

Peterston super Ely Church in Wales Primary School

School Development Plan 2024-25

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

<p><b>Target 1 - Estyn recommendation: Ensure provision for three to seven-year-olds meets their developmental needs effectively both indoors and out.</b></p>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Ensure that provision across the school meets the developmental needs of pupils</li> <li>• Ensure that learning through outdoors is woven through the curriculum and the excellent resources available in the school grounds are utilized fully.</li> <li>• Develop the independence and freedom pupils have within the curriculum to plan how and what they learn</li> </ul>	
<p><b>Evidence:</b> Estyn report 2022, lesson observations, learning walks, pupil questionnaires, feedback from pupils/staff/parents,</p>	
Strategically planned tasks	How /When?
Bespoke training from CSC on Effective Observations in the Foundation Phase (work with Ruth Best)	Staff to attend training when available
Developing leadership at all levels. All staff to take responsibility for all learning environments, upskilling staff so they understand pedagogical principles [the why, what and how] opportunities created for staff to share expertise and support	Training for staff will develop their understanding. Training available from CSC
Adapting early years provision focussed on observations and questioning [more opportunities for observations built into planning, linked to PL which will upskill staff in observation and questioning skills]	Shared INSET day in September
Ensuring provision meets developmental needs effectively, by developing our understanding of effective indoor and outdoor learning environments	Following from training for staff
Developing school grounds, based on our understanding of effective indoor and outdoor learning environments [zoning of classroom areas to focus on specific skills, staff to use those areas appropriately, greater use of outside areas focussed on early years development]	As part of lottery funding
Ensuring challenge for all pupils through effective use of learning environments. [Increase the amount of 'open tasks' for pupils that don't constrain their learning and application of skills]	Following on from training for staff
Begin to develop processes for showing the progress pupils are making within each AoLE from Baseline through the initial Progression Steps [developing our understanding of the developmental stages of our youngest pupils and expectations for their development]	As part of our Orbit cluster shared INSET sessions
Work with the Curric' Cluster to develop a shared understanding of progression, within the Sci&Tech AoLE	As part of our Orbit cluster shared INSET sessions
Develop mapping of enhanced provision	Following on from training at St Athans
Pupils to access the outdoor learning areas and new Community Gardens more frequently. Utilize the learning opportunities presented in these areas.	Once the garden is completed
Build staff understanding of the benefits to mental health and wellbeing through the effective use of outdoor spaces	Through training

**Target 2 - Continue to refine our purpose led curriculum to meet the needs of all learners**

**Success criteria:**

- Sci and Tech curriculum has been mapped out across all Progression steps (P.S)
- Clear progression of skills has been identified across all P.S
- Develop shared understanding of the specific disciplines needed to develop a progressive understanding
- Upskilling of staff – confidence and expertise
- Pupil independence will be developed through questioning and subsequent investigation and enquiry.

**Evidence:** Estyn report 2022, lesson observations, learning walks, pupil questionnaires, feedback from pupils/staff/parents,

<b>Strategically planned tasks</b>	<b>How/When?</b>
Mapping of curriculum areas to ensure that the curriculum meets all mandatory aspects	Completed during INSET and Management time
Mapping of the curriculum to ensure that the skills that are being taught, especially in our mixed year groups, are sufficiently challenging for all of our pupils.	Planning to reflect this
All staff to develop their confidence in delivery Sci and Tech across all Progression steps	Shared INSET to develop staff confidence in September
Developing a shared understanding of Progression and assessment (cluster) across the Sci&Tech AoLE	Through further cluster INSET sessions
Continue to develop our AfL toolkit as cluster work	Through further cluster INSET sessions
Ensuring that assessment procedures are fit for purpose and support progression.	Reviewed throughout the year in INSET
Shared INSET for comparison of progression.	Sharing examples of work from Sci&Tech to gain a better understanding of progression across a range of schools

**Target 3 - To understand, support and meet the changing needs of pupil's and families by creating an equitable, positive and supportive environment.**

**Success criteria:**

- To adopt, adapt and refine the use of clinically informed approaches to meet the needs of all pupils, in particular, vulnerable pupils
- To adapt and refine our wellbeing support to meet the needs of all pupils, in particular, vulnerable and underrepresented pupils and families.
- To signpost families to external services where we are unable to meet the needs
- To upskill staff through good links with external services (Enfys, Engagement services, CAVHMS, Barnado's, Adoption UK)
- Ensure that provision across the school meets the developmental needs of pupils
- Ensure that learning through outdoors is woven through the curriculum and the excellent resources available in the school grounds are utilized fully, recognising the benefits of being outdoors on well-being.

**Evidence:** Classroom observations, GB meetings/minutes,

<b>Strategically planned tasks</b>	<b>How/When?</b>
Professional learning to support staff (review of activities, time and focus)	Mix of CSC and external trainers
Focused wellbeing activities for staff/pupils (in line with whole school approach) which will also support improved attendance	Reviewing how we support the wellbeing of all pupils (particularly those with diverse needs)
Develop staff confidence and understanding of the resources and professional services available to parents and the community, that will support their own well-being and mental health	Continue to discuss and share examples in INSET
Quality of provision and practise focussed on inclusion and learning/teaching	Continue to discuss and share examples in INSET
Develop our provision of ALN – provision mapping, costed provision, interventions (review and refine/change)	Led by KS, following on from ALNCo training
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 (Facts4Life/Action for Happiness)	Adapting what and how we teach to meet the needs of our pupils
Focused interventions based on both SELFIE and Motional	Based on identification of pupils in need
Identify all groups of learners (who are our most vulnerable?)	Based on identification of pupils in need
Achieving School of Sanctuary award	With support from the VoG
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.'	Continuing to audit and review our well-being provision
Refine current provision for well-being, including support that we are able to offer families	Continuing to audit and review our well-being provision
Meeting our Public Sector Equality Duty (PSED) by updating our Strategic equality plan	With support from VoG
Developing consultation and engagement with all our stakeholders and ensuring we have diverse representation at our parent forum	Through Parent forum

**Target 4 - Reviewing and refining the capacity for self-improvement within our learning organisation. [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:**

Strategically planned tasks	How/ When?
Review and adapt effective and efficient systems Developing expertise in curriculum areas (CSC, collaboration, etc) as a result of staff redundancy	All staff to join AoLE networks and access training when appropriate
Accessing high quality professional learning, which impacts on curriculum development	See above
Peer support for staff through external training, coaching, discussion of self-reflection, analysis of learning and teaching, observation of learning and teaching	Built in throughout the year
Greater accountability and transparency for GB (link governors and regular visits to be re-established)	To be developed throughout the year
Developing the roles of members of the Governing Body, ensuring they understand their roles and responsibilities.	To be developed throughout the year once new Governors are appointed
Adapt and refine curriculum offer, developing the use of rich tasks and authentic learning in order to deliver Science topics.	As part of the NPEP project (LHJ)
Beginning to develop a cluster understanding of progression and assessment across the Sci&Tech AoLE	Cluster work including INSET day in Spring
Developing staff expertise and knowledge of effective use of observations and questioning within the FPh in order to facilitate progress	Training of cohort 1 to take place in autumn term, shared through staff meetings/INSET
Staff to begin to build up a picture of what progression looks like in each AoLE	Through management time during the year.