

Ysgol Cefn Meiriadog



School Development Plan 2023 - 2024

1. 3 year overview (2023 – 2026)

2023 - 2024	2024 - 2025	2025 - 2026
<p>Gain the next Healthy Schools award.</p> <p>Achieve the Eco School Green Flag award.</p> <p>Improve Leadership capacity – Middle Leader/ Senior Leader training.</p> <p>Review and develop teaching and learning of the Science and Technology AOLE.</p> <p>Gain the Healthy Schools Quality Award.</p> <p>ELSA training.</p> <p>Outdoor Learning training for teaching staff.</p> <p>Further develop the use of outdoors as part of the curriculum.</p> <p>Achieve Bronze RRRS award.</p>	<p>Achieve the Cymraeg Campus Gold Award</p> <p>Review and develop teaching and learning of the Humanities AOLE.</p> <p>Review the delivery of Inspire Maths across the school.</p> <p>Monitor indoor provision including displays and improve as necessary.</p> <p>Review Governor roles and responsibilities.</p> <p>One further member of staff to attend TIS training</p> <p>Achieve Silver RRRS Award.</p>	<p>Review and develop teaching and learning of the LLC AOLE.</p> <p>Review the delivery of Jigsaw and Eaware.</p> <p>Achieve Gold RRRS Award.</p>



2. Targets 2023 – 2024

Priority 1: Implement and develop assessment, tracking and monitoring processes in line with the curriculum for Wales.					
<p>Reason for Priority:</p> <ul style="list-style-type: none"> To ensure robust assessment arrangements are in place. To develop recording systems to ensure consistency, progress and support across all areas. To track and monitor specific groups of learners particularly those with ALN and ensure interventions are in place to support. 					
<p>Outcome:</p> <ul style="list-style-type: none"> Assessment arrangements are in place and are consistent across all classes. A consistent planning model will ensure coverage of skills and What Matter statements over the academic year. Seesaw will show the range of work completed in all AOLEs across the year including clear explanations and links to WMS and 4Ps. Various processes are in place and are effective in assessing learners progress and understanding across all areas. Regular meetings ensure pupil progress is discussed, verified and actions are in place to further support individuals. 					
Action	Success Criteria	When?	Cost?	Responsibility for implementation , leading and monitoring	Progress/ Evaluation
Assessment flow chart created following assessment meetings between staff.	Staff have agreed to the different assessment strategies we will use as a school and ensure this is followed and all are completed. The flow chart will ensure consistency between classes and a tighter approach to assessing learning and progress amongst learners.	September 2023	N/A	Teaching Staff	
Introduce Reflection Time at the end of each day to assess learner’s progress and understanding.	Learners understand the different strategies used during reflection time and can confidently share their thoughts on their learning.	Daily	N/A	Teaching Staff	

	<p>Planning is informed and teachers are adapting their teaching and learning based on the findings from reflection time.</p> <p>Learners have more time to re-visit areas of difficulty ensuring there are fewer gaps in learning.</p> <p>Learners who are identifying confidence in areas will have opportunities to extend their learning further.</p>				
<p>Introduce Target Time to give learners opportunities to re-visit and consolidate learning.</p>	<p>Weekly Target Time sessions take place with learners being supported by the class teacher or on a 1-1 level by the Interventions Lead.</p> <p>Learners have the opportunity to address small targets from their learning during the previous week with support from an adult.</p> <p>Work in Target Time is bespoke to individual learners and links to areas to improve from previous learning.</p> <p>Learners understand the purpose of Target Time and can contribute to the areas they need to develop.</p>	<p>Weekly</p>	<p>N/A</p>	<p>All teachers</p>	
<p>Cold and Hot tasks are used at the beginning and end of topics/ Literacy genres/ blocks of work to show progress.</p>	<p>Both tasks show the progress learners have made following the teaching and learning of specific skills.</p> <p>Learners are able to identify the progress they have made compared to their cold task and can link to success criteria and, in the case of the older children, progression steps.</p>	<p>On-going throughout the year</p>	<p>N/A</p>	<p>All staff</p>	

