**Peterston super Ely Church in Wales Post Inspection Action Plan – August 2022**

**Estyn recommendations:**

1. Ensure provision for three to seven-year-olds meets their developmental needs effectively both indoors and out.
2. 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.
3. Address the safeguarding issue identified during the inspection

The recommendations are all focussed around pupils.

1. Pupils have effective opportunities to take part in the curriculum development and be consulted as part of the review cycle

Increase the role pupils play in leadership and school-based decision making

Develop pupil’s independence and freedom, within the curriculum to plan how and what they learn

Develop problem solving and critical thinking

To incorporate inclusive experiences, perspectives and cultural heritage of Wales to support pupils’ understanding of cynefin within the curriculum Ensure that pupils are fully involved in self assessment procedures within school

Develop the opportunities for computational thinking across all areas of the curriculum

1. Map expectations for enhanced provision across the whole school

Ensure that learning through outdoors is woven through the curriculum and the excellent resources available in the school grounds are utilized fully.

Develop the independence and freedom pupils have within the curriculum to plan how and what they learn

Develop problem solving and critical thinking skills of pupils

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

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| **Estyn recommendation: [Address the safeguarding issue identified] A side gate to the school, which provides access to the outdoor area, is secured but not locked consistently. In addition, the boundary is not fully fenced and as a result, the school grounds can be accessed by members of the public.** | |
| **Planned tasks** | **How will we achieve it** |
| A new boundary fence was built in July 2022, restricting all access to the school grounds. A gate was added to this fencing which will be kept locked at all times. | Our grounds maintenance contractor has been employed to rectify the situation. |
| A new fence securing the site has been installed (July 2022)  Daily check to ensure the gate is padlocked.  Monthly checks of the fence to check its condition. | |

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| **Estyn recommendation: Although the gate to the pond area is locked and cannot be accessed by pupils, it is in a state of disrepair and does therefore not restrict pupils from accessing the area well enough.** | |
| **Planned tasks** | **How will we achieve it** |
| The post securing the gate to the pond will be replaced with a new post. | Our grounds maintenance contractor has been employed to rectify the situation. |
| The post securing the gate has been replaced (July 2022)  All other posts and fencing around the pond have been checked to ensure they are in good repair.  Monthly checks to be carried out by Stuart Andrews (Caretaker) to ensure they stay in good repair. | |

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| **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.** | |
| **Planned tasks** | **How will we achieve it** |
| Pupils have effective opportunities to take part in the curriculum development and be consulted as part of the review cycle | 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. |
| Opportunities for computational thinking |  |
| Increase the role pupils play in leadership and school-based decision making | 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 | 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) |
| Develop problem solving and critical thinking | 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) |
| To incorporate inclusive experiences, perspectives and cultural heritage of Wales to support pupils’ understanding of cynefin within the curriculum | 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 | 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 | Staff training to increase understanding and confidence in using computational thinking across the curriculum.  Regularly planned opportunities for pupils within planning |

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| **Estyn recommendation: Ensure provision for three to seven year-olds meets their developmental needs effectively both indoors and out.** | |
| **Planned tasks** | **How will we achieve it** |
| Map expectations for enhanced provision across the school (Nursery to Y6) | 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 |
| Ensure that learning through outdoors is woven through the curriculum and the excellent resources available in the school grounds are utilized fully. | Plan consistent opportunities for pupils to learn ***through*** the outdoors across the curriculum and all age groups |
| Develop the independence and freedom pupils have within the curriculum to plan how and what they learn | 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) |
| Develop the problem solving and critical thinking skills of pupils | 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) |
| 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 | Develop themes that make full use of the school’s resources, evaluate the effectiveness of the new topics (Treemendous Trees) |