

School Development Plan Summary

2023- 2024



Things we celebrate... (2022-2023)

We take pride in the acceptance and **inclusion** of every pupil in school by celebrating their unique qualities and personalities which allows them to **achieve their full potential**.

Whole school ethos built on a **shared vision and values**, informed by trauma, attachment and ACEs, equity for all, that is driven by the **four purposes**

The school is an **inclusive, caring community** where everyone's well-being is a priority. As a result, nearly all pupils settle into school life well and **most pupils' engagement in school is excellent**, displaying a readiness to learn.

Extensive support for ALN pupils through early identification, **extensive universal provision**, and a range of purposeful intervention.

Partnerships with parents and specialist agencies are highly effective and make a profoundly positive difference to the school community.

Strong **pupil voice**, evident through EPIC planning in classes.

We are proud that we are able to both **support** and bring the **community together** through having an open door policy, offering coffee mornings / workshops and establishing our Cwpwrdd Cwm Glas.

We have a strong focus on developing a **growth mindset**, which allows pupils to develop **lifelong skills** such as being **resourceful, resilient, collaborative and resourceful**.

The Shirley Clarke Action Research project based around the **Power of Formative Assessment** has allowed staff to **develop their pedagogy**, offer and receive school to school support and allow these messages to filter down across the school.

Summary of our self evaluation... (2022-2023)

Cwm Glas is a **highly supportive** and happy learning environment where pupils thrive and **progress well**. The school's vision incorporates a powerful commitment to developing pupils' **sense of belonging**. The head teacher and senior leaders focus on placing the school at the centre of our community and set the **wellbeing of pupils and our families at the heart of this vision**. All stakeholders take pride in the school's motto, '**Living and growing together, Learning that lasts for ever**' This promotes a journey that's **inclusive**, successful and has a positive effect on **pupils' attitudes** to learning, their care for each other. This also reflects our commitment to ensure the pupils understand and seek **life long learning**.

The school's **provision for learning** is good. Nearly all pupils have opportunities to access a **wide range of learning experiences**, which develop their basic skills effectively.

The school makes **effective provision for pupils with ALN** and utilises partnerships with external agencies very well to ensure all pupils make good progress. Universal provision is effective, ensuring the needs of pupils with ALN are met within mainstream classes.

The school provides pupils with **good opportunities** to influence how and what they learn and gives pupils a wider say in issues at school that affect them, through the 'EPIC' initiative.

Almost all classes are using a class novel / story to successfully hook and engage learners in their class topics. As a result, learners are engaged with the topic and begin to develop a love for stories which will aid them moving forward.

The school **shares effective practices** with local schools, and this supports the school's capacity for continuous improvement beneficially. It provides valuable opportunities for teachers to compare and share their effectiveness with other professionals.

Things we need to work on... (2023-2024)

Revisit or **school vision** based around our core value of FAMILY as part of our **curriculum design** process; ensuring **all stakeholder** involvement from pupils to governors.

Work collaboratively to construct a **purposeful and authentic curriculum** that builds on pupil's knowledge, skills and experiences creating a **shared understanding of progression** within our school, cluster and wider area.

Continue the implementation process of the **ALN** reform agenda. Ensure that we have robust IDPs and EIRs in place and information is stored and shared on IMPULSE.

Strengthen the basic skills of all pupils, including; reading, writing and mental maths. To **strengthen the basic skills** of every pupil in the school by engaging families and the wider community.

Enhance the ability of pupils to **apply mathematical skills** across the curriculum to the same standard as during discreet mathematics lessons.

Improve consistency in regards to feedback and marking to ensure pupils move through the school and receive the same messages.

Develop a **consistent behaviour policy** across the school where children understand that their actions can have both positive and negative consequences.

Continue to work **collaboratively with our stakeholders, cluster and beyond** in the curriculum design process to establish a **shared understanding of progression**.

Strengthen our use of **data and assessment information** to support all pupils to make the progress of which they are capable in accordance with the principles of progression.

Embed the role of the team CFS to ensure the school is more proactive in its approach to **engaging with and helping families requiring additional support**.

Strengthen attitudes to learning, particularly in **attendance** and continue to embed a whole school approach to supporting the **health and well-being of pupils and staff**.

This is what we achieved last year... (2022-2023)

Independent Quest activities have been successfully introduced across nearly all 'KS2'. These allow **children to develop their ability to work independently** to retrieve and demonstrate skills that have been developed during previous learning.

'Little Acorns' provision was established for selected 'FP' pupils. This facility allows extensive and **additional learning support** to be provided and aid the identification process of Additional Learning Needs.

Taith 360 was successfully used to plan for topics and assess the children against the **What Matters Statements and Principles for Progression**.

Staff have received **continued professional development from several ALN workshops** to improve their knowledge of ALN and how best to support learners. Workshops included 'How to deal with Challenging Behaviour' and 'Developmental Language Disorder'.

A **shared understanding of progression** has begun to be developed as pupils travel through the school, through the use of White Rose Maths, Real PE and completing activity to map out writing genres across Year groups.

Leadership is effectively distributed across the school. We appointed a new Acting Headteacher and Acting Deputy Headteacher in the summer term. In addition, one new TLR3 posts were created to support emerging school improvement priorities moving forward.

This year we aim to... (2023-2024)

Draw upon contributions from the **community** and other partners to develop our vision for learning, teaching and the curriculum

Support the **wellbeing** of all staff

Establish and apply statutory policies and procedures around **Health and Safety**

Use **assessment** information to support all pupils to make the progress of which they are capable in accordance with the **principles of progression**

Engage families in education to strengthen our school-community partnership

Ensure **universal learning provision** is delivered consistently through a targeted and more focused approach

Meet **the needs of pupils who are disadvantaged by poverty** to ensure equity for all

Embed the **RSE framework** across the school

Improve **pupil attendance**

Develop pupils' **numeracy skills and apply** at same standard across all AoLEs. We will do this by focussing on 'Fluency'

Co-construct a **purposeful curriculum** that builds on pupils' existing **knowledge, understanding, skills and experiences to secure progression** as they move through the school

Embed systems that promote our **whole school approach to mental and emotional well-being** of pupils and staff.

This is how we will achieve our aims and who will help us... (2023-2024)

Ensure **support** from LA Numeracy and Literacy Adviser for training and support.

LA School Improvement Adviser / Partneriaeth Advisers signpost good practice in curriculum design, in particular resources and effective training.

Cluster working to explore **progression** domains within AoLEs to support consistency within and across schools in humanities, RSE and RVE.

Support from external agencies: CAMHS outreach Early Help Hub, EWO fortnightly meetings EPHW panel

Taith360 Training to support planning and assessment.

Developing our **Middle Leaders and Senior Leaders** Culture of trust and collaboration Professional development for all staff.

Develop a coaching culture within the staff and develop well-being staff portal.

Host Community events and **continue to enhance** opportunities for involving parents and the **community**.

To strengthen leadership through formal development programmes in partnership with **Partneriaeth**.

Ensure the **Governing Body** play an active role in supporting and challenging us in meeting our objectives.

Through **focused self-evaluation**, involving **multiple stakeholders** monitor our progress against the agreed outcomes of the strategic steps within the SDP.