school.
- HT was a SIP supporting two schools in Caerphilly and also an Estyn peer inspector.
- One senior leader was appointed as a Welsh Lead within the EAS.
- One TA successfully trained to become a HLTA.
- Two TAs became ELSA in order to support vulnerable groups of pupils.
- Two TAs are completing the TA training modules.
- HT/DHT and a senior leader were all coaches and successfully mentored teaching staff through WalkThru cycle 1 and 2. This led to improved outcomes for learners.
- Action plans for pupil leadership groups were written and evaluated by TAs.
- Initial staff training on how to develop as an anti-racist learning organisation took place.

Main Areas for Improvement based on Self-Evaluation Activities

- Ensure that there is clear evidence of planning for progression in each of the 3 AoLE driving the topics.
- Ensure clear coverage of the new curriculum over the two-year rolling programme.
- Use grants to support progress in literacy (particularly reading) and numeracy.
- Improve progression of pupils in the GL reading tests.
- Ensure vulnerable learners (EAL/eFSM) make progress in line with non-vulnerable learners.
- Continue to improve wellbeing and intervention support for identified pupils e.g. ELSA, reading and maths intervention.
- Improve opportunities for pupils to engage in outdoor learning i.e. Forest Schools.
- Further develop opportunities for pupils to demonstrate and develop greater independent skills, particularly amongst the older age groups.
- Achieve Gwobr Arian (Silver Award) in Cymraeg Campus.
- Continue to use the WSA EMWB framework as a self-evaluation tool.
- Ensure professional learning opportunities for all staff and continue to develop the role of PV/pupil leadership groups.

Summary of Priorities for 2024/25

Priority 1: To improve outcomes for learners through planning for progression with a focus on LLC, Maths & Numeracy and Health & Wellbeing.

Action	Success Criteria	Monitoring/Support	Grants
Ensure there is clear evidence of planning for progression in LLC and maths & numeracy... and Health & Wellbeing.	Most pupils (including eFSM/EAL/CLA and MAT) make at least expected progress. Clear evidence of progression in H & W from pupils' starting points.	Monitor progress on a termly basis using a range of data and self-evaluation activities. Include data analysis of vulnerable groups and compare. Listening to learners with their books self-evaluation report at the end of the Summer term.	Standards PDG
Use the PDG/Standards grant to support progress in reading and numeracy and continue to improve performance of pupils in GL assessment and the national tests.	Progress in reading is good in all year groups and performance in the national tests continues to improve.	Monitor progress on a termly basis using a range of data and self-evaluation activities. Include data analysis of vulnerable groups and compare.	Standards PDG

Priority 2: To embed a whole school approach to the emotional and mental wellbeing framework to improve learner support and staff wellbeing.

Action	Success Criteria	Monitoring/Support	Grants
Strive for 95+ target and reduce the % of unauthorised absences to below 1%. Target: 95.0% (eFSM target: 94.0%).	Attendance improves and we meet our targets.	Analysis of attendance data by clerk. Letters sent out every term. Termly analysis of attendance data by HT. Report to GB termly.	PDG
Improve opportunities for outdoor learning across the school e.g. access the Forest Schools Area, outdoor sacred space.	Pupils will have a broad range of activities to improve pupil wellbeing. Pupils will have further opportunities to take part in meaningful outdoor learning activities to improve wellbeing.	Pupil surveys e.g. SHRN, PASS and our own pupil survey.	Standards
Further develop opportunities for pupils to demonstrate and develop greater independent skills, particularly amongst the older age groups.	Pupil voice has a positive impact on pupil well-being and school improvement. Learners become more confident in expressing their views.	PV groups to meet at least once per half term. HT to meet with PV and leadership groups throughout the year. PV groups to lead a Worships. Listening to Learners/Self-evaluation undertaken by PV groups.	None

Priority 3: To improve learner support for the wellbeing and progression of vulnerable pupils.

Action	Success Criteria	Monitoring/Support	Grants
Identify and support ALN pupils to ensure they make appropriate progress.	ALN pupils are supported through targeted or bespoke intervention and make good progress. Intervention pupils are identified and supported via our universal provision to make appropriate progress.	Scrutiny of OPPs to ensure targets are SMART. Regular review of progress and wellbeing of ALN pupils. Training records kept up to date.	Standards ALN reform
Identify and support learners with EAL/eFSM/CLA to ensure they make progress in line with non EAL/eFSM/CLA pupils.	Vulnerable groups of learners make progress in line with non-vulnerable learners.	Regular review of progress and wellbeing of EAL/eFSM/CLA pupils.	PDG Cluster CLA

Priority 4: To ensure continued professional development for all staff.

Action	Success Criteria	Monitoring/Support	Grants
Continue to develop the school as a learning organisation for all staff.	<p>School develops as a highly effective learning organisation. Refer to the Action Plans written by each team leader.</p> <p>All staff given the opportunity to lead and area of school life.</p> <p>Improvement in classroom practice will improve outcomes for learners.</p> <p>TAs write action plans for pupil leadership groups. Pupils develop as leaders too.</p>	<p>PM to report to GB termly on progress as a learning organisation.</p> <p>Areas of learning leads invited to report to GB on progress.</p> <p>Termly review of Action Plans.</p> <p>Broad range of self-evaluation activities e.g. peer observations, CSSR reviews.</p> <p>Termly review of Action Plans.</p>	PL
GB to complete the skills audit and devise an action plan for improvement.	Most governors able to challenge and support effectively.	<p>List of training attended by GB kept by CoG.</p> <p>Governors contribution to self-evaluation noted on SE forms</p> <p>Evidence of effective governor challenge and support in GB minutes.</p> <p>AoLE team leaders keep a record of meetings.</p>	None