**School Development Plan 2018/2019**

The plan was prepared by Headteacher, Deputy Headteacher and Senior Management Team and presented to Staff and Governors for consideration and acceptance.

**The Plan’s Purpose**

The school’s development plan is an essential management tool. Underlying the process of developing a school plan are the aims of the school. This school development plan proceeds to aspire to cover aspects of our school life and work, and planning decisions about staffing, buildings, resources, school policies and schemes of work and how these will affect the curriculum over the next three years.

**The overall purpose of the plan is to ensure that:-**

1. Issues arising from previous self evaluation activities are appropriately addressed
2. School performance is evaluated in conjunction with local and national priorities such as those published as part of the *Qualified for Life* and *Successful Futures* document
3. All pupils have a fair chance to succeed at school
4. Resources are used as effectively as possible to improve pupil learning
5. There is a sense of shared purpose in the school and collective responsibility/accountability
6. Opportunities for longer term progress and improvement are identified
7. Staff Development is prioritised according the needs identified by the plan

**Values and Beliefs**

The school aims to provide all pupils with a broad, balanced, relevant curriculum in line with the National Curriculum expectations and The City and County of Swansea’s Policy Statements.

The school actively seeks to promote the following:-

1. To improve and/or sustain the quality of learning and teaching at our school.
2. To develop and maintain in our pupils, positive attitudes to learning.
3. To encourage children to take responsibility for their own learning whenever possible.
4. To set clear expectations of standards and to encourage children to reach their full potential.
5. To supply a firm grounding in the basic key learning skills, thus providing the foundation for further development in all areas of the curriculum.
6. To develop a personal moral code, sensitive and respectful of the needs of others.
7. To promote equality of opportunity, irrespective of race and sex.
8. To preserve and develop our own cultural identity while at the same time promoting an understanding of and a respect for, culture and creeds different from our own.
9. To promote positive home/school links, thus enabling everyone to feel involved in school life.
10. To support and encourage the professional development of staff.

**The school in its present situation**

The school curriculum is made up of the various elements of Curriculum 2000 which is taught through a variety of teaching approaches encompassing the Literacy and Numeracy Framework. As both a *Pioneer School* and a *Creative Lead School* we are trialling a number of approaches to teaching and learning as part of the design stage of *Successful Futures*.

**Planning**

The school has in place methods for long, medium and short term planning. Teachers plan both individually and collectively, to ensure that there is relevance, continuity, progression, breadth and balance across each key stage.

Areas of Learning & Experience are being developed through thematic, cross curricular termly topics, in line with preparation for the launch of *Successful Futures*.

All staff participate in and contribute to the use and analysis of quantitative measures yielded by:

* FSM benchmarking data
* ERW data packs
* Fisher Family Trust data.

**Implementation**

In order to facilitate effective learning, a variety of teaching styles are used throughout the school as and when they are appropriate to the learning in progress.

Mixed year group classes are a feature of this school and regular phase group meetings to standardise the implementation of the curriculum are recognised as being necessary. Phase meetings are used to improve continuity and progression.

Every teacher makes ongoing assessment recording individual pupil’s progress. Regularly updated class profiles form the heart of this.

Parental interviews are held at least twice yearly and staff are available informally throughout the year or by appointment.

*Introduction to your Child’s New Class* forums are convened in year groups at the start of each academic year. Progress towards the plan’s objectives are further evaluated through parent workshops held as part of the annual Celebration Week, and through parental questionnaires and resulting dialogue.

There is a formal Homework Policy and a guidance leaflet for parents. The importance of parental involvement with children’s learning is appreciated and parents are asked for their support.

The identification of children with special educational needs is made on entry to the school and thereafter by a system of assessments on their termly individual progress reports. Once identified in conjunction with the school’s support teacher, headteacher and parent, an Action Plan in drawn up and monitored.

