

# Welshpool Church in Wales Primary School

## School Development Plan

### 2023 – 2024

At Welshpool Church in Wales Primary School, we believe in ‘Bringing out the best in each other’. We are an inclusive, nurturing community, inspiring and celebrating bright futures for all. We achieve our vision through our strong set of values which link to our Christian ethos.



Bringing out the best  
in each other

This document is based on the Welsh Government school improvement guidance, published June 2022

<https://hwb.gov.wales/evaluation-improvement-and-accountability/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability>

<b>Timeline</b>	<b>Date</b>	<b>Staff Members and GB</b>
Planning	Summer 2023/Autumn 2023	10.07.23 Evaluation of previous SDP and analysis of data from June 2023 – all staff 13.09.23 and 19.09.23 Discussions and decisions re priorities and actions – all staff 29.09.23 Shared with SIA 19.10.23 Shared and discussed with Governors
Reviewing	December 2023	
Reviewing	March 2024	
Reviewing	July 2024	

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## Contextual Information

<b>Workforce Planning: number of fte TEACHERS</b>	10
<b>Workforce Planning: number of fte Specialist Centre TEACHERS</b>	2
<b>Workforce Planning: number of fte SUPPORT STAFF</b>	10
<b>Workforce Planning: number of fte Specialist Centre SUPPORT STAFF including Nurture</b>	4
<b>Workforce Planning: number of fte Pre-School Settings</b>	2 x LEADERS and 4 x SUPPORT STAFF
<b>Pupil numbers and groups of learners</b>	288 pupils FSM: 27% TC ALN: 21% TYFU 31% TC EAL: 19% <b>Pupil Numbers and Groups of Learners 2023 2024:</b> <a href="https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/Ef8OHyHymOVLhrayh9fROBYBB4bnrwia4IODB3O8MbrnXQ?e=AbN30a">https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/Ef8OHyHymOVLhrayh9fROBYBB4bnrwia4IODB3O8MbrnXQ?e=AbN30a</a>
<b>Grant funding plan (to include PDG, RCSIG, PL, Accelerated Learning)</b>	<b>Grant Finance 2023 2024:</b> <a href="https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/EX-KbJBIUsxCkEAEuDWtb9oBujjumbbUMqsRqjp2zICG3w?e=qulWsk">https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/EX-KbJBIUsxCkEAEuDWtb9oBujjumbbUMqsRqjp2zICG3w?e=qulWsk</a> <b>Accelerating Learning Plan 2023 2024:</b> <a href="https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/EXyshlrIfi5CvI9bMgN-yyIB3nMV5jzMUR_QqvsKQD8LbA?e=JEnjmQ">https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/EXyshlrIfi5CvI9bMgN-yyIB3nMV5jzMUR_QqvsKQD8LbA?e=JEnjmQ</a> <b>Pupil Development Grant School Statement 2023 2024:</b> <a href="https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/EbFosJQ0kXRHlp0nj1zaocqBOQD-5h36NbVDA05U7jxE4Q?e=gXqqpz">https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/EbFosJQ0kXRHlp0nj1zaocqBOQD-5h36NbVDA05U7jxE4Q?e=gXqqpz</a>
<b>Monitoring Evaluation and Review calendar</b>	<b>embed document here</b>
<b>Professional Learning Plan</b>	<b>Professional Learning Plan 2023 2024:</b> <a href="https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/Ednpc_sKog5GqMYdSiXlnVQBHaPdG_62fWF1AeAFv-VsGg?e=FC6szC">https://hwbwave15.sharepoint.com/:w:/s/WelshpoolChurchinWalesPrimarySchool-Head/Ednpc_sKog5GqMYdSiXlnVQBHaPdG_62fWF1AeAFv-VsGg?e=FC6szC</a>

## Progress against previous inspection recommendations

Very good progress	Strong progress	Satisfactory progress	Limited progress
Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Does not require any further attention to any aspect.  Very good effect on the quality of provision.	Requires attention only to minor aspects.  Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects.  Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention.  No effect on standards and / or quality of provision.

Progress against previous Estyn Recommendations from March 2022	Progress (choose colour)
<b>Recommendation 1: Improve provision for the development of pupils' literacy and numeracy skills</b>	
2022 2023 Impact: See below.	
<b>Recommendation 2: Improve teachers' use of assessment and feedback to support pupil progress in lessons and over time</b>	
2022 2023 Impact: See below.	
<b>Recommendation 3: Strengthen self-evaluation processes to focus more specifically on the impact of teaching on learning</b>	
2022 2023 Impact: See below.	

## School and Governing Body appraisal of the progress with 2022 / 2023 priorities

Very good progress	Strong progress	Satisfactory progress	Limited progress
Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.

Progress against 2022 / 2023 priorities	Progress (Choose Colour)	Carry forward to next year's plan?
<b>Priority 1: Improve provision for the development of i) pupils' literacy and ii) pupils' numeracy skills</b>		
<b>Success Criteria:</b>		
<p>i. Literacy – Comparing findings from monitoring during LLC DLT meetings between Autumn 2022 and Summer 2023 using the Principles of Progression as a framework. This will include work scrutiny and learning walks. Aim for effect size data of &gt;0.4 for most learners in literacy over the year.</p> <p>ii. Numeracy – Comparing findings from monitoring during Maths and Numeracy DLT meetings between Autumn 2022 and Summer 2023 using the Principles of Progression as a framework. This will include work scrutiny and learning walks. Aim for effect size data of &gt;0.4 for most learners in numeracy over the year.</p>		
<p><b>Impact:</b> Through the work scrutiny that took place in December 2022, learners show increasing effectiveness as they move through the school as well as increasing breadth and depth of knowledge. Children deepen their understanding of the ideas and disciplines, and this was evident in the examples where children moved from copying information, to writing short independent pieces to extended pieces of writing (Languages, Literacy and Communication Monitoring Report 08.12.22):</p>		<ul style="list-style-type: none"> <li>• Oracy mapping</li> <li>• Develop use of outdoor provision for literacy and numeracy</li> </ul>

