**YSGOL GOLWG Y CWM**

**School Development Plan**

**2023 – 2024**

**School Vision**



Ysgol Golwg Y Cwm is an English medium, community focused school which serves the area of Penrhos and Ystradgynlais. Currently there are 202pupils on roll including a 3- and 4-year-old provision. The school also hosts a Flying Start setting and has 2 area Specialist Teaching Facilities for 20 pupils with ALN, who are drawn from other schools within the cluster. The school has a rolling 3-year average of approximately 32% of pupils who are eligible for FSM and 45% of children on the ALN register.

**Ysgol Golwg y Cwm is a caring, happy, inclusive and stimulating learning community where our children feel safe and secure. Our wonderful school and our own woodland provide children with unique opportunities to achieve, develop confidence and self-esteem through learning and experiences both indoors and outdoors.**

We provide a caring, happy and stimulating environment, where all our children feel safe and secure. We pride ourselves on the nurturing approach and the family feel as you walk through our school doors. Our dedicated and enthusiastic staff provide an exciting, creative and challenging curriculum and are committed to achieving the highest standards in teaching and learning for all children. A high priority is given to pupils’ personal, social and emotional development and we promote high standards of behaviour where children learn and play together. Children are at the heart of everything we do and we strongly believe that it is our role to ensure that all children reach their full potential whilst they are a member of our school family.

We strive to build positive relationships with our families and the community as it is our belief that we all need to work together for the best outcomes for our children.  Our dedicated family engagement officer is at hand to help, support and provide additional services if needed.

We are very fortunate to have wonderful school grounds and our own woods and the school is part of the Forest school initiative. This allows our children unique opportunities to achieve, develop confidence and self-esteem, through hands on learning experiences in our outdoor environment.

**Working for Excellence – Children come First!**

**Gweithio I Ragoriaeth – Plant sy’n dod yn Gyntaf!**

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>

|  |  |  |
| --- | --- | --- |
| **Timeline** | **Date** | **Staff Members and GB** |
| Planning  | Summer 2023/Autumn 2023 |  |
| Reviewing | December 2023 |  |
| Reviewing  | March 2024 |  |
| Reviewing | July 2024 |  |

|  |  |
| --- | --- |
| **Contents** | **Page** |
| Contextual information |  |
| School and Governing Body’s appraisal of progress with 20-20 priorities  |  |
| School’s three-year priorities 2023 – 2026 |  |
| Priorities 2023 – 2024 |  |
| Checklist  |  |

|  |
| --- |
| **Contextual Information**  |
| **Workforce Planning: number of fte TEACHERS** | 10 |
| **Workforce Planning: number of fte SUPPORT STAFF**  | **14.5** |
| **Pupil numbers and groups of learners** |  |
| **Grant funding plan (to include PDG, RCSIG, PL,** **Accelerated Learning)** |  |
| **Targets** |  |
| **Monitoring Evaluation and Review calendar** |  |
| **Professional Learning Plan** |  |

**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** | **Progress (choose colour)** |
| **Recommendation 1: To improve handwriting and presentation** |
| **Impact:** |  |
| **Recommendation 2: To improve the re-drafting of work at KS2** |
| **Impact:** |  |  |
| **Recommendation 3: To narrow the gap in attainment between girls and boys and FSM and Non FSM** |
| **Impact:** |  |
| **Recommendation 4:**  |
| **Impact:** |  |

**School and Governing Body appraisal of the progress with 20 / 20 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****SEE IMPACT ASSESSMENTS - EMBEDDED** | **Progress (chose colour)** | **Carry forward to next year’s plan?** |
| **Priority 1: Reading** |
| **Success Criteria:**  |  |
| **Impact:**  |  |  |
| **Priority 2: Numeracy and Mathematics – Problem solving** |
| **Success Criteria:** |  |  |
| **Impact:** |  | Good progress made |
| **Priority 3: Cymraeg - Oracy** |
| **Success Criteria:** |  |
| **Impact:**  |  | Some targets to address – will not be main area for development but will form part of AOLE action plan |
| **Priority 4: Wellbeing – increasing self esteem and self belief** |
| **Success Criteria:** |  |
| **Impact:** |  |  |
| **Priority 5:**  |

