

School Development Plan

Three-Year Priorities 2021 – 2024

	Inspection Area 1 LEARNING <ul style="list-style-type: none"> • 1.1 Standards and progress in learning and skills 	Inspection Area 2 WELLBEING AND ATTITUDES TO LEARNING <ul style="list-style-type: none"> • 2.1 Wellbeing • 2.2 Attitudes to learning 	Inspection Area 3 TEACHING AND LEARNING EXPERIENCES <ul style="list-style-type: none"> • 3.1 The breadth, balance and appropriateness of the curriculum • 3.2 Teaching and assessment 	Inspection Area 4 CARE SUPPORT AND GUIDANCE <ul style="list-style-type: none"> • 4.1 Personal development • 4.2 Safeguarding 	Inspection Area 5 LEADERSHIP AND MANAGEMENT <ul style="list-style-type: none"> 5.1 Quality and effectiveness of leaders and managers • 5.2 Self-evaluation processes and improvement planning • 5.3 Professional learning
2021-2022	<p>To raise standards and improve progress in literacy and maths in the Foundation Phase.</p> <p>To raise standards in the Languages, Literacy and Communication Area of Learning (both English and Welsh) across key stage 2</p> <p>To address the gaps in attainment between eFSM learners and their peers in maths,</p>	<p>To raise awareness of poverty issues and provide tangible and cost-effective solutions that can contribute to improved learner wellbeing.</p> <p>To develop learner voice across the school.</p> <p>To become a Rights Respecting School.</p>	<p>To develop the outdoor environment to promote learning and wellbeing</p> <p>To develop the school's provision for learning the Welsh language.</p> <p>To develop Foundation Phase pedagogy so that it allows all learners to demonstrate high levels of engagement and enjoyment in learning through</p>	<p>To develop the cluster nurture programme.</p> <p>To develop a culture that promotes learners' spiritual, moral, social and cultural development appropriately in the context of the new building.</p> <p>To develop a strong safeguarding culture in a new school site</p>	<p>To work towards the implementation of the new curriculum in September 2022.</p> <p>To implement the new ALN reforms effectively in January 2022</p> <p>To develop the school as a Professional Learning Organisation.</p>

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	<p>spelling and reading across the school</p> <p>To address the gaps in attainment between ALN learners and their peers across the school – LCE/MDT and PSD in the FP. English Maths and Science at KS2.</p>		<p>spontaneous and child-led planning.</p> <p>Oracy mapping across the school.</p>		
<p>2022-2023</p> <p>(high level priorities)</p>		<p>To improve attendance and meet the national target.</p>	<p>Reading mapping across the school.</p>		<p>To roll out the new curriculum, ensuring effective monitoring assess if the new provision meets the needs of all learners.</p> <p>To embed the new ALN reforms and ensure effective practices throughout the school.</p> <p>To embed an effective system of performance management for all staff through triad working.</p>
<p>2023-2024</p> <p>(high level priorities)</p>			<p>Writing mapping across the school.</p>		<p>Monitoring New Curriculum and impact of ALN reforms</p>

Priorities for 2021 – 2022

Priority 1: Raise standards and improve progress in literacy and maths across all groups of learners in the Foundation Phase Inspection Area 1: LEARNING – standards and progress in learning and skills Inspection Area 3: TEACHING AND LEARNING EXPERIENCES - 3.1 The breadth, balance and appropriateness of the curriculum 3.2 Teaching and assessment		Related to the Post Estyn Inspection Plan: No previous PIAP
Internal Accountability: SMT and FPh staff		Success criteria in terms of standards or quality: For all learners in the Foundation Phase to progress by at least three outcome levels between initial assessment (six weeks in Reception) and end of Year 2. For example, from Gold to O3, O1 to O4, O2 to O5, O3 to O6. Learners at SA+ and S may have to be judged individually, however this is the aspiration for all groups of learners including EAL/ALN/ FSM.
Accountability to the Governing Body: HT		
Rationale: Data analysis in June/July 2021 told us that across the FPh, all groups of learners were underachieving in reading, with an average score of 88SS. Learners who are ALN, eFSM, EAL scored averagely 69SS, 75SS and 71SS respectively. A minority of learners achieve Outcome 5 in writing. These same groups also performed poorly in maths, with scores of below 90SS in nearly all groups of learners. The exception is EAL learners who scored 95SS. Effect size data also showed that not enough progress had been made between data harvests in 2020-21. Interrupted education and inconsistent application of the remote learning provided by the school would have impacted on standards. The upheaval of moving three sites into a new building mid-way through an academic year may also have impacted on standards.		

