

## School Improvement Plan 2023-2024

<p><b>Target 1:</b> Continue to develop a strong pedagogical approach to T &amp; L of literacy and numeracy across the school so that children of all abilities are fully challenged, and reach expected or above achievement levels. (Estyn Recommendation 2).</p>
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• All pupils in Years 2 - 6 make progress in literacy and numeracy - measured through comparison of WNT September results with June results</li> <li>• A greater percentage of pupils achieve above 90 (SS) within literacy and numeracy WNTs - measured through comparison of 2023-24 results with 2022-23 results</li> <li>• A greater percentage of pupils achieve 115+ in WNTs -.measured through comparison of 2023-24 results with 2022-23 results</li> <li>• Greater percentage of pupils in Reception to Year 2 completing the RWI programme (compared to 2022-23 data)</li> <li>• All pupils in Nursery and Reception make progress from their starting points - measured through comparison of baseline data with Summer term data</li> </ul>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>❖ Ensure all staff are aware of the 2022-23 data for their new classes and what this data means (WNT, RWI and baseline)</li> <li>❖ Introduce new Maths scheme of work (White Rose) to improve teaching, learning and consistency of approach in maths</li> <li>❖ Provide staff training on the appropriate use of this new scheme</li> <li>❖ Audit provision in relation to the teaching of literacy skills - phonics, spelling, grammar, punctuation, reading, writing</li> <li>❖ Provide training for staff on the appropriate structure for literacy lessons and sequences of work</li> <li>❖ Monitor the teaching of maths and literacy in relation to agreed procedures and the pedagogical principles</li> <li>❖ Monitor standards of learning within literacy and maths across the year - book looks, lesson observations, listening to learners, data analysis</li> <li>❖ Revisit resources that can be used to promote reading and comprehension skills</li> <li>❖ Ensure homework policy is being followed appropriately and incorporates a balance of literacy and numeracy tasks</li> <li>❖</li> <li>❖ Teachers to receive training based on the CSC 'Great Teaching Toolkit and the Pedagogical Principles' in line with the Curriculum for Wales and 12 pedagogical principles</li> <li>❖ Arrange for teachers to have one day per term to meet individually with pupils to track/review their progress and set/review achievable targets</li> <li>❖ Teachers to create appropriate timetables for support staff with a balance of classroom, and small group support for all learners</li> <li>❖ SLT to arrange targeted support for teachers to further develop their pedagogical skills where necessary</li> <li>❖ Arrange for all staff to receive updated RWI training</li> </ul>
<p><b>Review Points (November, March, June)</b></p>

**Target 2:** Strengthen and develop the pedagogical expertise of staff to provide opportunities for pupils to further develop their independent approach to learning including when using the outdoors (Estyn Recommendation 3)

**Success Criteria:**

- Pupils from Nursery to Year 3 have equity in accessing a well equipped indoor and outdoor learning environment with key areas available for independent learning.
- A higher percentage of independent (self-chosen) tasks are completed by pupils in Year 4, Year 5 and Year 6
- Nearly all pupils demonstrate a higher level of independence and self-motivation within learning tasks - measured using the 'education' section of Selfie.

**Actions**

- ❖ Audit provision for outdoor learning
- ❖ Provide training and guidance to staff in relation to what should be included into the outdoor learning areas
- ❖ Audit provision within classrooms in relation to how well the environment promotes independence
- ❖ Provide guidance to staff in relation to what should be included within classrooms to promote independence
- ❖ Source and order appropriate resources to ensure all areas are well-equipped (indoors and outdoors)
- ❖ Monitor the use of outdoor learning in PS1 and PS2
- ❖ Monitor the use of continuous and enhanced provision within PS1 and PS2
- ❖ Provide training on how continuous and enhanced provision can promote independence
- ❖ Revisit the Inquiry Based Learning approach and how this can be used to promote independence
- ❖ Set clear expectations in relation to what independent learning looks like within different year groups
- ❖ Monitor what 'independence' looks like in each year group
- ❖ Revisit our Learning Assets with pupils to ensure that they fully understand what an effective learner looks like
- ❖ Use Selfie questionnaires to measure resilience in relation to education

**Review Points (November, March, June)**

**Target 3:** Provide authentic opportunities for pupils to learn about STEM topics and disciplines (Science, Technology, Engineering and Maths).