[https://hwbwave15-my.sharepoint.com/:w:/g/personal/tuffinl\\_hwbcymru\\_net/ERD2Xta99JLrFfqBDT3o6gBAjurSrAYNajtK4bLuJrzkw?e=ZErFNa](https://hwbwave15-my.sharepoint.com/:w:/g/personal/tuffinl_hwbcymru_net/ERD2Xta99JLrFfqBDT3o6gBAjurSrAYNajtK4bLuJrzkw?e=ZErFNa)

Many learners made progress in literacy over the year resulting in a positive effect size of >0 in reading and spelling overall. However, a minority of learners produced a negative effect size overall (Year 1 Reading -0.32, Year 5 Reading -0.06, Year 6 Reading -0.13, and Year 6 Spelling -0.05). This shows that more progress needs to be made in reading and spelling. Interventions in Catch Up Literacy and Nessy had a positive effect size with Foundation Phase Catch Up Literacy achieving an effect size of 0.73 overall and Year 3/4 Nessy achieving an effect size of 0.69 overall:

[https://hwbwave15-my.sharepoint.com/:f:/g/personal/tuffinl\\_hwbcymru\\_net/EtYQgbkCqhLvd3Dr-PCOcWBmZgNspday99VTNHgc3tiQ?e=qd5RIi](https://hwbwave15-my.sharepoint.com/:f:/g/personal/tuffinl_hwbcymru_net/EtYQgbkCqhLvd3Dr-PCOcWBmZgNspday99VTNHgc3tiQ?e=qd5RIi)

Through the work scrutiny that took place in December 2022, learners show mathematical concepts and ideas are built upon, deepened, and connected as learners experience increasingly complex mathematical ideas. Learners can represent a concept in different ways, flowing between different representations including verbal, concrete, visual, digital, and abstract. The concepts that learners are introduced to are becoming increasingly complex. Learners understand that the symbols they are using are abstract representations and are developing greater flexibility with the application and manipulation of an increasing range of symbols. Learners' fluency in remembering facts, relationships and techniques are growing as they move through school. Learners are becoming increasingly independent in recognising and applying the underlying mathematical structures and ideas within a problem, to develop strategies to be able to solve them. Learners are self-marking their work and recognising their mistakes independently (Mathematics and Numeracy Monitoring Report 14.12.22):

[https://hwbwave15-my.sharepoint.com/:w:/g/personal/tuffinl\\_hwbcymru\\_net/ESTA-UfvMXxNgzeJ2PXXkaf0B1wLeDYdHH-SGg-ewG9horw?e=AvNaJo](https://hwbwave15-my.sharepoint.com/:w:/g/personal/tuffinl_hwbcymru_net/ESTA-UfvMXxNgzeJ2PXXkaf0B1wLeDYdHH-SGg-ewG9horw?e=AvNaJo)

Many learners made progress in numeracy over the year resulting in a positive effect size of >0 in procedural and reasoning overall. Half of the learners produced a positive effect size of >0.4 overall (Year 2 Procedural 0.48, Year 2 Reasoning 0.42, Year 3 Procedural 0.47, Year 3 Reasoning 0.67, and Year 4 Reasoning 0.45). Interventions in Foundation Phase Catch Up Numeracy had a positive effect size >0.4 with 0.65 overall:

[https://hwbwave15-my.sharepoint.com/:f:/g/personal/tuffinl\\_hwbcymru\\_net/EtYQgbkCqhLvd3Dr-PCOcWBmZgNspday99VTNHgc3tiQ?e=qd5RIi](https://hwbwave15-my.sharepoint.com/:f:/g/personal/tuffinl_hwbcymru_net/EtYQgbkCqhLvd3Dr-PCOcWBmZgNspday99VTNHgc3tiQ?e=qd5RIi)

The overall impact for numeracy has been positive due to the reintroduction of fortnightly reasoning tasks, which will need to continue. There is still the need to purchase a maths scheme, which will be a 'Continuing Aspect to be Improved'.

Oracy has been the main focus of the literacy priority, together with improving bilingualism. The school has monitored oracy across the school in May; all class teachers gathered recorded samples of mixed ability learner oracy over the year, including Welsh, and used the oracy principles of progression to assess the samples, discussing and listening to the recordings as a team. The school has used a questionnaire, Teacher Confidence against the Oracy Framework, and also, a teacher questionnaire from the training in which they invested, in order to improve the provision for oracy across the school. All teachers have an improved understanding of the

- Purchase a maths scheme

<p>expectations and progression of oracy across the school, for example, sentence starters, conventions of turn-taking, and varying the tone of voice and vocabulary. The distributed leadership teams have carried out work scrutiny for each of the priorities and listening to learners to monitor bilingualism. Each priority has been evaluated, with input from the distributed leadership teams and SMT. The Headteacher states that limited staff capacity has meant that the planned learning walks and teacher triads have not taken place so these also remain foci for next year. The Headteacher states that the mapping of oracy across the school has not been completed, as planned in the SDP; this will also remain a focus for next year. Outdoor provision for literacy remains inconsistent across the school, particularly in the years 3 – 6 classes.</p>		
<p><b>Priority 2: Improve teachers' use of assessment and feedback to support pupil progress in lessons and over time</b></p>		
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>i. Consistent use of AfL strategies monitored through work scrutiny in DLTs meetings.</li> <li>ii. Listening to learners questionnaires to show an increased level of engagement and awareness of the benefits of AFL strategies in their learning.</li> <li>iii. Before and after “What makes a good learner?” sessions.</li> </ul>		
<p><b>Impact:</b> Marking guidance and non-negotiables were developed and introduced in the Autumn Term 2022. The Language, Literacy and Communication and Mathematics and Numeracy Distributed Leadership Teams evaluated this priority in December, through work scrutiny across the school. This evidenced that most Teachers use the Marking Guidance consistently. As a result, many learners adhere to the non-negotiables in writing tasks. In future, there needs to be a stronger focus on whether Teacher feedback leads to improvements in learners’ writing. Gaps in Assessment for Learning (AfL) practice have begun to be identified, as planned in the SDP, although the planned training for staff has not been provided. Part of this priority has been the setting up of Professional Learning Groups (PLGs) to develop Teachers’ pedagogy. There were four PLGs across the school which included all Teachers and Teaching Assistants. They chose a different enquiry project to develop their personal practice, although they were given a list of possible foci, linked to the Professional Standards. Case studies (from Hwb) of similar groups in other schools across Wales were also shared. The groups met at least three times. One group focused on The Chimp Paradox and My Hidden Chimp by Professor Steve Peters, using the Ten Healthy Habits for Life for staff and their learners. The impact of their actions will be evaluated, using PASS data and questionnaires, in Autumn 2023. Another group looked at the use of lunchtimes to improve the social skills of learners. They used the DoE (England) document on Improving the Dining Experience in Schools as research. Awards are presented to individual learners who display the expected focus for that week and then, two members of staff sit with the ten winners and share lunch, maintaining a lunchtime conversation. This has a high status in the school and in general, lunchtime behaviour has improved. Other groups researched handwriting and love of reading, using Estyn case studies and the EEF (Education Endowment Foundation) research as a basis. These groups will continue, as part of a Leadership SDP priority, with a bigger focus on</p>		<ul style="list-style-type: none"> <li>• Complete AfL</li> <li>• Metacognition</li> <li>• PLGs</li> </ul>