**Three-Year Priorities 2023 – 2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Learning** | **Well Being /Attitudes to Learning** | **Teaching and Learning Experiences** | **Care, Support and Guidance** | **Leadership** |
| **2023-24**(high level priorities) | 1. Improve standards of extended writing
2. Improve understanding of representing and interpreting data
 | * To ensure positive attitudes towards individual personal wellbeing including, physical health, sleep importance and diet.
 | 1. Increasing independence in learning and in pupils.2.Embedding assessment procedures | 1. Participation in RADY project – focus on proportional representation. | 1.To further embed opportunities for action research for staff. |
| **2024-25**(high level priorities) | * To improve children’s understanding of the similarities and differences between the languages they speak and those they are learning.
* To improve standards in the school’s chosen “other” language
 | * To review and improve attendance procedures and strategies in order to improve attendance
 | * To ensure effective teaching of the cross-cutting themes.
 | * To review and evaluate provision and support for the RVE curriculum.
 | To ensure that the ALN develop system and processes which meet the needs and requirements of the ALN act for all pupils with ALN. |
| **2025-26**(high level priorities) | * To ensure pupils make good progress in science and technology
 | * To improve children’s understanding of rules, norms and behaviours of different groups and situations and how they can influence them.
 | * To maximise opportunities for outdoor learning experiences.
 | * To increase participation and engagement in the creative arts for all groups of learners
 | * To evaluate and review all leadership roles within the school and their impact.
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SIP Priority** | **Rationale** | **SLT Lead** | **Governor Link** |
| Priority 1:  | 1. **To improve standards of extended writing and ensure the consistency of these standards across all AOLEs.**
2. **To ensure that children in the lower school are able to correctly form letters.**
 | **a.Work scrutiny demonstrates that whilst writing is not a significant cause for concern, children don’t always write at length and with sufficient detail.****This standard of writing needs to be reflected across all AOLEs****b.Pupil baseline in Reception indicate that children’s fine motor skills are underdeveloped and are unable to correctly form letters** | **Hayley Bennett/****Keri Harry** | **Mathew Ace** |
| Priority 2: | **To improve children’s ability to represent and interpret data and to use this understanding in a range of contexts.**  | **WG tests and teacher observations indicate that this is an area which pupils find difficult.**  | **Alison Griffiths** | **Matthew Ace** |
| Priority 3: | **To develop independent learning opportunities for pupils in order to develop increased motivation to learn, resilience and aspiration.** **To develop pupil independence in order to develop motivation to learn, resilience and aspiration.**  | **Pupils are beginning to become more independent in their learning following Covid, however this needs to be embedded and a clear expectation and a focus for all staff.** | **Judith Hickey** |  |
| Priority 4:  | **To embed assessment procedures and operations across the school to ensure progression in learning.** | **To ensure that all staff have a clear understanding of progression and how to move pupils’ learning forward. Consistent approaches to assessment which also allow pupils to progress** | **Hayley Bennett/ Judith Hickey** |  |
| Priority 5:  |  |  |  |  |

