

Maesycwmmer Primary School

2019 - 2020

SDP

**Vision Statement**

Dysgu am Fywyd – Learning For Life

**Mission Statement**

At Maesycwmmer Primary School we aim to create a stimulating environment that allows all of our pupils to learn and grow through diverse and challenging opportunities/activities, whilst developing skills that will enable them to thrive in an ever changing society.

Chair of Governors: David George

Head Boy and Head Girl: Gethin Tudball and Kayla Joynes

Headteacher: James Harris

Maesycwmmer Primary School serves the traditional village community of Maesycwmmer in the unitary authority of Caerphilly in south east Wales. The village is in a semi-rural location and there is a mix of privately owned, housing association and local council accommodation. Many parents, grandparents and several governors are former pupils of the school. The majority of pupils come from the village, but a small number attend the school from outside the catchment area.

The school describes pupils’ families as being neither prosperous nor disadvantaged. The school caters for pupils from three to eleven years of age. There are 178 pupils on roll including 27 children who attend the nursery part-time (we are currently 6 pupils off full capacity). Children enter the nursery part-time at the start of the term following their third birthday. Most pupils are of white ethnic origin and speak English at home. No pupils speak Welsh as a first language. 12.7% of pupils are entitled to free school meals. 10.3% of pupils are on the school’s register of special educational needs (ALN), which is in line with the national average. Four pupils have statements of ALN. Pupils representing the full range of abilities attend the school. The current standards categorisation for the school is 1. The current capacity (leadership and teaching and learning) is B. The overall categorisation for the school is Green.

The accommodation consists of two buildings. The lower building houses the Foundation Phase pupils, in three separate classrooms. This has a hall that also doubles as the school dining room. The lower yard has a stage area, sand pit, climbing frame and reading area in order to develop the outside environment for our Foundation Phase. The upper building accommodates key stage 2 pupils. It also has a hall, a computer suite/library, three classrooms, a resource room, head teacher’s office and the main office. In addition to the tarmac play areas around the school, there is a large playing field at the rear of the junior building and the car park for the school. In the field area the school has recently developed a pond area, allotment, raised planting beds, trim trail, log circle and nature area.

The headteacher has led the school since September 2011 and from May 7th 2018 will become executive head teacher of Maesycwmmer Primary and Pentwynmawr Primary. There are six full-time teachers (this has increased from 5 due to the rise in pupils numbers in recent years), 3 full time additional practitioners, 1 part time HLTA (9 hours PPA in FP and 9 hours support in Yr3/4), 1 part time HLTA who covers P.P.A in KS2 (am supports statemented child funded by LA), 1 1:1 who supports 2 statemented pupils for 25 hours, 1 part time AP who supports rising 3’s and 1 part time additional practitioner funded by LA. The school works hard within the community and maintains a high profile. There are excellent links with a range of outside agencies, embracing the expertise and encouraging professional development of all staff. Significant investment in improvements to the school building and learning environment has been made over the past 3 years. The school has been awarded the Platinum Eco Flag, working towards phase 6 Healthy Schools, and Investors in Families. The last Estyn inspection was 16.4.18

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| Inspection Area | The school’s self-evaluation judgement | Last Estyn Inspection Judgement |
| Standards | Good | Good |
| Wellbeing and Attitudes to Learning | Good | Good |
| Teaching and Learning Experiences | Good | Good |
| Care, Support and Guidance | Good | Good |
| Leadership and Management | Good | Good |

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| 3yr SDP Plan | | |
| 2019-2020 | 2020-2021 | 2021-2022 |
| To improve standards across the curriculum with a focus on numeracy and literacy | Look at ways of further developing numeracy and literacy across the curriculum. | Review processes and procedures that are in place to assess Health and well-being of all pupils. |
| To explore and develop the new curriculum bespoke to our school. | To develop key areas of the new Curriculum, Four purposes, AOLE’s and curriculum pedagogy and assess against the progression steps | To embed key areas of the new Curriculum, Four purposes, AOLE’s and curriculum pedagogy and review procedures for assessment of the progression steps |
| To implement and enhance ALN procedures in line with the new ALNCO reform. | To embed ALNCO reforms and ensure policies and procedures meet national requirements. | To review DCF and use of digital skills across the curriculum. Purchase new hardware and software where appropriate. |
| To further develop leadership of all stakeholders. |  |  |