intended impact and how to measure it, for example, using learner questionnaires, listening to learners and other stakeholders.		
<b>Priority 3: Strengthen self-evaluation processes to focus more specifically on the impact of teaching on learning</b>		
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>i. Use of lesson monitoring tool to evaluate teaching – aiming for most lessons to be good or above.</li> <li>ii. Feedback from work scrutiny, learning walks, data analysis and questionnaires to feed directly into the self-evaluation cycle.</li> <li>iii. All stakeholders to participate in SER.</li> </ul>		
<p><b>Impact:</b> The Distributed Leadership Teams have been responsible for monitoring the progress of the SDP priorities this year. All Distributed Leadership Teams (DLTs) have link Governors who have been part of meetings and monitoring tasks, for example, work scrutiny for all Areas of Learning and Experience (AoLEs). The Governors have not been invited to take part in listening to learners or learning walks this year. Changes in leadership and staffing have meant that this priority has not progressed as planned. Developing shared leadership, including all stakeholders, remains a priority for 2023 – 2024. The school uses PASS data annually, together with Welsh National Test data. The tests have been completed and analysed:  <a href="https://hwbwave15-my.sharepoint.com/:f/g/personal/tuffinl_hwbcymru_net/EowDiLMXlixPm-ryGwXJYsABCX5Sky8Nr3HcVrh-uXOD-A?e=uCMF47">https://hwbwave15-my.sharepoint.com/:f/g/personal/tuffinl_hwbcymru_net/EowDiLMXlixPm-ryGwXJYsABCX5Sky8Nr3HcVrh-uXOD-A?e=uCMF47</a>  The SLT track individual learner progress carefully, using affect sizes to evaluate specific intervention programmes, and make adjustments accordingly. This informs the grant spend, such as PDG, and means that all interventions are subject to change every year. There is a good track record in using interventions successfully, be that for literacy, numeracy, wellbeing or behaviour.</p>		<ul style="list-style-type: none"> <li>• DLTs</li> <li>• PLGs</li> <li>• Learning Walks</li> <li>• Lesson Monitoring</li> </ul>



## Three-Year Priorities 2023 – 2026

	Learning	Well Being /Attitudes to Learning	Teaching and Learning Experiences	Care, Support and Guidance	Leadership
<p><b>2023-24</b>  (High level priorities)</p>	<p>To raise standards and progress in literacy and numeracy skills across the school as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters.</p> <p>To raise standards and progress in Welsh across the school.</p> <p>A Curriculum for Wales developed at WCIWPS.</p>	<p>To raise awareness of poverty issues and provide tangible and cost-effective solutions that can contribute to improved learner wellbeing as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters.</p> <p>To develop learner voice across the school.</p> <p>To improve attendance and meet the national target.</p> <p>To develop a Whole School Approach to Mental Health and Wellbeing.</p>	<p>Improve provision for the development of pupils’ literacy and numeracy skills.</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 spontaneous and child-led planning.</p> <p>To improve teachers’ use of assessment and feedback to support pupil progress in lessons and over time.</p> <p>Map oracy across the school.</p>	<p>To continue to develop a culture that promotes learners’ spiritual, moral, social, and cultural.</p>	<p>Develop self-evaluation processes to focus more specifically on the impact of teaching on learning, including the Governors and widening SLT.</p> <p>To roll out the new curriculum, ensuring effective monitoring to assess if the new provision meets the needs of all learners.</p> <p>To implement an effective system of performance management for all staff through triad working.</p>

<p><b>2024-25</b> (High level priorities)</p>	<p>To continue to raise standards and progress in literacy and numeracy skills across the school as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters.</p> <p>To continue to raise standards and progress in Welsh across the school.</p> <p>A Curriculum for Wales established at WCIWPS.</p>	<p>To continue to develop learner voice across the school.</p> <p>To become a Rights Respecting School.</p> <p>To continue to develop a Whole School Approach to Mental Health and Wellbeing.</p>	<p>Map reading across the school.</p> <p>Marking Guidance to include AfL strategies linked to Thinking Matters.</p> <p>A Curriculum for Wales established at WCIWPS.</p>	<p>To establish a culture that promotes learners' spiritual, moral, social, and cultural.</p> <p>Areas identified from school evaluation.</p>	<p>Strengthen self-evaluation processes to focus more specifically on the impact of teaching on learning.</p> <p>To embed an effective system of performance management for all staff through triad working.</p> <p>Monitoring New Curriculum and impact of ALN reforms</p>
<p><b>2025-26</b> (High level priorities)</p>	<p>A Curriculum for Wales embedded at WCIWPS.</p> <p>Areas identified from school evaluation.</p>	<p>To embed learner voice across the school.</p> <p>To become a School of Sanctuary.</p> <p>To embed a Whole School Approach to Mental Health and Wellbeing.</p>	<p>A Curriculum for Wales embedded at WCIWPS.</p> <p>Map writing across the school.</p>	<p>To embed a culture that promotes learners' spiritual, moral, social, and cultural.</p> <p>Areas identified from school evaluation.</p>	<p>A Curriculum for Wales embedded at WCIWPS.</p> <p>Areas identified from school evaluation.</p>