**School Organisation**

The school’s pupil admission number of 41 results in the need for split age classes to occur Following consultation with stakeholders the decision was reached for KS 2 to be organised into phase teams and to this end, wherever possible, all classes will be organised into mixed age classes. A variety of criteria are drawn upon when allocating pupils and this incudes reference to age, ability, friendship groups

and additional learning needs. Accommodation arrangements are evaluated regularly and adaptions made in order for best value to be maintained at all times.

Liaison with cluster schools and Gowerton Comprehensive through the North Gower Partnership and Gower Partnership impacts significantly on plans for pupil progress and standards. The induction programme for Year 6 pupils transferring to Gowerton

Comprehensive has been developed effectively. The school holds weekly sessions in the Nursery for toddlers and their carers in the year before their third birthday. Parental involvement with all aspects of school life is encouraged throughout the school and is actively planned for.

**SDP 2017/18 SUMMARY EVALUATION**

The ‘learning leaders’ senedd forum continues to help shape our pioneer school work, and in turn, our new SDP for 2018/19.

Since March, the forum has:

* Examined the new priorities to ensure alignment with issues raised
* Audited outdoor learning environment in order to ensure resources are fit for purpose
* Identified key priorities for eSafety programme

Its focus for this term is: using the outdoors as a key learning resource

**Summary Overview**

Priority planning for 2017-18 was evaluated and outcomes used to inform the next stage of planning for 2018-19.

‘School Of Sanctuary’: the principles of this initiative have been explored by KW though initial training. As yet, we are not linked with Gowerton School although may progress towards this

Our SER for 17-18 highlights the need to expand and improve our response to “equality and diversity”. The ‘School of Sanctuary’s underpinning 3 key principles synthesize well with our existing well-being plans, core rights agenda and RRS ethos. Much of the good practice identified within the 3 key principles references RRS work already being undertaken

Issues identified by our SER run as follows:

* *how strong is pupil understanding of their local community and the wider world?*
* *Do we enable pupils to gain an appropriate level of awareness and understanding, skills, attitudes and values necessary to become a global citizen?*
* *Have we established a school ethos that is inclusive and contributes to community cohesion?*

SoS principles provide a framework within which to address these aspects as part of the new development priorities for 2018-19.

As a record of what these plans are building upon, below is a summary of themes and progress for 2017/18:

**Curriculum Design and Development (as a Pioneer School R2, R3):** Trial new curriculum and assessment arrangements

*Why?* As a pioneer school, we are focussing on expressive arts as our area of learning. However, our plan for this year within school is to successfully embed the four core purposes into our learning programmes.

*Outcome:* Pupils are able to apply their skills within learning to research and represent their understanding through the use of ICT, Literacy and Numeracy. Curriculum maps clearly reference *Four Purposes* in creative and innovative ways.

**Outdoor Learning**: **Expand the use of outdoor learning resources, referencing four core purposes**

*Why?*

We want to maximise learning opportunities for all pupils through provision of fit for purpose resources. This will require planned investment as well as a skills audit. We want to make sure the outdoors is being utilised as a valuable learning resource to its full potential by all staff

*Outcome:* Pupils benefiting from enhanced learning contexts as use of setting/resource has been expanded. Planning now includes an outdoor focus for each half term, in addition to the enhanced experiences provided as part of the school’s PPA arrangements. Parents have helped us enhance the outdoor classrooms by providing seating, Inclusion in the Performance Management programme has helped provide a sustainable plan.

**English and Literacy R2, R3**

*Why?*

The focus on WRITING this year aims to build on the outcomes from last year’s focus on ORACY. Revise writing continuum in line with WPS self-evaluation outcomes and use this to support progression within genre based writing across the curriculum in order to ensure pupils are able to write successfully for a range of different purposes, with confidence. We will be particularly focusing on the aim to reduce the use of writing frames and to increase opportunities for pupils to write independently across the phase groups (R2).

*Outcome:* From L2L and book look, progression is clear within genre.  All year groups have covered a range of different genre from the WPS writing continuum and able to name different genres. Children able to identify features of different genres and select the most appropriate in ‘free writing’ situations.