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| Recommendations from last inspection |
| * Improve pupils’ ability to apply their numeracy skills across the curriculum * Ensure that teachers adapt their lessons to meet the needs of all pupils more closely * Refine teachers’ written feedback so that pupils know more clearly what they must do to improve their work |

SPENDING PLAN 2019-20

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|  | EIG | PDG/EYPDG | School Budget | Other | Total |
| Priority 1 | £59,848 | £7,200 | £1000 |  | £68,048 |
| Priority 2 | £4,270 | £2,007 | £500 |  | £6,777 |
| Priority 3 |  | £7,750 | £500 |  | £8,250 |
| Priority 4 |  | £520 |  |  | £520 |
| **Total** | £64,118 | £17,477 | £2,000 |  | £83,595 |

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| Priority 1 - To improve standards across the school with a focus on boy’s oracy, whole school extended writing and number skills to develop a mastery of these skills. | | | | | | | |
| Rationale: End of year teacher assessments shows a dip in boy’s oracy and extended writing across the school needs to be developed. In line with the new curriculum there will also be a focus on mastery of number skills across the school | | | | | | | |
| Priority Lead: RE/JD | | Support to lead: JJ | | Link Governor: WH/LC/DW | Other staff involved in Priority | | |
| Links to:  **National Priority** - Raising Standards in Literacy and Numeracy  **National Mission** - Developing a high quality education profession. Inspirational leaders working collaboratively to raise standards  **Regional/Local priorities** - Raising Standards in Literacy and Numeracy | | | | | | | |
| SER | Actions | | Success Criteria | | | Resource, training, cost | Monitoring  when/who/how |
| 1.1, 1.3 | To embed oracy strategies from cluster project to further improve oracy skills with a focus on boys in KS2. | | * Increase % of Level 5 from 59% * Increase % of Outcome 6 from 41% * All pupils to make at least 2 sub levels/outcomes progress. | | | Green Screen – £100 EIG  Ipad stands – £150 EIG  Figures/costumes for drama – £100 EIG  Chrome books - £6,230 EIG  Blank level questioning training – ET/JJ | Book scrutiny Autumn and Summer – JD  FPP – FP staff  School/cluster moderation Summer – all staff  Sharing good practice in staff meetings |
| 1.3 | To improve extended writing skills | | * Increase % of Level 5 for boys from 33.3% and girls from 30%. * Increase % of Outcome 6 for boys from 8.3% and girls from 25%. * All pupils to make at least 2 sub levels/outcomes progress. | | | Handwriting Scheme - £250 Budget  Spelling Shed – £250 budget  Possible Alan Peat training - £300-£500 budget | Book scrutiny Autumn and Summer – JD  School/cluster moderation Summer – all staff |
| 1.3 | To focus on number skills in order to develop a mastery of these skills. | | * All pupils to make at least 2 sub levels/outcomes progress. * Assessment of number shows great understanding. * Improvements made by pupils in Procedural/Reasoning tests. * All mathematics lessons are number based. | | | RE to provide training in staff meetings when required on certain aspects of number.  TA Yr3/4 - £6010 PDG  Parental engagement - £390 PDG | Book scrutiny Autumn and Summer – RE  School/cluster moderation Summer – all staff |
| 1.3 | To further improve numeracy skills across the curriculum. | | * Numeracy rich topics are well planned. * Standard of numeracy mirrors math books. * All data handling, shape, measure should be taught for a purpose and not a standalone lesson. * Develop mini enterprise – profit and loss | | | RE to provide training in staff meetings when required on certain aspects of number.  T.A’s - £53,268 EIG  Resources £800 PDG | Book scrutiny Autumn and Summer – RE  School/cluster moderation Summer – all staff |
| Measurable Outcomes  LLC - Boys to achieve higher than 79% at O5. Girls to achieve higher than 63% at O5. Overall pupils to achieve higher than 73% at O5. Girls to achieve higher than 25% at O6. Boys to achieve higher than 83% at L4. Girls to achieve higher than 90% at L4. Overall pupils to achieve higher than 86% at L4. Overall writing to be above 31.8% at L5. Boys oracy to be above 59%. All pupils to achieve at least 2 sub levels over the year with MAT pupils achieving 3.  MD - Boys to achieve higher than 86% at O5. Girls to achieve higher than 63% at O5. Overall pupils to achieve higher than 77% at O5. Girls to achieve higher than 25% at O6. All pupils to achieve at least 2 sub levels over the year with MAT pupils achieving 3. | | | | | | | |