## Year 1 Priorities 2023 – 2024

	SIP Priority	Rationale	SLT Lead	Governor Link
Priority 1:	To broaden the range and quality of teaching approaches to include immersion and the use of real life and outdoor contexts.	Following discussions with the School's Improvement Advisor when evaluating the impact of the SDP 2022 – 2023 during the Summer Term Visit on 04.07.23 and feedback from Staff Meeting on 10.07.23, it was agreed that not enough progress had been made in this area and further development was needed. This would be supported through the introduction of Building Blocks as the previous planning tool, Cwmpawd, had been retired as well as the introduction of Thinking Matters to support the school in its metacognition journey.	WT, GM and LT	TBC
Priority 2:	To ensure leadership and management arrangements, including the role of the governing body and self-evaluation, are effective and robust, focusing on strategic direction and measuring impact.	Again, following discussions with the School's Improvement Advisor when evaluating the impact of the SDP 2022 – 2023 during the Summer Term Visit on 04.07.23 and feedback from Staff Meeting on 10.07.23, it was agreed that not enough progress had been made in this area and further development was needed. There is also a new Senior Leadership Team in place and many of the previous strategies need embedding and developing e.g. DLTs and PLGs.	LT	TBC
Priority 3:	To raise standards in reading and spelling and ensuring equity in attainment across all learners including those with ALN and EAL.	The data harvests from October 2022 and June 2023 were analysed and compared during a Staff Meeting on 13.09.23: <a href="https://hwbwave15-my.sharepoint.com/:w:/g/personal/tuffinl_hwbcymru_net/EcuqWegh76pGoJJvtWzT7KMBaLSnHz_0a4I_x4-izvWN1A?e=Li6LKS">https://hwbwave15-my.sharepoint.com/:w:/g/personal/tuffinl_hwbcymru_net/EcuqWegh76pGoJJvtWzT7KMBaLSnHz_0a4I_x4-izvWN1A?e=Li6LKS</a> Many positives were identified as well as areas for development. It was decided that the school needed to focus on raising standards in reading and spelling, particularly for those groups of learners with EAL and ALN.	JB, WT and LT	TBC
Priority 4:	To work together as a cluster of schools to ensure continuity and high expectations in the development of the CfW.	Individual schools within the cluster have focused on the development of the CfW and are now able to develop a shared understanding of the curriculum with a particular focus on progression. This will work alongside the cluster's Transition Plan.	LT	TBC

## Priorities for 2023 – 2024

<b>Priority 1:</b> To broaden the range and quality of teaching approaches to include immersion and the use of real life and outdoor contexts.	<b>Link to Estyn Inspection Area(s):</b> Teaching and Learning Experiences
<b>SLT Priority Lead:</b>	

**Success criteria:**

- i. The range and quality of approaches and activities ensures that most pupils are motivated and engaged.
- ii. Most pupils understand how well they are doing and know the steps they must take to make further progress in their learning.
- iii. There is a culture of collaboration within the school and between the cluster of schools.
- iv. Most pupils will show high satisfaction with their school experience (PASS).
- v. Monitoring planning and lessons will show all Teachers collaborate to plan and deliver a flexible range of innovative and stimulating learning experiences.

Actions	Who?	By when?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs (Including LA support with number of planned days)	Source of Finance and Cost	
1	Agree on new planning format that includes all requirements for CfW – Building Blocks	All staff	Sept. 23	<b>Staff Meeting</b> There is a collaboration within the school. <b>01.09.23</b>	<b>Scrutiny of Planning</b> The majority of Teachers collaborate to plan and deliver a flexible range of innovative and stimulating learning experiences. <b>March 24</b>	<b>Scrutiny of Planning</b> All Teachers collaborate to plan and deliver a flexible range of innovative and stimulating learning experiences. <b>June 24</b>	0.5 Inset Day	£1,775 Professional Learning Grant
2	Monitor and review new planning format regularly, ensuring it covers all requirements for CfW – Building Blocks	All staff	July 24	<b>Scrutiny of Planning</b> A minority of Teachers collaborate to plan and deliver a flexible range of innovative and stimulating learning experiences. <b>Dec 23</b>	<b>Scrutiny of Planning</b> The majority of Teachers collaborate to plan and deliver a flexible range of innovative and stimulating learning experiences. <b>March 24</b>	<b>Scrutiny of Planning</b> All Teachers collaborate to plan and deliver a flexible range of innovative and stimulating learning experiences. <b>June 24</b>	None	None

3	Review Curriculum Summary regularly to reflect the development of provision	All staff, pupils, Govs and wider	July 24	<b>Staff Meeting, Governors Meeting and Newsletter</b> There is a collaboration within the school. <b>Dec 23</b>	<b>Staff Meeting, Governors Meeting and Newsletter</b> There is a collaboration within the school. <b>March 24</b>	<b>Staff Meeting, Governors Meeting and Newsletter</b> There is a collaboration within the school. <b>June 24</b>	None	None
4	Visit schools with good practice for outdoor learning throughout the school and continuous provision who have achieved the Silver Cymraeg Campus Award	All Teachers	July 24	<b>School Visits</b> A minority of Teachers collaborate to plan and deliver a flexible range of innovative and stimulating learning experiences. <b>Feb 24</b>	<b>Scrutiny of Planning</b> The majority of Teachers collaborate to plan and deliver a flexible range of innovative and stimulating learning experiences. <b>April 24</b>	<b>Scrutiny of Planning</b> All Teachers collaborate to plan and deliver a flexible range of innovative and stimulating learning experiences. <b>June 24</b>	Release time for Class Teachers	Delegated Budget covered by HLTA if possible
5	Develop outdoor area in Lower School to support continuous provision and achieving the Silver Cymraeg Campus Award	All staff	July 24	<b>Learning Walks</b> Majority of pupils are motivated and engaged. <b>Feb 24</b>	<b>Lesson Monitoring</b> Most pupils are motivated and engaged. <b>April 24</b>	<b>Data Analysis</b> Most pupils show high satisfaction with their school experience (PASS). <b>June 24</b>	None	List of resources to be created and funded by Friends if possible
6	Develop outdoor area in Upper School to support outdoor learning and achieving the Silver Cymraeg Campus Award	All staff	July 24	<b>Learning Walks</b> Majority of pupils are motivated and engaged. <b>Feb 24</b>	<b>Lesson Monitoring</b> Most pupils are motivated and engaged. <b>April 24</b>	<b>Data Analysis</b> Most pupils show high satisfaction with their school experience (PASS). <b>June 24</b>	None	List of resources to be created and funded by Friends if possible
7	<u>Thinking Matters</u> <ul style="list-style-type: none"> <li>• SLT Meeting with Thinking Matters</li> <li>• Develop a Thinking Matters Drive Team and concepts of a Thinking School</li> <li>• Science of Learning</li> </ul>	SLT, Drive Team and all staff	Jan 26	<b>SLT Meeting and Learning Walks</b> Majority of pupils understand how well they are doing and know the steps they must take to make further progress in their learning. <b>Jan 24</b>	<b>Lesson Monitoring and Drive Team Day</b> Many pupils understand how well they are doing and know the steps they must take to make further progress in their learning. <b>March 24</b>	<b>Whole School Staff Meetings x 3 and Listening to Learners</b> Most pupils understand how well they are doing and know the steps they must take to make further progress in their learning. <b>June 24</b>	Initial SLT Input <b>Jan 24</b> Day 1 Developing a Thinking School with the Drive Team <b>March 24</b> Day 2 The Science of Learning: 3 x 90-minute sessions <b>June 24</b> Day 3 Introduce Thinking Processes and Visual Tools <b>2nd Sept 24</b>	£4,000 Professional Learning Grant  Delegated Budget covered by HLTA is possible