Next step: children able to select different genre to present work in

**Maths and numeracy (R2 ): expand pupils’ ability to apply basic number skills with increasing competence**

*Why?*  
Our aim is for good teaching and learning to reinforce cross curricular responsibilities, including numeracy. In particular, we want to impact on cross curricular application: to improve pupils’ ability to apply number skills with consistent accuracy. To this end, we need to have view of clear progression within numeracy strands and of differentiation, particularly with regards to provision being made for our more able learners. We want to ensure there is both clear **progression** and **challeng**e within each number strand, and that pupils able to check previous learning and then use it as part of their 'next steps'. We want them to become more independent in their choices so that they are presenting as 'capable, ambitious learners', with increased resilience and increased evidence of peer support.

*Outcome:* Challenge was evident in most books across the school and children felt they were challenged. Progression was clear in books (see Aligning book look and L2L folder on Hwb). Progression was also evident when looking at the number skills in more detail (see Number Skills Progression on Hwb)

**Wellbeing: Increase role of pupil voice so that learners know about RRS/our core rights, and how they impact on their own lives / lives of others**

*Why?* Our aim to develop learners as ethical, informed citizens of Wales and the World is a *Successful Futures* key objective. We want to be sure that our focus on RRS is impacting on pupil well-being, on their ability to develop a long term commitment to values such as social justice and inclusion. This year’s plan will steer us through this and provide us with opportunity to review the role of the school council and introduce our new ‘senedd’ community.

*Outcome*: the introduction of the Senedd groups enables the children to be involved in decision making and gives them a voice. The groups feed back during assemblies and record projects on the Senedd board in the school hall.

Next step: How to engage with Foundation Phase

**Leadership & Management: Continued Professional Development of staff**

*Why?*

Welsh Governments’ *Qualified for Life* references the ‘New Deal’ document as the guide for its key objective of building the capacity of all practitioners and leaders. It places increased responsibility upon colleagues to pursue their own professional development: to increase their ability to reflect and evaluate their own practice, to design and create relevant, challenging and stimulating curriculum, and to apply appropriate pedagogical principles and practice.

*Outcome:* The priority to increase distributed leadership in relation to accountability for standards has underpinned individual activity and directed performance management programmes this year. For instance, as part of their performance management programme each member of staff has undertaken some action research resulting in enquiry-led practice.

**ICT: To implement and embed digital learning framework strategies across age groups**

*Why?*

In order to meet the requirements of the new digital competence framework, we will build on the outcomes of our work last year which centred heavily around the introduction of J2e and the use of HWB as our main network. This year, the focus of some of our development has been the progression of our use of apps (through iTechnologies) and of the green screen (which has been used to advance much of our *Lead Creative School* work). We need to build on all of this now and to start to apply our accumulating knowledge and skills to literacy and numeracy progress planned across the curriculum. We will be scrutinising the effectiveness of the mutli media station to provide rich experiences and of investment in key resources such as the *Learning Pod*, to impact on pupil attainment.

*Outcome:* The DCF mapping tool was launched to ensure consistency across all classes and as a result of the listening to learners exercise, older pupils are now providing support for younger learners

**Science** *Why?*.

To build upon the previous two year plans which aimed to upskill science capabilities and extend opportunity for these to be used across the curriculum.

*Outcome:* Pupils are now able to apply their LNF skills in science across the curriculum. For this to happen they needed to be provided with rich opportunities for learning which makes sense to them and which clearly progresses their scientific investigation capabilities.

**Welsh / bilingualism R1: To establish reading resources and routines for every class**

*Why?*

A focus on ‘welsh text types’ last year provided us with a framework within which to more successfully pursue agreed language patterns. We are aimed to consolidate this by focusing on the development of pupils’ ability to read a broader range or texts. We also aimed to increase the presence of incidental welsh around the school and for pupils to more readily communicate via the medium of welsh. Investment in additional resources is required for this to be achieved. Although new resources alone won’t advance pupil achievement levels, nevertheless pupils need equipment which will engage them and help them to see the use of welsh as a 21st Century requirement. To this end, a review of a range of iTechnology apps and paper books is being undertaken. The resulting programmes of study will be monitored to ensure consistency of provision across the age ranges.