**Year 1 Priorities 2023 – 24**

**Priorities for 2023 – 2024**

|  |  |
| --- | --- |
| **Priority 1** 1. **To improve standards of extended writing and ensure the consistency of these standards across all AOLEs.**
2. **To ensure that children in the lower school are able to correctly form letters.**
 | **Link to Estyn Inspection Area(s)**1. **Learning**
 |
| **SLT Priority Lead:** |
| **Success criteria:**1. **Most pupils in years 5/6 will demonstrate the ability to write at length using an increasing range of vocabulary.**
2. **Most pupils will demonstrate the use of appropriate punctuation and grammar in their independent written work.**
3. **Most pupils will demonstrate consistent standards of writing across all AOLE’s.**
4. **Most pupils by the end of Reception will be able to demonstrate a correct pencil grip and form letters correctly.**
 |
| **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. | Staff to undertake action research project to gain knowledge and understanding of best practice in teaching writing. | HB/BS | Nov 23 | Research undertaken by Nov 23 | Action points from research practiced in class.By February 23 | Evaluation and feedback from project shared with all staffMarch 23 | Action research project | EIGSupply cover to allow for this 2 days x 2 people£800 |
| 2. | Staff to ascertain writing genre of focus for each year group and to plan for writing opportunities across the curriculum to consolidate focus genres. | All staff | Oct 23 | Staff decided upon termly focus genres for the year.By end of Sept 23 | Review of progress of target genres in each class. Is the standard of writing consistent across all AOLEs? Do we need to make any changes?Nov 23 | Impact assessment of strengths and weaknesses. June 23 |  | ADDS sessions – no cost implications |
| 3. | To embed pedagogies to promote independence in learning.  | All staff | Nov 23 | Clear expectations for use of success criteria, peer and self-evaluation at all ages established and need for re-drafting of work.By Oct 23 | Staff given opportunities to observe each other **and undertake work scrutiny of one another’s work.**Nov 23 | Ongoing monitoring of planning. Work scrutiny – June 23 |  | EIG £1000Supply cover.5 of a day per member of staffto observe one anotherWork scrutiny undertaken during ADDS session |
| 4. | Pupils to be given authentic contexts and real life, relatable experiences to draw upon in their writing.(consider financial implications here – ways to compensate) | All staff | Throughout year | All pupils to have had first hand experiences – trips, visitors etcBy Nov 23 | Key pieces of writing to be redrafted and shared for discussion by Dec 23 | Previous process repeated by May 24 |  | None directly |
| 5. | Pupils to undertake regular punctuation and grammar focus lessons. | All staff | Ongoing | Monitoring of planning by Oct 23 | Work scrutiny undertaken March 23 | Ongoing monitoring of planning. Work scrutiny – June 23 |  | EIG Grant – release time for SMT to monitor and report back.£800 |
| 6. | Monitoring through lesson observations, work scrutiny, and learning walk to ascertain progress.(Consider all groups of learners) | SMT | Ongoing | Work scrutiny undertaken and progress in learning observedBy Oct 23 | Lesson observation and learning walk undertaken.By November 23 | Work scrutiny undertaken and progress in learning observedBy March 23. |  | EIG Grant – release time for SMT to monitor and report back.£800 |
| 7.  | To ensure a range of mark making opportunities which are accessible to pupils and a range of resources.(FSM/Disadvantaged learners to be provided with SHARE packs for home learning opportunities) | FPh staff | Ongoing | Baseline of pupils’ fine motor skills undertaken and ways forward established.By Oct 23 | Writing/ mark making area established in classrooms with range of appropriate, stimulating resources.By End Oct 23 | Lesson observation and learning walk by Nov 23. |  | Mark making resources £300School Budget  |
| 8. | In the lower year groups, establish writing challenges and literacy areas which promote opportunities for writing. | FPh staff | Oct 23 | Learning walk to ascertain standard of writing, areas established and challenges available to children.Oct 23 | Work scrutiny and listening to learners undertaken by Nov 23  | Ongoing monitoring of provision and progress in writing through snapshots.Dec 23April 24 |  | EIG EIG Grant – release time for SMT to monitor and report back.£800 |
| **Termly progress report / impact assessment** |
| Very good progress | Strong progress | Satisfactory progress | Limited progress |
| **Community Links: Visits into local community, visitors into school to share experiences (Ystradgynlais Heritage Society, Swansea Egyptology Centre etc.), Christmas trips(Brecon Mountain Railway), Musicians, trip to Millennium Centre to see SHREK.****(consider financial implications for FSM/disadvantaged families – SHREK trip totally funded by grant from the Arts Council of Wales)** |

**Priorities for 2023 – 2024**

|  |  |
| --- | --- |
| **Priority 2** **To improve children’s ability to represent and interpret data and to use this understanding in a range of contexts.**  | **Link to Estyn Inspection Area(s)**1. **Learning**
 |
| **SLT Priority Lead:****Alison Griffiths** |
| **Success criteria:**1. Staff will have a sound understanding of progress in learning through this concept
2. Most pupils will be able to respond to questions requiring them to represent and interpret data in a range of contexts, across different AOLEs.
 |
| **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. | To participate in cluster-based concept map discussions and produce an agreed concept map for this concept. | AG | Sept 23 | Cluster based training undertaken and concept map producedSept 23 |  |  |  | None |
| 2.  | Staff to discuss progression in this concept and produce school-based concept map involving GYC ideas and experiences in order to establish a clear understanding of progress throughout the concept. | All teaching staff | Throughout year | Review of concept map – sharing of ideas/experiencesNov 23 | Review of concept map – sharing of ideas/experiencesMarch 24 | Final GYC concept map produced and agreed.June 24 |  | None |
| 3. | Staff to plan for the teaching of this concept at appropriate levels. | All teaching staff | Throughout year | Planning scrutiny Nov 24 | Work scrutiny – evidence of concept and progressionJan 24 | Planning scrutinyMarch 24 |  | None HT/DHT to undertake |
| 4. | Staff to provide cross curricular, practical opportunities for the development of this concept which are authentic and meaningful.To utilize the outdoors wherever possible.(Ensure access for all pupils if trips or visits are planned and consider home circumstances when requesting data gathering from home – make alternate arrangements!) | All teaching staff | Throughout year | Work scrutinyNov 23 | Work scrutinyJan 24 | Discussions around evidence of work across the schoolJune 24 |  | None |
| 5.  | Monitoring exercises to ascertain pupil progress.(Consider progress of all groups of learners and whether there has been any impact due to disadvantage, ALN etc.) | AG | Intermittently throughout year | Learning walk and work scrutiny Nov 23 | Lesson observation March 24 | Analysis of WG data and impact assessment – June 24 |  | Supply time to release AOLE lead to undertake monitoring.£800EIG |
|  |  |  |  |  |  |  |  |  |
| **Termly progress report / impact assessment** |
| Very good progress | Strong progress | Satisfactory progress | Limited progress |
| **Community Links:** Parents, gathering data on various theme linked topics. Data gathered and interpreted from the local community e.g. different types of houses, shops etc, shoppers preferences. |