Priority 2: To raise standards and improve progress in the Languages, Literacy and Communication Area of Learning (both English and Welsh) across key stage 2 for all groups of learners Inspection Area 1: LEARNING- standards and progress in learning and skills Inspection Area 3: TEACHING AND LEARNING EXPERIENCES - 3.1 The breadth, balance and appropriateness of the curriculum 3.2 Teaching and assessment		Related to the Post Estyn Inspection Plan: No previous PIAP
		Success criteria in terms of standards or quality: For all learners in key stage 2 to progress by at least two sub-levels in one academic year (using Incerts as a measure) For literacy interventions to result in an effect size of >0.4 by the end of the intervention.

Internal Accountability: SMT and KS2 staff	Accountability to the Governing Body: HT	
Rationale: Data analysis in June/July 2021 showed us that standards and progress in literacy (both English and Welsh) for almost all groups of learners in key stage 2 was below the expected level (with the exception of Aiming Higher learners.) This was assessed through Incerts data tracking and through SS in English reading and spelling where the av.SS were 92 and 91 respectively. Effect size data also showed us that almost all interventions for reading, spelling, phonics and inference were not having the expected impact (>0.4) on targeted learners. Interrupted education and inconsistent application of the remote learning provided by the school would have impacted on standards. The upheaval of moving three sites into a new building mid-way through an academic year may also have impacted on standards.		

Priority 3: Using <i>'The Price of Pupil Poverty'</i> , Children in Wales toolkit, raise awareness of poverty issues and provide tangible and cost-effective solutions that can contribute to improved learner wellbeing. This will be a whole school approach to improving the wellbeing of children from low-income and disadvantaged families. (This will be in partnership with Welshpool High School) Inspection Area 2: WELLBEING AND ATTITUDES TO LEARNING		Related to the Post Estyn Inspection Plan:
Internal Accountability: Family Support Co-ordinator and HT		Success criteria in terms of standards or quality: Through the use of PASS, evidence that learners at risk through poverty have improved wellbeing. Effect size data will be used to ascertain this. An effect size of >0.4 is anticipated. Through qualitative data, assess the impact on families who have been identified as being at risk through poverty.
Accountability to the Governing Body: HT		
Rationale: Evidence gathered through the pandemic has told us that there are many families where poverty has had an impact on learners' engagement with school, and on their mental and emotional health and wellbeing, both of which would impact on their attainment. Family engagement data and first-hand information gathered through lockdown home visits and contact between home and school, have also shown us that many families are struggling or 'only just coping.' PASS data also shows us that there are more learners than usual experiencing low levels of wellbeing (this is particularly significant in the Foundation Phase where twice as many learners have low confidence and self-worth compared to data collected in November 2019)		

Priority 4: To develop the cluster Nurture Programme Inspection Area 2.2: WELLBEING AND ATTITUDES TO LEARNING		Related to the Post Estyn Inspection Plan: No Previous PIAP
Internal Accountability: SMT and Pastoral Team	Accountability to the Governing Body: HT	Success criteria in terms of standards or quality: For all learners in the Foundation Phase and KS2 to rate nearly all areas of PASS Data as 'high satisfaction'. For all learners within the Nurture Programme to show good progress in in their developmental and diagnostic scores on Boxall Profiles. To reduce exclusions to <10 sessions missed per term. Use of qualitative data from staff and parent/carers to assess the impact on levels of wellbeing.
Rationale: A sudden rise in exclusions rates between September and October 2019 (23 sessions of exclusions involving nine children) resulted in the school developing a nurture programme in November 2019. As a result, the number of exclusions significantly reduced to five sessions between September and October 2020. This success was noted by the local authority and WCIWPS was invited to offer the nurture programme to the cluster and other local schools supported by local authority funding.		