*Outcome:* A focus on raising the profile of Welsh language and culture has resulted in increased use of Welsh across the school (ERW, June 2018)

**SDP 2018-19**

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Issues identified by our SER run as follows:

* *how strong is pupil understanding of their local community and the wider world?*
* *Do we enable pupils to gain an appropriate level of awareness and understanding, skills, attitudes and values necessary to become a global citizen?*
* *Have we established a school ethos that is inclusive and contributes to community cohesion?*

SoS principles provide a framework within which to address these aspects as part of the new development priorities for 2018-19.

The full evaluations for the aspects of progress described above can be found on HWB. They were used to identify the following planning priorities for 2018-19:

**Equality and Diversity**

*Why?* The ‘School of Sanctuary’ objectives synthesise well with our RRS ones. It provides a sound context for the next stage of planning with regards to school ethos and pupil well-being. The objective also provides the appropriate drive for the continued roll out of the new SRE programme along with the continued development of Pupil Voice through our senedd programme of work.

**Learning Behaviours**

*Why?* The incorporation of the language of *Growth Mindsets* with concepts underpinning the *Core Purposes* is underpinning our 'next steps' plans within our Pioneer School strategy. The focus affords us the opportunity to place pedagogy at the heart of these plans.

**Standards**

*Why?* A focus on reading, reasoning skills, enhanced investigations and cross-curricular Welsh application are the natural next steps from objectives achieved so far.

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| **2017-2018** | **Nursery**  **(42)\*** | **Reception (26)** | **Yr 1**  **(29)** | **Yr 2**  **(44)** | **Yr 3**  **(37)** | **Yr 4**  **(28)** | **Yr 5**  **(43)** | **Yr 6**  **(42)** | **Total**  **291**  **(FTE 270)** |
| Eligible for Free School Meals |  | 4 | 5 | 5 | 5 | 5 | 4 | 6 |  |
|  |  |  |  |  |  |  |  |  |  |
| Children in Need |  |  |  |  |  |  |  |  |  |
| Looked After Children |  |  |  |  | 1 |  | 1 |  |  |
|  |  |  |  |  |  |  |  |  |  |
| English as an Additional Language n/s = not supported |  |  | 2 |  |  | 1 |  | 1 |  |
|  |  |  |  |  |  |  |  |  |  |
| Number of latecomers to Welsh |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Special Educational Needs | 6 | 2 | 10 | 10 | 12 | 10 | 7 | 8 |  |
| School Action | 1 | 0 | 2 | 8 | 7 | 7 | 2 | 4 |  |
| School Action Plus | 4 | 2 | 6 | 2 | 4 | 3 | 4 | 3 |  |
| Statement | 1 | 0 | 2 | 0 | 1 | 0 | 1 | 1 |  |
| Recently arrived |  |  |  |  |  |  |  |  |  |

**SDP 18-19**

**-**

**RATIONALE**

As a so called *Pioneer School*, we are building:

* Literacy, numeracy and digital competence
* Learner resilience, ambition and global awareness
* Capacity for enquiry-led practice.

We are as interested in *how* children are learning as we are in *what* they are learning.

Pupil voice lies at the heart of the developmental process. The impact of increased pupil choice is being observed through:

* Their improved levels of independence
* The emergence of inquisitive learners (from the earliest years)
* Relationships which are characterised by consideration for the needs of others, and self-respect

The new curriculum is very much concept based. There is a change in focus away from content towards teaching methods and school culture. The twelve pedagogies which form the supporting pillars direct schools and other learning environments towards research-led practice.

The *Four Purposes* support this enquiry-led approach to learning. The model places emphasis upon independent learners, learners who are ambitious, inquisitive, resilient etc., and it is worth noting the links with *Growth Mindsets* in this respect.

The curriculum is a *Rights* based one, and although UNICEF isn’t named, *RRS* is strongly referenced.

*Successful Futures* is **the plan** which describes the six *Areas of Learning and Experience (AoLE)* ***,*** rooted in those twelve pedagogies.