**Priorities for 2023 – 2024**

|  |  |
| --- | --- |
| **Priority 3****To embed independent learning opportunities for pupils in order to develop motivation, resilience and aspiration.** | **Link to Estyn Inspection Area(s)**1. **Learning and teaching**
 |
| **SLT Priority Lead:****J Hickey** |
| **Success criteria:**1. Most pupils in upper year groups will be able decide how and where they best learn and will independently follow a chosen area of learning.
2. Most children will be able to confidently discuss and decide upon what they want to learn
3. Most children will be able to assess their own work and that of their peers and offer suggestions for moving their learning forward. In years 5 and 6 most children will be able to co-construct their own success criteria for their work.
4. At the upper end of the school many pupils will begin to take responsibility in sharing their knowledge with other younger children and will develop organizational and independence skills to successfully run clubs and interest sessions.
5. Lesson observations will indicate that most lessons will promote independence in learning amongst many pupils.
 |
| **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. | To ensure pedagogy in lessons allows for sufficient independent learning and challenge. | JH | End Sept 23 | Expectations established for independent learning in lessons and agreed by all.Oct 23 | Lesson observations undertaken and feedback givenBy Feb 24 | Lesson observations undertaken and feedback givenMay 24 | ADDS session to ascertain good practice – pedagogical training course | No cost implication  |
| 2.  | All children from years 3-6 to undertake Genius Hour activities on a weekly basis. | All staff | From Sept 23 - ongoing | Genius hour established in each classBy Sept 23 | Work scrutiny to monitor standardsDec 23 | Presentation of selection of Genius Hour projects April 23 | Training on Genius Hour. | .5 day for 3 teachers EIG £300 |
| 3 | Staff employ appropriate AfL techniques such as the use of success criteria leading to their co-construction, effective questioning, self and peer assessment to allow pupils independence and to make progress in their learning. | HB | Ongoing | Refresher training undertaken by all staff.By Oct 23 | Work scrutiny and lesson observation to evidence the expectations.Nov 23 | Listening to learners to ascertain pupils’ level of independence.Feb 24 | Refresher training – in house | ADDS session – no cost implication |
| 4 | To discuss with children their preferred learning environments and facilitate preferences where possible in upper year groups. | HB/AG |  | Listening to learners – Nov 23 pupils able to discuss preferred learning environment and how it impacts on their learning. | Lesson Observation – March 24Pupils observed working in different environments. Pupil engagement observed. | Impact assessment undertaken to ascertain impact of action on pupil progress. June 23 |  | None |
| 5 | To ensure that pupils in all classes have the opportunity to lead their learning and decide upon what they want to learn within their termly theme. | All staff | Termly | Dysgu Gyda’n Gilydd undertaken in all classes and ideas observed in planningSeptember 23 | Dysgu Gyda’n Gilydd boards evident in every class during learning walk. Evidence of what pupils are learning.November 23 | Listening to learners – discuss impact of having autonomy over learning.June 23 |  | None |
| 6. | To encourage independence in older pupils and establish student clubs whereby pupils utilise their skills and interest to “teach” and motivate others.(Consider proportional representation) | HB |  | Expectations established and pupils prepared for “Clwbiau Y Plant”. Oct 23School Council monitoring. | Mid term evaluation of “Clwbiau Y Plant” via Questionnaire from School Council.February 24 | End of year feedback from pupils – evaluation via presentationJune 24 |  | Resources - £300School Budget |
| 7. | To source training from the LA for staff. |  |  | Training organized following core visit 1. | Evidence of staff using ideas from the training.March 24 | Review of impact of training on children’s independenceJuly 24 |  | None |
| **Termly progress report / impact assessment** |
| Very good progress | Strong progress | Satisfactory progress | Limited progress |
| **Community Links:** |

