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**Pendoylan C/W School Development Plan: Published Summary 2024-25**

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| **School Self-Evaluation: Summary 2023-24** |
| **Strengths:**   |  |  |  | | --- | --- | --- | | **Targets** | **SIP Targets 2023-2024** | **Evaluation of progress – Sept 2023-July 2024** | | **Target 1-**  **Literacy** | To continue to raise standards of LLC in line with the rationale of the new curriculum. Focus on IFL Curriculum Design, Outdoor Learning, Cymraeg Campus and Assessment for Learning. | Progress made overall: Excellent  All lenses have now been completed for Literacy . Our long term planning systems have been reviewed to ensure effective coverage of AOLE in all year groups. Expeditions have been moved or changed to effectively incorporate the Golden Threads.  The Taith grant has been submitted and we are hoping for a positive outcome in June. This will allow staff to carry out a job shadowing exercise with our link Spanish school in October. Our IFL ‘Lenses’ are being delivered effectively through our Spanish lessons and pupils are achieving a good standard across the school.  The Literacy Walk highlighted that most pupils are making very good progress in their literacy skills. There has been a marked improvement in Reading standards following the RWI intervention strategies and a more consistent use of Giglets in our classrooms. Two members of staff are due to do the mop-up RWI training in July. There were a range of examples both at Fph and KS2 which showed effective practice using Formative Assessment strategies to assess ‘forward’ rather that backward. AFL has become an integral part of lessons to identify what pupils are doing well and how to continually take them forward on their learning journey.  Cynefin Maps have been generated collectively in our Orbit Cluster and teachers are now incorporating these ideas well into their medium and short term planning.  The Literacy lead has attended training on ‘Literacy through landscapes’ and this will be disseminated to staff in July. During our Literacy walk we observed a good range of outdoor learning activities across the Progression Steps. We plan to continue to embed this practice going forward.  Early Years staff across our Orbit Cluster have attended Risca Primary School to explore their approach to ‘Enabling Learners’. Several of our Fph staff are attending the training in June and from there we are considering adopting this practice in Nursery and continuing the provision into the first term of Reception. We are formulating our own version of a Nursery baseline, based on this approach.  **WELSH: Completed BRONZE AWARD 14-6-24**   * Standards in Welsh across the school are being raised by implementing the ‘Cymraeg Campus’ Bronze Award criteria. The Siarter Iaith Cymraeg Campus validation visit for the Bronze Award is booked in for 13th of June.  The Welsh Development Officer was impressed with our evidence to date. * An INSET was arranged with the Teaching staff in order to implement and develop the New Continuum into our curriculum. Nearly all staff are using the template provided in order to plan Helpwr Heddiw activities and sentence patterns.  Nearly all staff are using the New Continuum handbook in order to implement the new Welsh sentence patterns into teaching as well as their incidental Welsh. * Welsh Shine Week - This was a successful week with an Expressive Arts focus.  The children experienced Welsh clog dancing, playing Welsh instruments such as the harp and pibgorn, Welsh myths and opportunities to re-enact Welsh stories. * Year 5 children are now members of the Urdd and took part in a Residential in Cardiff Bay. * Targed 8: Developing Reading – Welsh magazines eg Bore Da have been made accessible to children in KS2. KS2 children have been filmed reading a Welsh story to Foundation Phase children. - An audit of all the Welsh books has been made and books have been sorted into genres and made accessible in an area of our School Library. * Nearly all staff consider ways that Welsh bilingualism and ‘Cynefin’ influence Curriculum Design.  There is evidence of lessons being taught on Welsh history such as ‘Owain Glyndwr’, ‘Santes Dwynwen’ and ‘Yr Hen Galan’ as well as celebrating ‘Dydd Miwsig Cymru’ and the Eisteddfod.  There is also evidence of current topics such as ‘The Victorians’ being linked to our Welsh heritage by going on school trips to Sain Ffagan or visiting Welsh castles.  Evidence of work on famous Welsh sports stars and Welsh legends was also observed in the children’s books as well as Welsh local artists such as Dennis Jones and Rhiannon Roberts. * Criw Cymraeg has been established and have regular meetings with the Welsh coordinator.  They have supported and been involved in the Cymraeg Campus by designating tasks for the school such as designing a Welsh poster or choosing the new names for our Houses. * There is evidence to suggest a strong link between Welsh and Expressive Arts.  