	<p>Teachers use cold tasks to inform their planning to ensure the skills that need to be taught and developed are.</p> <p>Teachers use hot tasks to inform Target Time and Intervention support where required.</p>				
<p>Staff meetings are used to discuss the progress of individuals and groups of learners.</p>	<p>Regular item on the staff meeting agenda ensures that progress in all AOLEs is monitored and discussed and individuals are highlighted if they need support.</p> <p>Professional dialogue ensures teachers are supported and there is consistency across the school.</p>	<p>On-going</p>	<p>N/A</p>	<p>All teachers</p>	
<p>Weekly evaluations are detailed and identify learners who are working above/ below expected for the different learning activities.</p>	<p>Evaluations inform future teaching as well as reflection and target time.</p> <p>Evaluations are clear and future planning/ reflections and target time show where any problems/ misconceptions have been addressed.</p>	<p>Weekly</p>	<p>N/A</p>	<p>All teachers</p>	
<p>Baseline documents are in place and completed with all learners at the beginning of the academic year along with new starters throughout the year.</p>	<p>Baseline documents for each year group have been created and are completed at the start of each academic year.</p> <p>Results from the baseline inform intervention planning for learners requiring further support.</p> <p>Results from baseline inform Target Time sessions and planning for specific areas where there are gaps in learning of groups of learners.</p>	<p>Annually</p>	<p>N/A</p>	<p>All teachers</p>	
<p>Update the assessment policy.</p>	<p>Policy written following support and guidance from DCC.</p>	<p>Autumn Term 2023</p>	<p>N/A</p>	<p>LM</p>	

	Assessment policy agreed by all staff and governors.				
Pupil Progress meetings carried out termly	LM meets with teachers termly to discuss all learners and their strengths, the progress they are making and any difficulties they may have. These meetings inform planning for future interventions to ensure all those requiring support receive it. Evidence of work is brought to meetings to look at and discuss progress. Attendance and punctuality are discussed and referrals/ conversations with parents take place following.	Termly	N/A	LM and teachers	
PASS and WNT continue to take place twice per year.	All learners in years 2-6 complete the tests twice a year. Data is discussed between teaching staff and results are recorded. Areas to develop are highlighted by individual teachers and planning reflects these areas following the tests. Target time is used to support learners where only individuals have struggled in specific areas. This will be reflected in Target Time books.	Twice per year	N/A	All teaching staff	
Achieve the next healthy school award.	LE has worked with SL from DCC and has gathered evidence required. Next award achieved. Pupils have access to a range of appropriate, engaging lessons and experiences linked to the award.	Autumn Term 2022	N/A	LE	

<p>Create a document throughout the year logging every assessment carried out in classes.</p>	<p>Document in place and updated regularly to show when teachers are assessing learners more formally. This document will show the recorded assessments that are taking place, the date and where evidence of them can be found. This will ensure that by the end of the year staff have a clear overview of the assessments they have completed and if there are any gaps in areas of learning to further support learners the following year.</p>	<p>On-going</p>	<p>N/A</p>	<p>Teaching staff</p>	
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Priority 2: Further develop leadership roles and capacity across the school.

Reason for Priority:

- To develop staff in their roles as leaders across the school.
- To ensure Area Leaders fully understand their roles and monitor and develop AOLEs effectively.
- To raise the profile of the Governing Body amongst the whole school community.

Outcome:

- Established Area Leaders who can drive their areas forward across the school.
- The profile of the Governing Body is raised and all members of the school community understand their work and know who they are.
- SPP is established and positive working relationships have been developed amongst staff and schools in the cluster.
- Two members of staff are attending the middle/ senior leadership development programme.