*Qualified for Life*  is **the strategy**, highlighting the role of the *Four Purposes* in directing learning.

The opportunity to explore the *Expressive Arts* AoLE over the past two years has afforded us the chance to re-engage with creativity as the key driver within planning. This in turn has presented us with the chance to explore literacy, numeracy, digital competence and personal skills within contexts which engage pupils and inspire learning. With us, pupils have embarked on a journey which is making them as interested in *how* they are learning as much as *what* they are learning.

***Priority Areas***

The key outcomes to date, and upon which the 18-19 plan is based, may be summarised as (in addition to the above):

* **Ambitious learners who are developing sound key skills –** standards are better than ever (*Standards*)
* **Inquisitive learners who are directing their own learning and evaluating their own progress –** pupils are engaging with the curriculum because they are increasingly owning it (*Learning Behaviour*)
* **Creative classrooms where flair, individuality and resilience are nurtured and celebrated –** teachers and pupils alike are responding positively to the increased opportunity to take chances, experiment and craft unique learning experiences best suited to them (*Wellbeing*).

NB A key priority for 18/19 plan is the challenge of ensuring the achievement levels for ***all*** pupils are maximised and realised. The use of ‘differentiation’ in teacher planning for learning was presented as a key recommendation from our last Estyn inspection, and the issue has featured in the annual plan since that date. However, our exploration of the issue has led us to the point where we have been able to see that the process of differentiating pupil work can often act as a cap to progress. As a result, planning and assessment strategies have been revised in order to ensure and promote differentiation so that ‘challenge’ becomes the entitlement of all learners.

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| **SCHOOL DEVELOPMENT PLAN**  **Waunarlwydd Primary School 2017-2020** | | | | | |
| **SDP Priority: WELLBEING - Equality & Diversity "I can respect the needs and rights of others, as a member of a diverse community"** | | | | | |
| **Target: Embed principles of ‘School of Sanctuary’ : Expected Impact: values of tolerance and respect support high levels of pupil well-being**  **“We have the right to be safe.” RRS Article 19** | | | | | |
| **Short Term Targets** | | | | | |
| **Targets (2018-2019):**  **Expected Impact:**  Pupils knowledge and understanding of issues relating to harassment, discrimination, identity-based bullying and extremism developed and progressed | | | **Expected Impact: (2019-20)**  Provision challenges stereotypes in pupils’ attitudes, choices and expectations | | |
| **Action** | **Led by** | **Resources/ CPD** | **Timescale** | **Cost** | **Ongoing evaluation** |
|  |  |  |  |  |  |
| Further expansion of pupil voice:  Senedd to be a driver for effective change.  Involvement of KS2 in planning  Involvement of FP in Senedd | **KW**  **Senedd leads** | Staff meeting discussion, re impact and next steps  School, community, world focus (NB link with SoS) | **Autumn 18** |  | How strong is pupil understanding of their local community and the wider world? Do we enable pupils to gain an appropriate level of awareness and understanding, skills, attitudes and values necessary to become a global citizen? Have we established a school ethos that is inclusive and contributes to community cohesion? |
| School of Sanctuary status  Audit current practice  Align to areas of SoS status  Training for all staff.  Impact on planning | **KW**  **RD**  **NT** | CRUSE Bereavement Training  Attachment Awareness Training  ‘Breaking the silence’ workshop  School’s eSafety plan  ‘Digital  Romance’ training  'Emotion Coaching' training  ADDs programme | **Spring18**  **Spring 18**  **Spring 18**  **Summer 18** |  | Notes to build around: Create a sense of safety and inclusion for all; develop understanding of what it means to seek sanctuary. Dispel negative myths; provide learning opportunities around human rights, social justice, diversity and interdependence; strengthen race equality and community cohesion work; increase student voice and promote active citizenship |
| Relationships and Sex Education  All teachers to deliver core lessons  Review planning for PHSE  Use of 'Building Friendships' | **KW**  **All staff** | **Staff meeting for PHSE planning**  **Parents' workshop /**  **#SAFEAS events** | **Summer 18**  **Summer 18** |  | Have all children received their entitlement? Are parents aware of our SRE content? Do our plans reflect a wide range of PHSE themes? Are the children able to discuss emotions/issues confidently? |
| Use of growth mindset attributes to support positive learning  All staff to understand the principles of growth mindset  Staff to adopt the language related to growth mindset  Provide the children with different opportunities to develop their growth mindset | **KW**  **All teachers** | Exchange training: building pupil resilience – 1 x ADDs (all); 1x whole day (designated staff)  TA training | **Autumn 18**  **Spring 18** |  | Are the children able to identify growth mindset characteristics? Are they able to recognise the impact on their own learning? Do the children respond positively to challenges within their learning and behaviour? |
| **Evaluation (2017-2018)** | | | | | |
| **Long Term Targets** | | | | | |
| **Targets (2019-2020):**  **Vision and achievements shared and celebrated** | | | **Focus on**  **School, community, global awareness** | | |
| **Targets (2020-2021):**  **Vision and achievements shared and celebrated** | | | **Focus on:**  **PHSE provision / impact** | | |