**Success Criteria:**

- Staff are aware of the STEM subjects and fully understand their place within the curriculum
- Our curriculum includes opportunities to teach STEM subjects in rich, authentic contexts
- Pupils develop their understanding of STEM subjects
- Pupils are able to apply skills in authentic contexts

**Actions**

- ❖ Organise staff training on Science and Technology
- ❖ Organise staff training on Mathematics and Numeracy
- ❖ Organise further staff training on the application of skills in rich, authentic contexts
- ❖ Further explore how inquiry based learning can be used to develop skills in STEM subjects
- ❖ Curriculum Team to audit long term maps to ensure STEM subjects are appropriately incorporated
- ❖ AOLE Teams to ensure STEM subjects are taught in a progressive way where knowledge deepens and skills improve
- ❖ Utilise opportunities within the local community for application of STEM skills
- ❖ Invite members of the school and wider community into school to explicitly demonstrate to pupils how STEM subjects are incorporated into a huge variety of occupations, hobbies etc

**Review Points (November, March, June)**

<b>Target 4:</b> Further enable our children to become ethically informed citizens of the World by consciously celebrating diversity within SPS.
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Events related to pupils' cultural heritage, ethnicity and religion are celebrated.</li> <li>• The curriculum represents cultural diversity.</li> <li>• Anti-Racism and Cultural Diversity policy is familiar to all stakeholders.</li> <li>• Number of racist incidents/comments reduces.</li> </ul>
<b>Actions</b>
<ul style="list-style-type: none"> <li>❖ Appoint a Cultural Diversity Champion</li> <li>❖ Source a cultural diversity school calendar</li> <li>❖ Establish the range of cultures and religions represented within school</li> <li>❖ Plan assemblies to celebrate national events</li> <li>❖ Take part in any events possible during the year e.g. Show Racism the Red Card</li> <li>❖ Curriculum Team to edit the curriculum mapping to ensure cultural diversity e.g. in books, characters studied, events studied etc</li> <li>❖ Re-share anti-racism policy with all stakeholders</li> <li>❖ Ensure policy is available on the school website</li> <li>❖ Monitor racist incidents/comments and analyse data surrounding them</li> <li>❖ Utilise members of our school and wider community to provide authentic contexts for celebrating diversity</li> </ul>
<b>Review Points (November, March, June)</b>

**Target 5:** Ensure the wellbeing of pupils, staff and the wider community continues to be of the utmost importance.

**Success Criteria:**

- Positive Relationships Policy is widely shared, understood and followed by all stakeholders.
- Well-Being of pupils is successfully tracked across the academic year.
- Appropriate interventions are in place to support pupils displaying low levels of well-being.
- Well-being measures improve across the year.
- Stakeholder engagement levels in school activities increase across the year.
- Involvement in community events and with community organisations increase across the year.
- Policies are revised to represent our approach to promoting positive well-being.
- The profile of e-safety within the school is raised.
- Staff have high levels of well-being - measured through staff questionnaires.
- The staff well-being policy is followed effectively.