8	Remind all stakeholders of our 4 purpose characters and develop the application of the characters within our cynefin through the Urdd, experiencing Welsh days etc.	All staff, pupils, Govs and wider	Dec 23	<b>Staff Meeting, Governors Meeting and Newsletter</b> There is a collaboration within the school. <b>Dec 23 Ongoing</b>			None	None
9	Develop stories for our 4 purpose characters linked to metacognition	Drive Team and pupils	July 24		<b>Listening to Learners</b> The majority of pupils understand how well they are doing and know the steps they must take to make further progress in their learning. <b>March 24</b>	<b>Listening to Learners</b> Most pupils understand how well they are doing and know the steps they must take to make further progress in their learning. <b>June 24</b>	None	None
10	To agree whole school success criteria for good speaking and good listening and to map teaching strategies to support this across the school	All staff	Dec 23	<b>Staff Meeting</b> The range and quality of approaches and activities ensures that the majority of pupils are motivated and engaged. <b>Nov 23</b>	<b>Learning Walk</b> The range and quality of approaches and activities ensures that many pupils are motivated and engaged. <b>Dec 23</b>	<b>Learning Walk</b> The range and quality of approaches and activities ensures that most pupils are motivated and engaged. <b>June 24</b>	In house training from SLT	None
11	To agree progression of AfL strategies across the school	All staff	Dec 23	<b>Staff Meeting</b> The range and quality of approaches and activities ensures that the majority of pupils are motivated and engaged. <b>Nov 23</b>	<b>Learning Walk</b> The range and quality of approaches and activities ensures that many pupils are motivated and engaged. <b>Dec 23</b>	<b>Learning Walk</b> The range and quality of approaches and activities ensures that most pupils are motivated and engaged. <b>June 24</b>	None	None

**Termly progress report / impact assessment**

Very good progress	Strong progress	Satisfactory progress	Limited progress
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**Community Links:**

- Plan a 'Love Your School' Day to include the wider community in developing the outdoor provision, including the possibility of developing a willow area.

- Use Forms to find out about the experiences parents/carers can offer from the wider community to enrich the learning e.g. Welsh speaking, textiles, artists, caterers. Link to bringing in people from different professions/ careers or experiences they can offer connected to pupil aspirations survey.
- Visit schools with good practice for outdoor learning throughout the school and continuous provision.
- Governors termly visit to school.
- Hold a Welsh afternoon/day and involve parents/carers e.g Welsh Café after school.
- Compete in the Urdd Eisteddfod and organise School Eisteddfod.

<b>Priority 2:</b> To ensure leadership and management arrangements, including the role of the governing body and self-evaluation, are effective and robust, focusing on strategic direction and measuring impact.	<b>Link to Estyn Inspection Area(s):</b> Leadership and Management
	<b>SLT Priority Lead:</b>

**Success criteria:**

- Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards so that most pupils are motivated and engaged.
- High levels of wellbeing in all pupils leading to positive attitudes to learning and higher aspirations for achievement so that most pupils show high satisfaction with their school experience (PASS).
- Governors show determination in challenging and supporting the school in setting and achieving strategic direction – evidence in Minutes of GB Meetings and monitoring visits on SEF.

Actions	Who?	By when?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs (Including LA support with number of planned days)	Source of Finance and Cost

1	<u>SLT</u> <ul style="list-style-type: none"> <li>Establish the role of a TLR3 role within the existing leadership structure within the school to have specific responsibilities linked to Welsh</li> <li>Establish the role of a TLR2b role within the existing leadership structure within the school to have specific responsibilities linked to the Lower School</li> </ul>	GB, HT, SLT, Criw Cymraeg and Swyddog y Gymraeg	Sept 23	<b>Performance Management</b> Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards. <b>Sept 23 Ongoing</b>	<b>Learning Walk</b> The majority of pupils are motivated and engaged. <b>March 24</b>	<b>Lesson Monitoring</b> Most pupils are motivated and engaged. <b>June 24</b>	None – Middle Leadership Training if needed	Delegated Budget
2	<u>WSAMHWP</u> <ul style="list-style-type: none"> <li>Revisit the Whole School Approach to Mental Health and Wellbeing Self Evaluation Tool</li> <li>Develop a cycle of review for the Whole School Approach to Mental Health and Wellbeing using the Self Evaluation Tool</li> </ul>	HT, all staff and Wellbeing Warriors	July 24	<b>Meeting and Staff Meeting</b> Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards. <b>04.10.23 and Dec 23</b>	<b>Staff Meeting and Wellbeing Warrior Meetings</b> Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards. <b>March 24</b>	<b>Data Analysis</b> Most pupils show high satisfaction with their school experience (PASS). <b>June 24</b>	None	None
3	<u>DLTs</u> <ul style="list-style-type: none"> <li>DLT Lead for each AoLE to attend LA AoLE Network Meeting and disseminate information to DLT, all staff and cluster to implement.</li> <li>DLTs to attend LA AoLE Network Meetings and disseminate information to all staff and cluster to implement.</li> <li>DLTs to meet and review/evaluate information shared and the impact of the implementation.</li> </ul>	DLT Lead, DLTs, all staff and cluster	July 24	<b>Attend Meetings</b> Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards. <b>Dec 23 and July 24</b>	<b>Disseminate Information</b> Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards. <b>Feb 24 and July 24</b>	<b>Facilitators Reports</b> Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards. <b>July 24 and Sept 24</b>	Attend LA AoLE Network Meetings	Delegated Budget – 6 days covered by HLTA if possible
4	Review and evaluate the impact of PLGs 2022 – 2023	All staff	Oct 23	<b>PLGs Meet</b> Carefully distributed leadership is effective in achieving and	<b>Staff Meeting</b> Carefully distributed leadership is effective in achieving and		None	None