Action	Success Criteria	When?	Cost?	Responsibility for implementation, leading and monitoring	Progress/ Evaluation
Area Leader training from GWE to support Area Leaders in their roles in developing all AOLEs.	All teaching staff have accessed training and support from GWE in order to fulfil their roles as Area Leaders effectively. Area Leaders feel confident when monitoring and scrutinising lessons and evidence. Audits and action plans provide opportunities to further improve areas and raise standards for learners.	Spring 2024	N/A	Area Leaders	
Raise profile of the Governing Body across the school.	Governing Body members are more regular visitors to various events/ activities and assemblies. Learners recognise members as a part of the Governing Body and have an understanding of their	On going	N/A	Governing Body	

	<p>role in leading and improving our school.</p> <p>Wider school community are aware of the members of the Governing Body, their role and motivation to improve the school.</p> <p>Governing Body members have an improved understanding of the day to day running of the school, they recognise learners and their roles on different pupil groups and can further contribute to self evaluation and meetings.</p> <p>Learners can identify themselves as leaders of the school as part of various pupil voice groups and understand their roles in improving our school.</p>				
<p>Teaching staff attend initial SPP training and work with link schools to plan the programme.</p>	<p>All teachers have attended training and understand their role in the SPP.</p> <p>Teachers and LM have met with colleagues from cluster group and have an action plan in place to move the programme forward.</p>	<p>Autumn Term 2023</p>	<p>N/A</p>	<p>All teaching staff</p>	
<p>SPP is delivered across the year with staff developing their roles as leaders of areas and mentors to colleagues.</p> <p>Areas recognised as needing improvement in YCM have improved following support and mentoring from colleagues.</p>	<p>Teachers have met colleagues to plan a programme of support and mentoring.</p> <p>All teachers have supported colleagues in cluster schools with an aspect of improvement.</p> <p>Area to develop in YCM has been supported by cluster schools and teachers have used the support to improve the area and their delivery of it for learners.</p>	<p>On-going</p>	<p>£200 per day to release staff (fully funded by GWE)</p>	<p>All teaching staff</p>	

<p>JPL is attending GWE middle leaders programme (Jan 24 – Dec 24)</p>	<p>Application submitted and improved. JPL is attending the regular training sessions and is able to use her newly developed skills and confidence to lead specific areas effectively in school resulting in improved AOLE leadership and improved standards and experiences amongst learners.</p>	<p>On-going from Jan 24 – Dec 24</p>	<p>£200 per day of supply (PLG)</p>	<p>JPL</p>	
<p>LE is attending GWE senior leaders programme (Jan 24 – Dec 24)</p>	<p>Application submitted and improved. LE is attending the regular training sessions and is able to use her newly developed skills and confidence to lead specific areas as a member of the SLT. LE to use skills learnt to further develop her role as ALNCo and Area Lead thus improving experiences for learners.</p>	<p>On-going from Jan 24 – Dec 24</p>	<p>£200 per day of supply (PLG)</p>	<p>LE</p>	
<p>SLT/ staff to attend any County/ Regional/ National training to further support and develop leadership across the school.</p>	<p>Staff to access any relevant and required training. Interventions Lead to attend any up date training. All training attended to be discussed in following staff meeting.</p>	<p>On-going</p>	<p>Dependent on training attending</p>	<p>All staff</p>	

Priority 3: Implement, develop and embed a range of wellbeing strategies and initiative to further support learners.

Reason for Priority:

- To develop and deliver further well-being interventions to support learners
- To ensure learners have as many opportunities as possible to develop their well-being, to talk to staff and to access support in any required areas
- To ensure indoor learning environments are engaging, appropriate and challenging
- To access training and support to upskill staff in order to support individuals and groups where required