Eg: Acting of Santes Dwynwen, Welsh artists, creating Welsh skits and Dydd Miwsig Cymru. | | **Target 2** | To continue to raise standards in Mathematics & Numeracy in line with the rationale of the new curriculum. Focus on Curriculum Design, Outdoor Learning, embedding ‘Summit’ methodology and Assessment for Learning. | Progress made overall: Very Good  We have made very good progress on our targets for this year. The numeracy lenses are now uploaded on our website and the effectiveness of the Golden Thread in covering the elements of Maths and Numeracy AOLE is now secure and will begin its next rolling plan. Summit Maths is embedded throughout the school and through monitoring, book scrutiny and our Numeracy Walk most of the pupils are achieving a high standard of learning and skills in Numeracy and incorporating these skills across the curriculum. Most notably the use of the assessment in Summit Maths is being used and is helping staff in planning and AFL.  AFL in Numeracy has been developed in school as well as with the cluster schools. Shared insets and SLT attending an AFL course feeding back to staff has ensured AFL is being done throughout the school  Cynefin Maps have been completed by the cluster schools and are being established in classes.  Outdoor learning continues to be developed throughout the school. The numeracy walk, highlighted excellent outdoor leaning in FPH and KS 2. The SL has attended Learning Through the Landscapes course and will feedback to staff to further develop and enhance our practice. | | **Target 3** | RVE -To continue to raise standards of RVE in line with the Diocesan Vision for Education and the rationale of the New National Curriculum . Develop as a School of Sanctuary. | Progress made overall: Excellent   1. To further develop the implementation of RVE into our medium and short term planning. Ensure broad and balanced coverage across the school.   Excellent progress has been made to date-   * CfW RVE Lenses have been incorporated into our own Curriculum Design Humanity Lenses and we have tracked coverage over a two-year cycle of topic ‘expeditions’ to ensure that this is broad and balanced. * The Understanding Christianity SOW (U.C) has been incorporated into our RVE medium Term Plan with each year group covering 4 U.C elements (one per each half term) and the other two half terms are given to other faiths - Judaism, Islam, Hinduism and Sikhism.  1. Create more opportunities to visit places of worship, the Cathedral, Jewish synagogue, Hindu temple etc. and invite visitors from different faiths into school to talk to classes about their faith.  * A Muslim pupil in the school has spoken to the KS2 about her faith and her recent visit to Mecca.   We have been unable to visit a synagogue   1. Review our Section 50 self-evaluation report in the light of a new approach through the RVE curriculum. Invite Beccie Morteo to conduct a ‘mock’ Section 50 to support the accuracy of the school’s self-evaluation. Implement any recommendations.  * As a staff in inset sessions, we have looked at the Key Questions in Section 50 and considered what elements we as a school provide, to enable learners to develop in relation to Self and Others, Beauty and Beyond. * A document has been produced which reflects this work. * BM visited school and was involved in a learning walk and scrutiny of monitoring documents and evidence of RVE across the school.  1. Oversee the development of our journey to becoming a ‘School of Sanctuary’. Attend all relevant training and guide the school through the steps to complete the accreditation.   Excellent progress has been made to date\_   * The school has signed the pledge and joined local networks of Schools of Sanctuary. * A rag rated audit of the school has been completed and actions identified from amber and red areas.   These actions are regularly monitored and reviewed.   * To date new resources have been purchased to use across the school. * Refugee week was supported in school last June and all children were involved in activities that provided them with opportunities to discuss and understand what the terms refugee and displacement mean.   The week began with an introductory assembly led by Reverend Angela.   * A display highlighting that we are a School of Sanctuary has been created in the main foyer with examples of pupils’ work and welcome signs in different languages with QR codes that the pupils have created. * The School Council have created a welcome pack for new pupils to our school. * Taith Adfent – the resources have been used from Years 2 -6 to help pupils understand what it is like to have to flee your home and seek refuge in another land, through the story of Mary and Joseph fleeing to Egypt in the book ‘The Refuge.’ * The Governing Body has been informed of Schools of Sanctuary through a presentation from the S of S Lead. * The Parent Council has also been made aware of the Schools of Sanctuary Award by the S of S Lead.  1. Continue to develop the use of Welsh during assemblies eg. Criw Cymraeg led worship/ whole school to learn a Welsh prayer/ increase use of Welsh hymns.   Progress to date:   * Welsh is used throughout worship in greetings and instructions. * Some Welsh songs have been learnt and are sung in worship. * Welsh prayers are used  1. Ensure AFL principles are applied to RVE as in other core areas. Use a ‘cold task, Big Question’ at the beginning of the term and repeat at the end to evaluate pupils’ spiritual progress.   Work alongside the Diocesan Education Lead to develop assessment processes within RVE.  Progress to date-   * All key stage 2 classes now use a ‘cold task, Big Question’ at the beginning of the term and repeat at the end to evaluate pupils’ spiritual progress. It has been most evident when looking at pupils’ work to see how their responses have greatly developed from their initial responses with the cold question to the repeated question at the end of the unit. The improvement in the depth of knowledge and ability to make links is strong.   There have not been any opportunities to work with Diocese on assessment processes in RVE. | | **Target 4** | To continue to raise standards in Science & Technology in line with the rationale of the new curriculum. Focus on Curriculum Design, Outdoor Learning , Renewing our Green Flag and AFL. | Progress made overall: VERY GOOD  Monitoring showed strong progress in several Science & Technology areas. Application of technology across all curriculum areas allowed for high quality teaching and a high level of pupil engagement.  Science investigations show good structure and follow agreed format with progress through the school. There has been a focus on even more pupil choice within these investigations.  New Technology Lego Spike Education fully implemented throughout the school. Other new pieces such as Micro:bits added to help embed technology skills further.  A further increase in equipment has helped to increase the amount of outdoor learning seen in Science. This along with opportunities to use natural resources to create Design Technology pieces falls in line with the Four Purposes.  Technology is being used highly effectively to support AFL processes such as the use of ‘mirroring’ examples of work to the white board.  **Green Flag Progress**  Green Flag Level 2 now completed  **Progress against the Eco Committee Action Plan**  Develop a new Eco-Code and have the code displayed in each classroom Checkmark with solid fill  CP updated ESDGC policy Checkmark with solid fill  Complete an environmental review to develop our action plan Checkmark with solid fill  *From completing the environmental review, we discovered,*  Biodiversity – work to make the grounds more inviting for creatures - **ONGOING** Energy – CPU monitors and lights left on – learners monitoring this to help bring energy costs down Checkmark with solid fill - **ONGOING** Global Citizenship – Bubarabi links Checkmark with solid fill Healthy living – healthy options encouraged in school – needs to be revisited as unhealthy snacks are becoming more evident - **ONGOING** Litter – KS2 yard had litter so Eco-Committee monitor situation and clean in necessary Checkmark with solid fill Marine – encourage reusable bottles and discourage single use plastics Checkmark with solid fill School grounds – outdoor learning - **ONGOING** Transport – rural location so tricky for learners to bike and scooter. Waste – encourage recycling using the new laws April 2024. Need to make others aware – create posters - **ONGOING** Water – self stopping taps – reusable water bottles Checkmark with solid fill  **World Environment Day** June 5th – Big focus on this with Eco-Committee planning activities for teachers in different year groups with links to our Action Plan.  **Funding** EN providing Eco-Committee with funds to help outdoor areas.  **External** CP and EH took part in a workshop provided by Keep Wales Clean for ‘The Rainforest’ expedition. CD nominated school to be a part of the Deforestation Free Schools Champion campaign. | | **Target 5** | Continue to prioritise Mental Health & Wellbeing by implementing a Whole School approach  Continue to address the Actions generated from the Healthy Schools WSA self-evaluation.  Develop Outdoor Learning to promote Health and Wellbeing, particularly at KS 2. | Progress made overall: GOOD  Flourish has been rolled out to our Year 5 class and has been extremely well received. Pupils report that their self-confidence and self-image has grown as a result of attending the programme.  SELFIE is an embedded mechanism within the school to identify pupils levels of well-being. The data is analysed extensively and is used purposefully to improve the well-being of targeted pupils. The data also helps us identify children who may require additional ELSA support.  