				sustaining high quality provision and standards. <b>W.B. 11.10.23</b>	sustaining high quality provision and standards. <b>25.10.23</b>			
5	<u>PLGs</u> <ul style="list-style-type: none"> <li>PLGs to decide focus on an aspect of SDP</li> <li>PLGs to decide area of focus for lesson monitoring linked to the SDP and organise a timetable for monitoring</li> <li>PLGs to review/evaluate lesson monitoring and put actions in place to develop the area focused on</li> <li>PLGs to revisit lesson monitoring and organise a timetable to look at impact</li> <li>PLGs to review/evaluate lesson monitoring and assess the impact</li> </ul>	All staff	Dec 23	<b>PLGs Meet</b> Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards. <b>W.B. 15.11.23</b>	<b>Lesson Monitoring and PLGs Meet</b> Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards. <b>Feb 24</b>	<b>Lesson Monitoring and PLGs Meet</b> Carefully distributed leadership is effective in achieving and sustaining high quality provision and standards. <b>April 24</b>	In house training from SLT	None
6	<u>Governors</u> <ul style="list-style-type: none"> <li>Visit schools with good practice for Governor Monitoring</li> <li>Organise training for Governors and SLT in learning walks, book monitoring and listening to learners etc</li> <li>Organise a timetable for Governor Monitoring to include learning walks, book monitoring, listening to learners etc</li> </ul>	Govs and SLT	July 24	<b>School Visits</b> Governors show determination in challenging and supporting the school in setting and achieving strategic direction. <b>Dec 23</b>	<b>Governor Training</b> Governors show determination in challenging and supporting the school in setting and achieving strategic direction. <b>Dec 23</b>	<b>Governor Monitoring Timetable</b> Governors show determination in challenging and supporting the school in setting and achieving strategic direction. <b>Dec 23</b>	Training and support provided by SIA	None
7	Evaluate impact of Governor Monitoring	Govs and SLT	July 24	<b>Governor Monitoring Forms</b> Governors show determination in challenging and supporting the school in setting and achieving	<b>Governor Monitoring Forms</b> Governors show determination in challenging and supporting the school in setting and achieving strategic direction.	<b>Governor Monitoring Forms</b> Governors show determination in challenging and supporting the school in setting and achieving strategic direction.	None	None

				strategic direction. Dec 23	March 24	June 24		
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**Termly progress report / impact assessment**

Very good progress	Strong progress	Satisfactory progress	Limited progress
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- Community Links:**
- Learning from other local school Governing Body. Sharing good practice.
  - Attendance at LA AoLE Networks.
  - Involve wider community and outside agencies in the development of WSAMHW.

<b>Priority 3:</b> To raise standards in reading and spelling and ensuring equity in attainment across all learners including those with ALN and EAL.	<b>Link to Estyn Inspection Area(s):</b> Learning
	<b>SLT Priority Lead:</b>

- Success criteria:**
- i. Nearly all interventions have an effect size of at least 0.4.
  - ii. The average SS in spelling and reading has increased to within the normal range between 96 and 112 in all year groups.
  - iii. The gap between ALN and the average SS has narrowed in spelling and reading in all year groups.
  - iv. There is equity in achievement between nearly all learners regardless of home language or additional learning need.
  - v. Most learners make progress in phonics in the Lower School.
  - vi. All staff in the Lower School have a common approach to delivering phonics.

Actions	Who?	By when?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs (Including LA support with number of planned days)	Source of Finance and Cost
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1	<p>Identification of ALN pupils targeted for intervention work to achieve higher outcomes in spelling and reading:</p> <ul style="list-style-type: none"> <li>- Catch Up Literacy</li> <li>- Catch Up Numeracy</li> <li>- Nessy</li> <li>- Booster Phonics</li> <li>- Reading Between the Lines</li> <li>- Tric a Chlic</li> <li>- Inference etc</li> </ul>	Teachers ALNCo SLT TAs	Oct 23	<p><b>Data Harvest</b> There is equity in achievement between the majority of learners regardless of home language or additional learning need. <b>Oct 23</b></p>	<p><b>ALNCO and TA Meetings</b> There is equity in achievement between many learners regardless of home language or additional learning need. <b>Termly</b></p>	<p><b>PPMs</b> There is equity in achievement between nearly all learners regardless of home language or additional learning need. <b>Half Termly</b></p>	None	None
2	Refresher training provided for interventions	ALNCo	July 24	<p><b>Staff Meetings</b> There is equity in achievement between the majority of learners regardless of home language or additional learning need. <b>Dec. 23</b></p>	<p><b>ALNCO and TA Meetings</b> There is equity in achievement between many learners regardless of home language or additional learning need. <b>Termly</b></p>	<p><b>ALNCO and TA Meetings</b> There is equity in achievement between nearly all learners regardless of home language or additional learning need. <b>Termly</b></p>	Provided as part of license and in house training from SLT	Nessy - £712.50 Learning Village - £1080 Professional Learning Grant
3	Regular monitoring of implementation of interventions	ALNCo	July 24	<p><b>ALNCO and TA Meetings</b> There is equity in achievement between the majority of learners regardless of home language or additional learning need. <b>Termly</b></p>	<p><b>PPMs</b> There is equity in achievement between many learners regardless of home language or additional learning need. <b>Half Termly</b></p>	<p><b>Learning Walk</b> There is equity in achievement between nearly all learners regardless of home language or additional learning need. <b>June 24</b></p>	None	ALN Implementation Grant to release ALNCo – £6061
4	Monitor and evaluate impact of interventions through use of effect size data	SLT	July 24			<p><b>Data Analysis</b> Nearly all interventions have an effect size of at least 0.4. <b>June 24</b></p>	None	None
5	Refresher training provided for No Nonsense Spelling in the Upper School	WT	Nov 23	<p><b>Staff Meetings</b> There is equity in achievement between the majority of learners</p>			In house training from SLT	None

