Peterston super Ely Church in Wales Primary School

School Development Plan 2023-24

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

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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** | **How /When?** |
| Pupils have effective opportunities to take part in the curriculum development and be consulted as part of the planning and 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. |
| 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 and applying for grants |
| 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 creative skills (i.e online portfolios or digital apps) |
| Develop problem solving and critical thinking skills of pupils | 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 | Incorporate more Welsh opportunities in the curriculum as a default option, developing ‘experiences’ of pupils from our cluster and building up our ‘cynefin’ |
| 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 |

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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** | **How/When?** |
| Map expectations for enhanced provision across the school (Nursery to Y6)  Foundation Phase classes to share learning opportunities more consistently.  Clear progression planned through enhanced opportunity activities. | 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 |

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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, GB meetings/minutes, | |
| **Strategically planned tasks** | **How/When?** |
| Take part in CSC funded projects based on CfW and pedagogical principles | As part of the PM cycle staff will complete action research within their class |
| Structured engagement in action research community, informed by wider reading and research | 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 | Through CPD forms, staff to identify targets for the year, these will be reviewed as part of the MER cycle and PM meetings |
| Action plans to feed into SIP and SER | Priorities identified in action plans will feed into SDP |
| Greater accountability and transparency for GB (link governors and regular visits to be re-established) | Governors to monitor progress through regular meetings with staff and through feedback from staff in GB meetings |
| Developing the roles of members of the Governing Body, ensuring they understand their roles and responsibilities. | Using the induction packs created by GB, explore ways of developing their role |
| Developing the roles of members of the SLT, across the Orbit cluster to support each other and share workload | Coaching and mentoring by existing SLT to support. Explore the Leadership Pathways courses from CSC. |

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| **Target 4 - To create an equitable, positive and supportive environment, that understands and meets pupil’s and family’s needs.** | |
| **Success criteria:** To adapt and refine our wellbeing support to meet the needs of all pupils, in particular, vulnerable and underrepresented pupils and families. | |
| **Evidence:** Pupil and parent questionnaires, website, policies, staff training | |
| **Strategically planned tasks** | **How/ When?** |
| 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.’ | See separate Wellbeing action plan |
| Audit current provision for well-being, including support that we are able to offer families  Develop the resources and mechanisms for sharing information with our community | Parent focus group, website to be developed, close links with School Nurse |
| 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) | Review of current scheme of work, monitoring of planning and pupils books, pupil/parent feedback |
| 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 | Relational plans are in place for identified pupils, support from engagement services and outside professionals to support pupils |
| Motional surveys completed and used to create support programmes for all pupils identified as high concern and/or with high ACE scores | In place |
| Meeting our Public Sector Equality Duty (PSED) by updating our Strategic equality plan | Policies are being updated by Governing body |
| Developing consultation and engagement with all our stakeholders and ensuring we have diverse representation at our parent forum | Parent forum, PTA links, individual parents are approached to ensure diverse representation is taking place |
| Developing a tailored approach to staff mental health and wellbeing through support from “Education Support” | Links and advice are shared with staff |