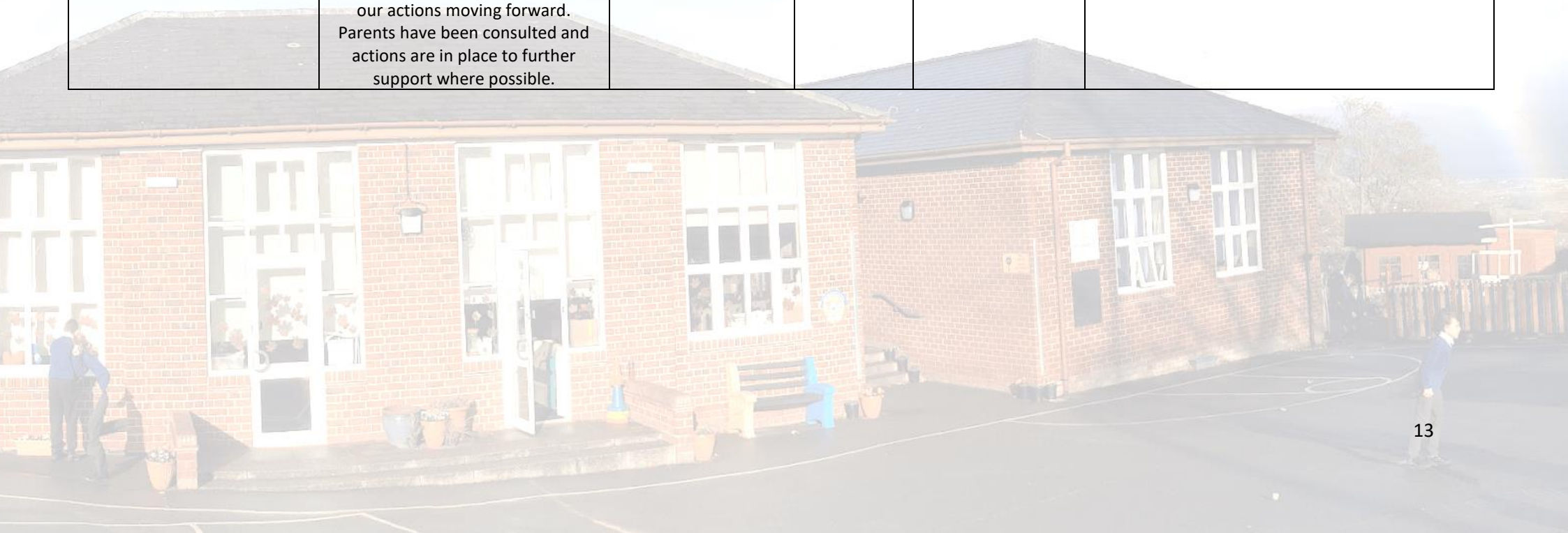
Outcome:

- Interventions will be delivered to support learners in various areas
- Staff will have accessed training to further improve their knowledge and understanding of different wellbeing strategies and approaches along with specific needs learners may have (e.g. PDA, trauma)
- All learning environments will be appropriate for the ages and abilities of the pupils. Displays will be child centred and areas will engage and further develop the learners.

Action	Success Criteria	When?	Cost?	Responsibility for implementation, leading and monitoring	Progress/ Evaluation
All staff have attended one day TIS training (including admin, childcare and 1-1s)	Training attended by all staff members. Staff meeting held following training to ensure consistent approach moving forwards. Staff identify actions in the first instance to implement to begin our TIS journey with LE leading. Learners with ACEs are identified and supported in various ways.	Training January 2024 Implementation to begin following the training	Cost for training unknown Training delivered on Jan INSET	LE and all staff	
Drawing and Talking intervention introduced and individuals supported	Staff to ensure they are aware of them and fully understand how they fit into teaching and learning. A variety of the pedagogical principles will be explored during thematic work.	12 week programme per individual	N/A (training completed on INSET Day)	SW, LE to oversee	