**Priorities for 2023 – 2024**

|  |  |
| --- | --- |
| **Priority 4****To embed assessment procedures and operations across the school to ensure progression in learning.** | **Link to Estyn Inspection Area(s)**1. **Learning and teaching**
 |
| **SLT Priority Lead: H Bennett / J Hickey** |
| **Success criteria:*** Clear assessment procedures established and understood by all staff.
* Staff understand progression both within lessons and through learning continuum.
* Most pupils make good progress through the year as evidenced by teacher assessment
 |
| **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. | Ensure a clear understanding amongst all staff of appropriate AfL strategies to be utilized as formative assessment procedures. | HB | Oct 23 | Staff refresher training Oct 23 | Lesson Observation – March 24 |  | ADDS refresher training  | None – in house |
| 2. | To participate in cluster transition workshops to develop a shared understanding of progression through the development of concept maps. | All teaching staff | Sept 23 | Cluster workshops attended and range of cluster concept maps produced.End of Sept 23 | Staff utilizing “identity” concept maps within their planning to show progression across the school.Planning scrutiny Dec 23 | Cluster scrutiny of progression of the “identity” concept to establish shared understanding. Review and amend maps. | INSET day – September 23 | None – INSET day |
| 3. | To embed pupil progress meetings to gain an in depth understanding of individual children’s learning and progress. | JH/TH/HB/SG | Throughout the year | Dec 23Pupil progress evaluations undertaken for 12 pupils in each class and in depth discussions taken place for focused pupil. | April 24Pupil progress evaluations undertaken for 24 pupils in each class and in depth discussions taken place for focused pupil. | June 24Pupil progress evaluations undertaken for all pupils in each class and in depth discussions taken place for focused pupil. | No training but discussions around expectations of evaluations and meetings.  | Release time for SMT and staff to conduct progress meetings.£1000EIG |
| 1. 4
 | To undertake individual snapshots on a termly basis around focus areas (both learning and social and emotional) and identify ways forward for individual children. | All staff | Termly | Snapshots of emotional wellbeing and focused learning areas undertaken and ways forward identifiedEnd of Oct 23Whole school/class concerns identified | Snapshots of emotional wellbeing and focused learning areas undertaken and ways forward identifiedEnd of Feb 24Whole school/class concerns identified | Snapshots of emotional wellbeing and focused learning areas undertaken and ways forward identifiedEnd of May 24Whole school/class concerns identified | No training needs but whole staff discussion in ADDS session around concerns and ways forward. | None |
| 5. | To develop parent/child/teacher work trawls and discussions.(FLO to make specific calls to hard to reach parents – support them to access sessions)  | All staff | Termly | Invitations sent re purpose of sessions and work trawl and teacher discussion undertaken with evaluationOct 23 | Invitations sent re purpose of sessions (focus on progress of child) and work trawl and teacher discussion undertaken with evaluationFeb 24 | Invitations sent re purpose of sessions (End of year progress and any concerns moving forward) and work trawl and teacher discussion undertaken with evaluationJune 24 | None | Resources£200 |
| 6.  | To develop a clear and simple pathway for assessment which is shared and understood by all staff and ensures pupils make progress through their learning. | JH/HB | Jan 24 | Whole staff discussion around suggested pathway. Any concerns raised and addressed.Nov 24 | Assessment policy revised and discussed with all staff.Jan 24 | Review of impact of assessment procedures and any amendments made June 24 | None | None |
| **Termly progress report / impact assessment** |
| Very good progress | Strong progress | Satisfactory progress | Limited progress |
| **Community Links:**Links with all cluster schools. |

**ONGOING AREAS OF DEVELOPMENT**

CYMRAEG – Siarter iaith – To gain the silver award and meet all targets. – Release time for Lead to work with staff £800, EIG Tric a Chlic Training – all staff.

Wellbeing – Trauma Informed Practice and Nurture strategies and work to support and scaffold pupil wellbeing according to individual and group need.

Attendance – Continue to work with EWO, Parents and other outside agencies to raise attendance levels – attendance coffee morning, regular correspondence, follow attendance pathway, FLO to work with pupils who are cause for concern.

Community Focussed Schools – Family Liaison Officer work and activities.