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| **SCHOOL DEVELOPMENT PLAN**  **Waunarlwydd Primary School 2017-2020** | | | | | |
| **SDP Priority: LEARNING BEHAVIOUR – extending contexts for learning creatively "I can think creatively to reframe and solve problems"** | | | | | |
| **Target: : Expected Impact:** Improved reasoning and problem solving skills  **“We have the right to learn” RRS Article 28** | | | | | |
| **Short Term Targets** | | | | | |
| **Target (2018-2019):**  **Expected Impact:** inquisitive learners who are directing their own learning and evaluating their own progress | | | **Target (2019-2020)**  **Expected Impact:** Inquisitive learners who are engaging with the curriculum because they increasingly own it | | |
| **Action** | **Led by** | **Resources/ CPD** | **Timescale** | **Cost** | **Ongoing evaluation** |
|  |  |  |  |  |  |
| Growth Mindset:   * Continue to incorporate language of mindsets with Core Purposes * Amend TfL policy * 'Llwybr Dysgu' - to support link ups between GM / core purposes | **KW** | Training / updates for all staff  Growth mindset action plan  GM animals |  |  | Is there whole staff understanding of GM language & strategies?  Is the strategy making a difference to attitudes to learning / social skills? Are teachers being explicit in their use of growth mindset and core purposes related to learning? Are the children able to relate growth mindset to core purposes? |
| Outdoor learning:   * To develop a resources bank of ideas for different AoLEs using the outdoors. * To further develop our static outdoor areas, e.g. writing and maths sheds * To ensure all staff are up to date on outdoor learning practices, e.g. ADDs session whole staff exploring possibilities outdoors | **CC**  **TT** | Adds to start resource bank.  Staff to review all outdoor learning spaces/  Opportunities  ADDs for training  Performance Management programme  Cluster schools' focus  Phase meetings convened in outdoor settings |  |  | Are all AoLEs being taught through using the outdoors? Are outdoor learning opportunities being planned for – termly, weekly to ensure a range of lessons and spaces?  How do our static outdoor areas support outdoor learning? Is the outdoor classroom able to support teaching effectively? Do FP classes have sufficient resources? Are all staff confident in using outdoor spaces to support learning? Has use expanded? |
| Maths: Reasoning   * Link LNF skills to outdoor numeracy opportunities for Rec – Y6. | **HH** |  |  |  | What's the impact of learning outdoors? |
| * Introduce questioning to promote thinking – link to Growth Mindset |  | (Summit Standards resources+ ADDs)  INSET day October 19th |  |  | Can pupils explain their mathematical thinking/understanding? (e.g. pictorially, verbally, etc) |
| * Continued focus on mastery not memorisation. |  | Mastery Training for staff Aut 18\* |  |  | Do all pupils have access to aspirational targets? What does the concept of 'mastery' add to this? |
| * More meaningful topic links and real-life contexts. |  | Resources to support problem solving – beadbars, 2-sided magnetic counters in FP, number rods, ten catcher, |  |  | Are pupils given opportunities to practise skills in 'real life' situations? |
| * Problem solving woven into maths teaching not as an add on – evident in books. |  | INSET DAY OCT 19TH |  |  | Do pupils know of different ways to solve problems? Are they adept at selecting the best one? Do they persevere? Is problem solving evident in books? |
| * Link more maths skills rather than teaching discretely to ensure coverage and encourage application of skills. |  |  |  |  | Can pupils use and apply a range of maths skills to solve problems? Are all areas of maths being covered comprehensively? |
| Science & Technology:   * develop and expand opportunities at KS2 for investigative scientific skills, including fair testing, 'over time investigations, sample testing and classifications. * Build a consistent whole school approach to science that allows regular opportunities to cover the range within science (knowledge and vocabulary) as well as investigative skills * Ensure planned opportunities for a range of technology skills linked to topic so they are being offered on a termly basis in both KS2 and FP. | **Nick Reid** | **DCF**  **Science-focused topic**  **ADDs focus for the outdoor learning date 9pick a book....)** |  |  | * Is there evidence of a range of investigations in KS2/FP? * Is there evidence of progression of skills and/or increasing independence across the year groups and within a year group? * Are there clear opportunities for science and technology on planning that cover both knowledge and skills? |
| Expressive Arts  -Create progression of skills for whole school to follow – ensuring there is a balance between the 3 pillars / What matters statements.  -Audit staff skills and confidence in teaching music.  -Audit resource and CPD needs. | **SW** | Pioneer Schools action plan.  Supply day for SW to produce progression framework  ADDs time to introduce to staff | **Summer 19** | Supply x 1 | * Are lessons being taught regularly? * Is there enjoyment in their learning? * Is there a progression of skills across FP and KS2 * Are children being given a range of opportunities to compose, perform and appraise? |
| **Evaluation (2017-2018)** | | | | | |
| **Long Term Targets** | | | | | |
| **Targets (2019-2020):**  **Using and applying of maths/science concepts in real life settings** | | | **Focus on: Reasoning skills** | | |
| **Targets (2020-2021):**  **Raised opportunities for learners to regularly visit / test out skills in Science** | | | **Focus on: Science** | | |