<p>Interventions in place to continue to support those learners who need HWB support</p>	<p>Learners who need health and well-being support can access Seasons for Growth, PASS, Friends or Drawing and Talking. All full time pupils have completed the PASS assessment and any support required following it is in place. Impact of interventions is monitored and adapted where necessary. Evidence of interventions is recorded on Seesaw or in books/ teacher notes to show the skills developed and progress made.</p>	<p>On-going</p>	<p>N/A</p>	<p>GW and LE to oversee</p>	
<p>Develop the role of Maisie the Therapy Dog as a wellbeing support for learners</p>	<p>Maisie is visiting classes regularly and supporting learners in different ways. Identified learners are accessing further time with Maisie to further develop confidence/ attendance/ resilience</p>	<p>On-going</p>	<p>N/A</p>	<p>LM</p>	
<p>Learning environments to have a variety of areas to support well-being for all learners</p>	<p>Staff have created areas that are engaging, attractive and challenging for all learners. Learners regularly access the areas and develop appropriate skills and knowledge in them. Learners with specific needs use the areas as part of their daily routines to regulate/ calm down/ 1-1 time etc.</p>	<p>Summer 2024</p>	<p>Cost for resources that may be needed to improve areas.</p>	<p>All staff</p>	
<p>Intervention room to be developed to engage and challenge learners whilst ensuring they promote positive well-being.</p>	<p>Current Playgroup to become and intervention room following a newly built hall/ playgroup. Learners requiring interventions are able to work in a quiet, calm</p>	<p>Summer 2024</p>	<p>Cost for resources that may be needed to improve areas.</p>	<p>All staff</p>	

	<p>and engaging space with limited disruptions.</p> <p>Progress and success of interventions is improved.</p>				
<p>Areas outdoors to continue to be developed to promote independence, imagination, well-being and group work.</p>	<p>All classes are accessing lessons and activities outdoors fortnightly.</p> <p>More opportunities are given in other areas of learning outdoors to allow opportunities for skills to be further developed.</p> <p>Activities and areas outdoors provide opportunities to develop well-being and confidence and resilience amongst learners.</p>	<p>On-going</p>	<p>Cost for resources that may be needed to improve areas.</p>	<p>All staff</p>	
<p>Become a poverty aware school through the Tackling the Impact of Pupil Poverty toolkit</p>	<p>A whole school approach has been developed and steps have been taken to tackle poverty amongst our learners.</p> <p>Audit has been completed to gauge where the school currently is and our actions moving forward.</p> <p>Parents have been consulted and actions are in place to further support where possible.</p>	<p>On-going</p>	<p>Unknown as yet</p>	<p>LM</p>	



3. Additional Priorities

Priority	Evidence required	Action	Person Responsible	Cost	Evaluation
Develop the whole school communities understanding of the Governing Body	Record of attendance in school, meeting minutes, introductions in newsletters	Introduce governors on weekly newsletter. Governors to attend various celebrations and events wherever possible. Develop Governor monitoring day for all governors to meet together and review aspects of AOLEs and SDP.	LM/ CB	N/A	
Healthy Schools next Phase	Achieve next award	Monitor delivery of Jigsaw across the school. Introduce themed days/ activities to support application. Ensure the whole school acknowledge relevant days including No Smoking, Road Safety, Eco Day etc Support from Suzie Lohead.	LE	Release for Healthy Schools Leader (£150 approx per day)	
RRRS – begin to work through awards	Award achieved	Minutes of meetings with school council Assemblies Action Plan and evidence	LM	N/A	
Safeguarding	Ongoing Audit All staff have completed Safeguarding training	Review H+S tours and action Safeguarding training to be completed by all staff and governors. Address actions following Safeguarding review.	LM/ all staff and governors WW	N/A	

<p>Work to further develop links with the local community, including St Mary’s church.</p>	<p>Shared events, more volunteers and the school used as a space for the community and school to work together.</p>	<p>Liaise with Clare regarding the use of the church, plan dates for the calendar year. Invite community members to coffee mornings/ volunteer days and events. Continue to share produce and crafts with the community.</p>	<p>LM/ all staff</p>	<p>N/A</p>	
<p>To achieve the Eco Green Flag status.</p>	<p>Status achieved</p>	<p>Complete Action Plan. Regular meetings. Develop Eco display in the corridor and ensure eco Committee hare their work and expectations across the school. Support from DCC where needed.</p>	<p>SR/ All staff</p>	<p>N/A</p>	