				regardless of home language or additional learning need. <b>Dec. 23</b>				
6	<u>Guided Reading</u> <ul style="list-style-type: none"> <li>Review the approach to Guided Reading in English and Welsh in school e.g. VIPERS</li> <li>Agree a whole school approach to Guided Reading in English and Welsh</li> <li>Evaluate impact of whole school approach to Guided Reading in English and Welsh</li> </ul>	All staff	July 24	<b>Staff Meetings</b> There is equity in achievement between the majority of learners regardless of home language or additional learning need. <b>Dec. 23</b>	<b>Learning Walk</b> There is equity in achievement between many learners regardless of home language or additional learning need. <b>March 24</b>	<b>Data Analysis</b> The average SS in spelling and reading has increased to within the normal range between 96 and 112 in all year groups. The gap between ALN and the average SS has narrowed in spelling and reading in all year groups. <b>June 24</b>	None	None
7	Initial consultation with Monster Phonics to be part of a pilot project within Wales	Drive Team	Sept 23 and June 24	<b>Online Training</b> All staff in the Lower School have a common approach to delivering phonics. <b>Sept 23</b>	<b>Keep in Touch Session</b> Many learners make progress in phonics. <b>Jan 24</b>	<b>Questionnaire and Review</b> Most learners make progress in phonics. <b>June 24</b>	Online learning provided by Monster Phonics	£374 Professional Learning Grant
8	Develop a Drive Team to embed the approach across the whole school	Drive Team	Sept 24	<b>Baseline Phonics Screening</b> All staff in the Lower School have a common approach to delivering phonics. <b>Oct 23</b>	<b>Data Tracker</b> There is equity in achievement between nearly all learners regardless of home language or additional learning need. <b>Ongoing</b>	<b>Review and Reflection</b> Most learners make progress in phonics. <b>July 24</b>		
9	Deliver Family Learning programmes in reading and spelling to parents/carers of children new to the school and who already attend Happitots and EAL. Role out Monster Phonics approach to Lower School parents/carers.	Lower School Staff	July 24	<b>Questionnaire and Monster Phonics Introductory Parent Information</b> There is equity in achievement between the	<b>Workshop and Monster Phonics Parental Webinars</b> There is equity in achievement between many learners regardless of home language	<b>Questionnaire</b> There is equity in achievement between nearly all learners regardless of home language or additional learning need. <b>March 23</b>	None	Delegated Budget covered by HLTA if possible

				majority of learners regardless of home language or additional learning need. <b>March 23</b>	or additional learning need. <b>March 23</b>			
10	A member of staff to attend a Professional Development Opportunity with Giglets targeting multilingual learners to develop reading skills	JBr	July 24	<b>Attend CPD</b> There is equity in achievement between the majority of learners regardless of home language or additional learning need. <b>Oct. 23</b>	<b>Learning Walk</b> There is equity in achievement between many learners regardless of home language or additional learning need. <b>March 24</b>	<b>Review and Reflection</b> There is equity in achievement between nearly all learners regardless of home language or additional learning need. <b>June 24</b>	One full day <b>Oct 23</b> Half a day support from Giglets lead practitioner/learning walk focus <b>March 24</b> Half a day to review and reflect on practice and develop next steps <b>June 24</b>	ED100156
11	<u>EAL Professional Development</u> <ul style="list-style-type: none"> <li>Attend CPD</li> <li>Face-to-face school visit with EAL Specialist Teacher to audit findings, next steps, and developments</li> <li>Undertake professional development/self-study and developments linked to audit and next steps</li> <li>Online/face to face session to review outcomes, discuss language/multilingual policy/impact of developments</li> </ul>	VS	Sept 23	<b>Attend CPD</b> There is equity in achievement between the majority of learners regardless of home language or additional learning need. <b>Oct. 23</b>	<b>Audit</b> There is equity in achievement between many learners regardless of home language or additional learning need. <b>Nov 23</b>	<b>Review and Reflection</b> There is equity in achievement between nearly all learners regardless of home language or additional learning need. <b>March 24</b>	1 supply day to attend a face-to-face session. <b>Oct 23</b> ½ day supply for face-to-face school visit with specialist teacher to discuss audit and development <b>Nov 23</b> day supply to undertake professional development/self study and developments linked to audit and next steps <b>Nov 23 – March 23</b> ½ day to attend online/face to face session to review outcomes, discuss language/multilingual policy/impact of developments <b>March 24</b>	Funded by Schools Service – Vulnerable Groups x 3 full days
12	Support for pupils whose are new to English through the allocation of a Teaching Assistant for 3 mornings a week.	TP	July 24	<b>Data Harvest</b> There is equity in achievement between the majority of learners regardless of home language or additional learning need. <b>Oct 23</b>	<b>Learning Walk</b> There is equity in achievement between many learners regardless of home language or additional learning need. <b>March 24</b>	<b>Data Analysis</b> There is equity in achievement nearly all learners regardless of home language or additional learning need. <b>June 24</b>	None	Ukrainian Refugee £3,636 Accelerated Learning RRR £1,818

Termly progress report / impact assessment			
Very good progress	Strong progress	Satisfactory progress	Limited progress

**Community Links:**

- Working with parents/carers within the community who are new to English to enhance learning for pupils with EAL.
- Deliver Family Learning programmes to parents/carers of children who are new to school.
- Role out Monster Phonics approach to Lower School parents/carers.
- Volunteer Readers in English and Welsh.