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| **SCHOOL DEVELOPMENT PLAN**  **Waunarlwydd Primary School 2017-2020** | | | | | |
| **SDP Priority: STANDARDS –Improving levels of independence; "I can set myself high standards, and seek and enjoy them"** | | | | | |
| **Target: : Expected Impact:**  **“We have the right to be the best we can be” RRS Article 29** | | | | | |
| **Short Term Targets** | | | | | |
| **Target (2018-2019):**  **Expected Impact:** Ambitious learners who are developing sound key skills and able to apply them across the curriculum | | | **Target (2019-2020)**  **Expected Impact:** standards of pupil achievement are consistently at least good | | |
| Action | **Led by** | **Resources/ CPD** | **Timescale** | **Cost** | **Ongoing evaluation** |
| **Standards of groups of learners:**   * *Identify pupils in line with TA and cohorts regarding tests. (Create class Profiles-SEN-Interventions in place)* * *Ensure Challenge/Next Steps in class tasks to meet expectations and MA pupils are extended through Mastery and +1 activities.* | *JJ Staff* | *Assessment Policy*  *Target setting information*  *Class profiles*  *Pupil tracking info* | *Termly to End of Year* | *4 Days* | ***Are pupils making the expected levels of progress? Are all groups of learners learning at appropriate rates? Do Teachers identify and create interventions to narrow the gap in intervention group tasks (Link to New Deal)***  ***Is the rate of progress in line with cohort targets? Do pupils understand their targets? How well do all learners learn? Are Mastery tasks and +1 tasks stretching more able?*** |
| ICT / DC  Implement the DCF by Summer 19 through use of mapping tool and digital literacy resources.  Use ICT to enhance learning experiences across the curriculum.  Identify CPD and resourcing needs.  Revisit apps introduced with the ***Ospreys in the Community*** programme  Continue E-safety emphasis through the use of 360 tool.  Expand opportunities for coding across KS2 (building on BeeBot at FP) | **AE** | **Action plan / vision for class based DCF practice**  **LoL support**  **School to school networking (Burlais, Lanrhidian)**  **Replenish old/broken ipads in foundation phase.**  **Support for implementation from IT support Gowerton (Ashley Davies and Rob Bevan). DCF courses for all staff to develop understanding and skills.**  **Spheros** | **Summer '19** | **4 ipads per foundation phase class -Procurement listing**  **£300 (competition prize)** | Does the use of the DCF mapping tool provide staff with a SoW, examples of good practice and lesson ideas?  Are the DCF skills being taught across the curriculum? Are experiences broad and balanced? Do they challenge all pupils and are colleagues supported to address progression?  Is the DCF being covered completely? Are there areas of weakness/CPD needs/resource implications?  Does the DCF mapping tool show skill progression throughout the school?  Can learners access and discuss their work  ?  Can learners........??? |
|  |  |  |  |  |  |