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| Priority 2 - To explore and develop the new curriculum bespoke to our school. | | | | | | | |
| Rationale: With the draft curriculum being published in April 2019, staff need the opportunity to look at the AOLE’s and pick out what we need to focus on as a school. | | | | | | | |
| Priority Lead: JD | | Support to lead: All staff | | Link Governor: All governors | Other staff involved in Priority: Training providers, cluster schools | | |
| Links to:  **National Priority** – Curriculum 2022  **National Mission** - Strong and inclusive schools, committed to excellence, equity and well-being. Robust assessment, evaluation and accountability arrangements supporting a self-improving system  **Regional/Local priorities** - Curriculum 2022 | | | | | | | |
| SER | Actions | | Success Criteria | | | Resource, training, cost | Monitoring  when/who/how |
| 3.1, 3.2, | **Science and Technology** – To improve the % of pupil’s achieving L5 at the end of KS2. Develop and improve coding skills of all pupils. Develop Google classroom as a collaborative tool. | | * Increase % of Level 4 from 86% and Level 5 from 45%. * All pupils have the opportunity to code. * Through Google classroom opportunities have been given to co-construct with classes, home and cluster. * Gain Silver SEQM award | | | AOLE training/supply – £520 EIG  Google Classroom training, VR training, Microbit training - £400 EIG | Book scrutiny Autumn and Summer - LC/KT  School/cluster moderation Summer – all staff  Sharing good practice in staff meetings  Learning Walk spring |
| 3.1, 3.2 | **LLC** – To introduce an additional language into the school through cluster working with Lewis Girls. Develop links with Welsh authors and improve the Welsh literature in the school | | * All pupils in KS2 are introduced to a 3rd language. * Develop links with MFL department of Lewis Girls. * Continue to with Cymreag Campus award. * Further improve links with Welsh authors and literature. * Guided reading session once every half term. | | | AOLE training/supply - £520 EIG  Welsh resources - | Book scrutiny Autumn and Summer - JD  School/cluster moderation Summer – all staff  Sharing good practice in staff meetings  Learning Walk spring |
| 3.1, 3.2 | **Expressive Arts** – improve the use of digital media throughout the school. | | * All staff to be upskilled in the use of digital media. | | | AOLE training/supply £520 EIG  Photography training – £350 EIG  Animations training - £400 EIG | Book scrutiny Autumn and Summer - SH  School/cluster moderation Summer – all staff  Sharing good practice in staff meetings  Learning Walk spring |
| 3.1, 3.2 | **Humanities** – Develop the outdoor classroom and make links with local historians, societies and are more involved with the local community. | | * Improve use of outdoor areas as a learning environment through taking sessions outside. Plan for these sessions. * Pupils develop more awareness of their local area and the culture of Wales. | | | AOLE training/supply – £520 EIG | Book scrutiny Autumn and Summer - ET  School/cluster moderation Summer – all staff  Sharing good practice in staff meetings  Learning Walk spring |
| 3.1, 3.2 | **Numeracy** – Through new topics develop rich numeracy activities for across the curriculum. | | * Numeracy work is easily identified in books and the standard meets what has been taught in maths lessons linking to STEM work being carried out throughout the school. | | | AOLE training/supply - £520 EIG | Book scrutiny Autumn and Summer - RE  School/cluster moderation Summer – all staff  Sharing good practice in staff meetings  Learning Walk spring |
| 3.2, 3.1 | **Health and Well-being** – Engage in more physical activity through P.E sessions and using outside agencies to deliver a variety of sports. Enhance the use of ELSA in the school and how these sessions can be delivered as whole class sessions. | | * Increased physical activity sessions. * Providers show pupils a variety of sports. * Healthier pupils. * Links with local clubs. * Develop the ELSA programme so that more pupils benefit from the sessions. | | | AOLE training/supply - £520 EIG  ELSA TA - £2007 PDG | Book scrutiny Autumn and Summer – RE/ET  School/cluster moderation Summer – all staff  Sharing good practice in staff meetings  Learning Walk spring |
| Measurable Outcomes  Science - Increase % of Level 4 from 86% and Level 5 from 45%. To close the gender gap at L5 to below 15%  Nearly all pupils in KS2 make 2 sub level progress with their Welsh reading.  Standard of numeracy across the curriculum has improved. Evident in book scrutiny and through learning walks.  Staff to carry out questionnaire at the beginning and end of term to see how understanding of all stakeholders has improved and share these results with all.  Improved skills level of pupils linked to health and well-being. Are pupils more active? Has this impacted on their work? | | | | | | | |