**Actions**

- ❖ Reshare Positive Relationships Policy with all stakeholders through video created by the pupils
- ❖ Monitor the consistent implementation of the policy
- ❖ Use Selfie assessments to track well-being needs of pupils
- ❖ Use Motional to deepen understanding of well-being needs of specific pupils
- ❖ Plan appropriate interventions for those identified as having low levels of well-being
- ❖ Use ELSA intervention to target the needs of specific pupils
- ❖ Community Cadets to establish links with community groups
- ❖ Community Team to organise events for parents
- ❖ Community Team to organise events for wider community members
- ❖ Continue to offer adult learning activities
- ❖ Monitor the needs of our stakeholders through questionnaires
- ❖ Review and edit well-being policy in consultation with all stakeholders
- ❖ Continue to use Jigsaw scheme of work to ensure appropriate coverage of skills and knowledge
- ❖ Pupils take part in some form of physical activity every day where they feel out of breath (PE, daily mile, active 10)
- ❖ Continue to deliver a multitude of extra curricular clubs
- ❖ Review 360 degree safe audit tool to ensure high levels of e-safety
- ❖ Revisit and edit the e-safety policy within school
- ❖ Create an Acceptable Use (devices) Policy for pupils
- ❖ Appropriate support timetables are in place in all year groups
- ❖ Share monitoring and assessment timetable with staff so timelines are understood
- ❖ Give agreed 2-week notice of formal lesson observations
- ❖ Include regular progression step meetings in meeting timetables
- ❖ Send all important messages via secure hwb email addresses
- ❖ Reiterate and monitor the need to communicate with each other with respect
- ❖ Ensure a number of activities to promote well-being take place during the year e.g. social events, team building Friday treats etc

**Review Points (November, March, June)**

**Target 6:** Continue to promote the use of Welsh Language (Welsh - Silver Award)

**Success Criteria:**

- All staff to use incidental Welsh every day in and out of the classroom
- A higher percentage of staff and pupils speak Welsh confidently.
- The school achieves the Silver Award.

**Actions**

- ❖ Continue with daily 'Helpwr Heddiw' sessions and Phrase of the week
- ❖ Continue to offer adult Welsh lessons
- ❖ Increase the number of Welsh songs sung in assemblies and as part of singing sessions
- ❖ Create Welsh language placemats linked to all topics
- ❖ Criw Cymraeg to lead some assemblies to introduce language, stories and to promote Cynefin
- ❖ Pupils take part in cultural activities wherever possible e.g. visiting Llangrannog, taking part in Urdd activities etc
- ❖ Ensure all classrooms have sufficient copies of Welsh dictionaries
- ❖ Include Welsh on displays around the school
- ❖ Criw Cymraeg to contribute to the newsletter half termly
- ❖ Ensure Welsh literature available within each classroom
- ❖ Expose pupils to Welsh on T.V., in music etc

**Review Points (November, March, June)**

**Target 7:** Continue to develop leadership across the school to ensure the effectiveness and accountability of all leaders.

**Success Criteria:**

- All staff further develop their leadership skills.
- Staff participate in leadership training opportunities.
- All staff further develop their pedagogical expertise.
- SPS works effectively with Cardiff Met ITE
- Staff learn from one another and share good practice.
- SPS deliver a purposeful programme of learning for student teachers.

- Effective support and mentoring of student teachers whilst on placement within the school.
- Effective leadership of ALN
- Effective leadership of MER process, pupil tracking and assessment activities
- Effective leadership of performance management practices.
- Pupils demonstrate ability to lead on enterprise projects.

### **Actions**

- ❖ Provide staff with leadership opportunities within school e.g. leading AOLE groups, Llais groups, initiatives, mentoring students, leading training etc
- ❖ Staff to be supported to pursue leadership training e.g. MLL, SLDP, AHDP and Masters opportunities
- ❖ Continue to offer staff training to develop pedagogical skills e.g. The Education Show, use of White Rose Maths etc
- ❖ Continue to offer effective school-based training days for students in partnership with Cardiff Met
- ❖ Appoint a lead person for students
- ❖ Appoint a new Research Champion
- ❖ Continue to facilitate coaching and mentoring triads (teachers/LSAs) to learn from each other - create groups/timetables and foci
- ❖ Organise opportunities to meet across the cluster to share practice with leaders within AOLE groups
- ❖ AOLE groups to organise whole school projects based on curriculum drivers
- ❖ Ongoing Senior Leader training for SLT (Aspiring HT course (SH), (Senior Leader Programme (DJ)
- ❖ Welsh language courses for targeted staff
- ❖
- ❖ Teachers to undertake action research as part of their performance management targets
- ❖ SLT given time to carry out MER activities and give support to individual where needed

### **Review Points (November, March, June)**