

Litchard Primary School

School Development Plan 2023/24 – Summary of Progress

<p style="text-align: center;">Languages, Literacy and Communication</p> <ul style="list-style-type: none">• Roll out of the new school phonics and spelling scheme.• All teaching staff throughout the school to be making use of Oxford Reading Buddy.• Welsh whole-school audit – feedback to be given to teachers.• Use test feedback to target intervention and classroom-based support to improve reading scores.• International assemblies planned and delivered.	<i>Very Strong Progress</i>
<p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none">• Health and Nutrition: Packed lunch, healthy snacks and general education around health (school assemblies / visitors).• RSE parents meeting to share information about our planned school approach.• Roll out RSE scheme.	<i>Strong Progress</i>
<p style="text-align: center;">Digital Learning</p> <ul style="list-style-type: none">• Twilight staff meeting/Time out to ensure topic planning includes DCF skills across AOEs without duplication.• DCF/Technology Lead to L2L and conduct Termly Monitoring.	<i>Very Strong Progress</i>
<p style="text-align: center;">Additional Learning Needs & Inclusion</p> <ul style="list-style-type: none">• ALN ‘refresh’ INSET session (either INSET day or staff meeting): focus on expectations for IDPs, One Page Profiles.• Assessment Booklets – contextual sections to be updated by class teachers.• Easy-read information on what support is available and what they can expect during the referral process, including transition.	<i>Strong Progress</i>

Litchard Primary School Self Evaluation Summary 2022/23

Inspection Area 1: Learning

1.1 Standards and progress in learning and skills

The strongest areas are:

- Nearly all pupils make expected progress from entry in LLC MD and Wellbeing & Physical Development. A few pupils are performing above what is expected.
- Most pupils are able to access digital technology well across the curriculum.

The areas improving are:

- To continue to narrow the gap in all areas between Vulnerable and non-vulnerable learners (which includes eFSM and nFSM pupils).
- To continue to improve literacy with a focus on oracy.

Brief action(s) areas to address improvement requirements:

Literacy – Reading (Reading Culture)

Literacy Language and Communication - Voice 21 Oracy Project.

Progression mapped in AOLEs starting with MD, Science Tech and DCF.

Inspection Area 2: Wellbeing and attitudes to learning

2.1 Wellbeing

The strongest areas are: Pupil rights (UNCRC) is a strong area that underpins a lot of what goes on in Litchard. Wellbeing as a whole is a strength with a well planned out structure that deals with general wellbeing but is also bespoke to children with more extensive needs: ELSA – THRIVE – Family THRIVE – Early Help Links and use of external agencies. The STEER Project and use of a Therapy dog also help to bolster this system.

Assembly timetables reflect the local, national and international celebration days and drives for a more ethical and informed society and one where wellbeing is central e.g. Mental Health Week, Anti Racism, ASD Awareness, WDSO and many more.

The areas improving are: In severe cases, when local authority triage isn't in place, the school is attempting to further extend its wellbeing platforms to impact on pupils in need. Play Therapy is one such area.

Brief action(s) areas to address improvement requirements:

Further plan and timetable extra support (THRIVE workers, of which there are 5) and Alternative Curriculum officer to include family engagement opportunities.

2.2 Attitudes to learning

The strongest areas are:

Considering the catchment, levels of deprivation and the needs of the pupils in general, pupils behave very well in classes and when moving around the school.

Pupils engage well with the school's bespoke New Curriculum and feel challenged and involved in their work topics/themes.

The areas improving are:

Further development of the response to teacher AFL and the use of pupil voice to inform planning and learning experiences.

Brief action(s) areas to address improvement requirements:

- Continue to L2L by improving speaking and listening and monitoring the feedback and marking policy.
- Continue to monitor the independent learning and outdoor learning. (PIAP)

Inspection Area 3: Teaching and learning experiences

3.1 The breadth, balance and appropriateness of the curriculum

The strongest areas are:

- Opportunities for enriched curriculum and learning experiences
- The school provides very worthwhile learning experiences are wide and varied.
- The school promotes the use of Welsh well both within school and in the community.
- The school has very successfully planned and is continuing to design its curriculum in line with Curriculum Wales.

The areas improving are:

- Speaking and Listening
- Mathematical reasoning and problem solving
- Continue to improve outdoor learning opportunities
- Planning progression in AoLEs and to review RSE RVE delivery.

Brief action(s) areas to address improvement requirements:

- Review curriculum design as New Curriculum is launched in Sept 2022 and review of RSE RVE delivery.
- Oracy and Mathematical Reasoning

Continuing to improve outdoor learning opportunities

3.2 Teaching and assessment

The strongest areas are:

- Strong and useful documentation/plans for curriculum provision in line with new curriculum Wales.
- Staff understanding of their curriculum role ie capacity for self-help in terms of curriculum improvement and opportunities.
- Implementation of Marking and Feedback Policy
- Whole school assessment processes and procedures to measure pupil standards in LLC, MD, Wellbeing
- Whole school assessment processes and procedures to identify all types of learners.