<b>Priority 4:</b> To work together as a cluster of schools to ensure continuity and high expectations in the development of the CfW	<b>Link to Estyn Inspection Area(s):</b> 1 – 5
	<b>SLT Priority Lead:</b> HTs, Pedagogical Lead and SIA

**Success criteria:**

- i. All schools will achieve at least 80% of the actions to a green RAG rating.
- ii. Effective transition plan in place with at least 80% of points RAG rated green.
- iii. Nearly all staff across the cluster will have a better understanding of the curriculum.

Actions		Who?	By when?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs (Including LA support with number of planned days)	Source of Finance and Cost
1	Transition Plan in place for 3-16 that meets the needs of all schools in the cluster to include a working party	HTs, NF and CTs	June 24	To set up a working group	Update the Transition Plan for 23/24 using feedback from parents/carers, pupils and CTs June 24	Transition Plan followed and actioned. Reviewed for 24/25 in June 24.	N/A	None
2	To develop a cluster baseline for children entering full time education	CTs and HTs	June 24	Representatives from the Foundation Phase to meet	Foundation Phase to implement the baseline assessments	Review implementation of baseline assessments and	N/A	Release CTs for 0.5 days on 7 <sup>th</sup> July: 7 x £127.44 = £892.08

				and decide baseline assessment on 7 <sup>th</sup> July (WCIWPS, Guilsfield, Buttington, Forden, Berriew, Llandysilio and Arddleen)	September 23 and onwards	amend as necessary June 24		Release CTs for 0.5 days on June 24: 11 x £127.44 = £1,401.84 From the CfW Additional Funding of £14,336
3	Progression maps in place for chosen SoWMs for all AoLEs (number to be decided)	All Staff	June 24	All HTs and CTs to attend Inset Days on 30 <sup>th</sup> June 23 and 21 <sup>st</sup> July 23 to complete the first two for each AoLE progression maps	Individual schools to add experiences and incorporate into school planning for Autumn Term 23 18 <sup>th</sup> and 19 <sup>th</sup> September 23	Ensure consistency in all progression maps developed. 24 <sup>th</sup> June 23	Inset Days	None
4	All schools represented at AoLE Network Meetings – see AoLE Network Dates 2023 – 2024  At least 1 representative from the cluster to attend every meeting and feedback at the Cluster Heads Meeting – standing agenda item.  Minutes and resources also available on Teams.	HTs and CTs	June 24	All HTs and CTs to be a member of at least 1 AoLE on Teams	Each school to ensure they have attended at least 1 AoLE Network Meeting for each AoLE over the year (amount depends on the size of the school)	Staff to feedback at relevant Staff Meetings and Cluster Heads Meetings to share information	LA AoLE Network Meetings	Autumn Term 23: 11 x £223.55 = £2,459.05 From the CfW Additional Funding of £14,336 Spring and Summer Terms 24: None
5	ALNCo working group to standardised ULPs and learning provision across the cluster and create a skills list etc.	ALNCo and Cluster ALNCo Champion	June 24	ALNCoS to attend Cluster ALNCo Meetings every term, preferably a Monday afternoon, led by the Cluster Champion for the duration of 23/24			TBC	Release ALNCoS for 0.5 days each term: 11 x £127.44 = £1,401.84 x 3 = £4,205.52 From the CfW Additional Funding of £14,336
6	Agree the Team to be used for all schools in the cluster to add to and use as a repository of resources	HTs and CTs	June 24	HTs to decide at Cluster Meeting Summer Term 23	HTs to inform all CTs in September 23	HTs to monitor the impact during the Summer Term 24	N/A	None

<b>Termly Progress Report/Impact Assessment:</b>			
Very good progress	Strong progress	Satisfactory progress	Limited progress
<b>Community Links:</b>			
<ul style="list-style-type: none"> <li>• Attendance at LA AoLE Networks.</li> <li>• Working with Welshpool Cluster of schools</li> </ul>			

## Other Continuing Aspects to be Improved 2023 2024

(e.g. Eco Schools, Healthy Schools, buildings...)

Aspect	Resources / personnel	Target Date and Evaluation
New Curriculum	SLT	Review WCIWPS vision for a new curriculum in September 2023 and map the curriculum by July 2024
To gain Silver Award Cymraeg Campus	GM, CP, NB, ZT, Criw Cymraeg and SLT	Summer Term 2024
Remain committed to the Price of Pupil Poverty and becoming a Community Focused School	Family Support Co-ordinator and HT	Ongoing
ALN Transformation	ALNCo, Specialist Centre Teachers and HT	Ongoing
Whole School Approach to Mental Health and Wellbeing	HT and Wellbeing Warriors	Review Toolkit in October 2023 and POA in place by December 2023
Safeguarding Culture (see Safeguarding Audit)	HT, DHT and Safeguarding Governor	Ensure that all procedures are embedded by October 2023
Continue to develop the outdoor areas	ALT, all staff, School Council, Eco Committee and Friends	July 2024



Developing a Professional Learning Culture across the school.	HT/DHT and all staff	Ongoing
Source a Maths Scheme	SLT and Mathematics and Numeracy DLT	July 2024
Equity of attainment for all pupils	SLT	Implement RADY Self-Evaluation Plan July 2024

## Checklist

<b>Regulation</b>	✓
Raising standards in Literacy	✓
Raising standards in Numeracy	✓
Focus on minimising the effect of poverty on attainment	✓
3-year plan	✓
SDP approved by the Governing Body	✓ (19.10.23)
Copy of SDP distributed to all staff and governors	✓ (19.10.23)
Summary copy of SDP available through the school Governors Annual Report to parents	✓
SDP monitored in each meeting of the full governing body	✓
GB have reviewed and updated the SDP where appropriate	✓
SC clear and quantifiable	✓
Attention given to leadership development	✓
Accountability noted clearer	✓
Financial resources clearly recorded	✓

Workforce development clearly noted	✓
Development Needs of all staff clearly noted	✓
Review of the previous SIP	✓