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| Priority 3 - To implement and enhance ALN procedures in line with the new ALNCO reform. | | | | | | | |
| Rationale: The special educational needs (SEN) reforms in Wales are now a little under a year away from their introduction in 2020.  The Additional Learning Needs (ALN) and Educational Tribunal Act was passed in January 2018 and will begin to be rolled out from the start of the new school year in September 2020. | | | | | | | |
| Priority Lead: ET | | Support to lead: JH | | Link Governor: GK/WH/DG | Other staff involved in Priority: LA, Cluster, all staff | | |
| Links to:  **National Priority** – ALN Reform  **National Mission** - Strong and inclusive schools, committed to excellence, equity and well-being  **Regional/Local priorities** - ALN Reform | | | | | | | |
| SER | Actions | | Success Criteria | | | Resource, training, cost | Monitoring  when/who/how |
| 2.1, 4.3, 5.3 | To further train staff and ACE lead on the issues surrounding pupils with ACE’s | | * All staff to receive ACE training and are aware of the impact this has on a child and how this could impact their behaviour in school. | | | Cluster/LA network meetings  TA Spring term - £5150 PDG | ET to carry out training in staff meetings and Inset days. |
| 5.3 | To redevelop ALN policy in line with the new reforms. | | * ALNCO to write policy and deliver it to all stakeholders. * ALNCO to work with the cluster in developing best practice. | | | Visit schools and look at policies and procedures. | ET to complete new policy by the spring |
| 4.1 | To provide all staff with the training required to deliver the new reforms. | | * Staff are aware of the fundamental changes to the new ALN code. * Staff to write IDP’s instead of IEP’s following guidance provided. * Further training for lunchtime supervisors in how to deal with pupils with ALN. | | | Further training needed for all staff, governors, pupils and parents  Training/Release - £1900 PDG  Resources - £700 PDG | ET to work with lunchtime supervisors on a termly basis to make sure they understand the needs of our pupils.  Regular feedback to given in staff meetings. |
| Measurable Outcomes  Staff have a greater understanding of ACE’s and this information has been shared with parents and governors.  A new ALN policy developed. IDP’s are all in place for pupils on the ALN register. | | | | | | | |

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| Priority 4 - To further develop leadership of all stakeholders. | | | | | | | |
| Rationale: leaders become great not because of their power, but of their ability to empower others | | | | | | | |
| Priority Lead: JH | | Support to lead: All staff | | Link Governor: All Governors | Other staff involved in Priority | | |
| Links to:  **National Priority** – Leadership  **National Mission** – Developing a high quality education profession. Inspirational leaders working collaboratively to raise standards  **Regional/Local priorities** - Leadership | | | | | | | |
| SER | Actions | | Success Criteria | | | Resource, training, cost | Monitoring  when/who/how |
| 5.2, 4.1 | To develop a new assessment structure so is easier for staff to assess, and still provide data on each pupil. | | * Assessment in not an onerous task that takes away from learning. * Staff are able to complete assessments during PPA time. * Staff to only be using books trackers, Incerts and Sims to assess pupils work. | | | N/A | Staff to complete assessment on a half termly basis.  Issues arising from assessments to be shared in staff meetings. |
| 5.1 | Governors to be assigned an AOLE to work with staff in developing the new curriculum. | | * Governors better informed of the changes to the new curriculum. | | | N/A | All staff to meet with their link governors over the year and then present at GB meeting |
| 5.1, 4.2 | Continue to develop the leadership roles of pupils throughout the school. | | * Pupil Voice – To have an impact on the way the school is run. * Buddy System – to improve reading standards of pupils. Scheme to be rolled out across the school. * Young Leaders – To support healthy living and provide pupils with opportunities to practice the skills they have learnt. * CRIW Cymreag – Further develop Welsh language and ethos around the school. | | | Pupils provided with support and training when needed throughout the year.  Resources - £520 PDG | Pupils meet termly to discuss progress.  Throughout the year each group of pupils will present to GB showing the work they have carried out and the improvements that have been made to the school. |
| Measurable Outcomes  Assessment procedures are manageable and provide an accurate picture of where pupils are at.  Staff have a better understanding of their AOLE and are able to disseminate information to pupils, parents, staff and governors.  Governors are better informed.  Nearly all pupils in the school have the opportunity to contribute to the running of the school. | | | | | | | |