The areas improving are:

- To continue mapping progression in the delivery of AoLEs to support marking and feedback
- To continue to develop the teaching and standards of oracy, outdoor learning and independence to improve pupil voice and ability to be more involved and responsive to their learning.
- To continue reviewing and implementing feedback and marking policy.
- To continue improving and reviewing implementation of ALN processes and procedures to support ALN learners.

Brief action(s) areas to address improvement requirements:

- **To continue to develop the school's assessment strategies – booklets onto excel.**
- **To continue to improve oracy to improve learning**

Continue to review and look at progress of provision in AoLEs, with a focus on MD, Science/Tech and DCF

Inspection Area 4: Care, support and guidance

4.1 Personal development

The strongest areas are:

- The implicit and explicit teaching of pupil's rights and ethical/moral discussion are part of everyday teaching/collective worship sessions.
- All pupils, from Nursery through to the LRC base are afforded the opportunity to be involved curricular and extra-curricular activities in both Sport and Creative areas.

The areas improving are:

- To continue with the expansion of THRIVE to support pupils identified.
- To further develop 'alternative curriculum' for pupils who find it difficult to engage in the classroom environment.
- To review and implement the RVE and RSE policy and learning experiences in line with the New Curriculum ensure it is appropriate and in line with the progression steps.

Brief action(s) areas to address improvement requirements:

To review and implement the RVE and RSE policy and learning experiences in line with the New Curriculum ensure it is appropriate and in line with the progression steps.

4.2 Safeguarding

The strongest areas are:

- Safeguarding compliance and culture.
- Processes and support for vulnerable learners and their families.
- Working very effectively with a range of agencies and LAs.

The areas improving are:

- To further develop provision of THRIVE across the school to include “Families”.

Brief action(s) areas to address improvement requirements:

- **Ensure all staff have updated training**
- **Further develop links and strategies with EWO to improve attendance and support families.**

To further develop school’s capacity to support vulnerable learners eg through Play Therapy.

Inspection Area 5: Leadership and management

Quality and effectiveness of leaders and managers

The strongest areas are:

- SLT have clear role accountability and responsibilities
- SLT contribute successfully to MER processes and have a very good understanding of expectations of provision and standards.
- The governing body is well informed and utilises its skills wells through committees. Committees such are Curriculum Standards, H&S, Finance, ALN, Complaints/Grievance (where appropriate), pupil discipline (where appropriate) are very effective and provide robust governance through support and challenging leadership.

The areas improving are:

- Development of capacity through expansion of SLT and training opportunities.
- Re-align leadership of curriculum areas and areas of the school

Brief action(s) areas to address improvement requirements:

- **Appoint new SLT members**

Provide more leadership training and opportunities for SLT members (in house and ALN and Further Education)

5.2 Self-Evaluation processes and improvement planning

The strongest areas are:

- Highly effective systems and processes.
- Obtaining first hand SE information from surveys of parents/carers, interviews (pupils L2L)

The areas improving are:

- **Ensure SLT are up to date with WG assessment changes and good practice**
- **Further develop assessment by developing online excel document which can be accessed live by staff using current booklet as the template.**
- **Develop L2L to capture pupil voice and progress in learning.**

Brief action(s) areas to address improvement requirements:

- Further develop assessment by developing online excel document which can be accessed live by staff using current booklet as the template.
- Develop L2L to capture pupil voice and progress in learning.

5.3 Professional learning

The strongest areas are:

- School utilises and also its own good practice via the regional consortia and other agencies eg TTA, cluster
- School embarks on a range of collaborative learning in partnership with other schools
- The school's professional learning aligns well with SER and SDP
- School develops its staff well with some good examples eg Wellbeing, Early Years, SLT, accreditation processes

The areas improving are:

- To develop the role of curriculum AoLE teams and also understanding of ALN role of classteacher
- To ensure all support staff have opportunities to access professional development.

Brief action(s) areas to address improvement requirements:

- To develop the role of curriculum AoLE teams and ALN role of classteacher
- To ensure all support staff have opportunities to access professional development.

Litchard Primary School Development Plan 2022 – 2023

1. To continue to develop our own curriculum in terms of progression and purpose for AoLEs, enabling learners to develop towards the four purposes, including the use of the outdoors, learning environment and pupil voice.
2. To improve pupils' literacy skills using Voice 21 and review the processes and culture of reading in the school.
3. To enhance the Maths curriculum through the effective use of a range of resources to ensure a consistent and progressive approach to teaching Maths in line with new steps.
4. To make attendance and punctuality a priority for all stakeholders to improve the overall percentage post lockdown.
5. To improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring.

SDP 3 year plan

<u>22/23</u>	<u>23/24</u>	<u>24/25</u>
New Curriculum/Independent learning/outdoors Oracy Mathematical Development Attendance ALN Reform Implementation Science/DCF	New Curriculum RSE RE ALN Assessment Cross curricular competencies Reading Mathematical Development - problem Solving	New Curriculum Review focus on Humanities and Expressive Arts ALN - MAT Learners specific Writing Reasoning in Mathematics