| **Welsh**  Siarter Iaith Bronze award action plan:   * Develop the use of incidental Welsh outside of the classroom to achieve 'Siarter Iaith – Gwobr Efydd'. * Develop the use of Welsh across the curriculum with an initial focus on PE and art. | NT | Training for TAs to use Welsh game cards in playground  Siarter Iaith action plan | Summer 19 |  | Are staff more confident using Welsh commands outside of the classroom?  Are Welsh games modelled by Criw Cymraeg and duty staff in the playground?  Do pupils use Welsh incidentally in the playground and dinner hall? Are they becoming more ambitious in their use of Welsh, e.g. less familiar words and phrases  Do pupils have a good grasp of subject terminology in PE and art? |
| LLC:  Reading  To improve standards in reading by:   * raising the profile of reading at home and at school.(e.g. raised profile through reading environment in classrooms, parent informal meetings, regular dialogue between parent evenings, visits from library staff) * Exploiting links with writing (through shared text work) * Focusing on cross-curricular application | **KW** | SE info from: national test data. L2L / INCERTS  Staff meeting  Regular events, e.g. 'get caught reading', competitions, book fayre, focus on reading environment  Parent meetings to include reading advice  Reading action plan | **Summer 18** |  | Has the profile of reading been increased? Is it impacting on standards? Are the children being given a wide range of reading experiences? How are teachers planning for reading? What support is there for SEN/MAT readers? What is the impact? Are children more confident/positive about reading? What support is there for parents?  What do our classrooms look like/ do they promote reading? Are the use of texts well planned for? Are the choices broad enough?  Can pupils read effectively for a range of reasons across the curriculum? Can they apply their skills in cross-curricular settings, e.g. to process information quickly and accurately? Can they identify the features of successful text (and transfer this knowledge and understanding to their writing)? |
| **Planning for progress in Humanities by:**   * Revisiting themes taught and populating templates in Humanities to develop LNF * Identifying skills taught and skills to be developed through H,G,RE * Making cross curricular links (curriculum map, identify resources,visits,visitors/guests) | JJ,JE,BM  Staff  Link Governor | Refresh resources and books  Identify Visits  Identify CC opportunities  Senedd Groups' contribution  Outdoor opportunities  Link Governor | **March 2019** | Time Adds  Phase meetings  4 Days to create new curriculum theme maps. | ***Have staff added to Theme maps?***  ***What skills from specific areas are being taught? Are skills being missed?***  ***Are levels of literacy and numeracy being developed enhanced through AOL?***  ***Are the LNF skills showing a range/ Welsh dynamic CC? What are the aspects for further improvement?***  ***Are themes developing and enhancing independent learning through the use of the outdoors/visits?*** |
| **Evaluation (2017-2018)** | | | | | |
| **Long Term Targets** | | | | | |
| **Targets (2019-2020): Oracy** | | | **Focus on: Reflection and creativity** | | |
| **Targets (2020-2021): Writing** | | | **Focus on: Cross curricular application** | | |