We piloted SHRN this year as part of a National initiative to bring the well-being analysis tool into Primary Schools. The data shows that we compare extremely well to other school’s Nationally and that Pendoylan School is a very happy place to belong to.  **ALN Developments- at a Cluster and school level:**  New mandated year groups have now moved across to the new ALN system, one of which was a move from school maintained IDP to a LA maintained. All year groups have now successfully been moved across to the new system.  The school has developed strong links with the SRB in Whitmore High and outreach to further facilitate the transition for pupils needing a SRB.  School has hosted cluster ALN meetings, leading sessions on the development of provision mapping.  Interventions are now firmly embedded in weekly practice. Each intervention is clearly timetabled with support staff being given time out of class to run and prepare the sessions. All staff running interventions have received training within the year.  Precision training is now embedded in classroom practice across both key stages. 32 children are currently receiving Precision training with 87.5% making expected to above expected progress within the intervention.  **‘Community Room Hub’ :**  The Community Ambassadors and School/Parents councils have been fully involved in the process of designing and furnishing the Community Hub. Following on from a few building delays , the room will be completely finished following Whitsun . We are now in the process of defining what is and what isn’t appropriate for the use of the space as well as ensuring all safeguarding processes are in place. | |

**Priorities for: 2024-25**

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| **Targets** |  | **Why a priority?** |
| **Target 1** | To continue to raise standards of LLC in line with the rationale of CfW. Focus on-IFL Curriculum Design Review/ Visit El Centro Ingles in Cadiz to share good practice , Outdoor Learning, Cymraeg Campus and Assessment for Learning. | National Priority to raise LLC standards by implementing CfW  Outdoor Learning & AFL= Estyn recommendations |
| **Target 2** | RVE -To continue to raise standards of RVE in line with the Diocesan Vision for Education and the rationale of the CfW. Complete the School of Sanctuary Award; Audit against the ‘Global Neighbours Cymru’ standards and set targets accordingly. | National Church in Wales Priority/ LA and School |
| **Target 3** | To continue to raise standards in Science & Technology in line with CfW. Focus on: Training & curriculum development alongside the Orbit Cluster, Developing Taith Grant Science & Tech objectives. | National Priority linked to new curriculum.  Outdoor Learning & AFL= Estyn recommendations |
| **Target 4** | Continue to prioritise Mental Health & Wellbeing by implementing a Whole School approach and addressing any areas outstanding on our WSA Action Plan  Continue to meet the needs of our ALN pupils  Continue to develop Outdoor Learning to promote Health and Wellbeing, particularly at KS 2.  Developing aspects of diversity/anti-racism through the ‘Global Neighbours Cymru’ objectives. | National Priority linked to New Curriculum/WSA/ALN Bill  Outdoor Learning = Estyn recommendation |
| **Target 5** | Develop Middle Leadership as part of staff professional development and succession planning. | National Priority/ Diocesan Priority/ School Priority |

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| **TARGET 1 : To continue to raise standards of LLC in line with CfW. Focus on-IFL Curriculum Design Review/ Visit El Centro Ingles in Cadiz to share good practice , Outdoor Learning, Cymraeg Campus and Assessment for Learning.** | | |
| **Target Leader: EN** | | Governors- GT & CS |
| 1. | **Metacognition/ Assessment for Learning**   * To build pupils’ independence in their knowledge, understanding and application of how to talk about and improve their own learning. * All staff training on Metacognition CSC Kate Stretch 2/9/2024. * Twilight session to develop action plan to implement into class practice. * Discuss implementation of series of lessons from ‘Thinking Classroom’ research book. * Discuss ideas of ‘passion projects’ and notebooks. Inspired by Dolau * Learning walks / Listening to learners to evaluated and monitor impact of metacognition on raising standards. | | |
| 2. | **Evaluate and refine IFL curriculum review**  Share good practice with El Centro Ingles in Cadiz   * Liaise with IFL teacher (external) to ensure there is progress through the curriculum * Provide 4 Spanish Twilight sessions to upskill staff | | |
| 3 | **Evaluate and refine appropriate out door learning to enhance Literacy skills.**  Share good practice with El Centro Ingles in Cadiz | | |
| 4 | **Cymraeg Campus- Silver Award**   * A new Criw Cymraeg to be formed using Pupils from Year 5 and 6. * Criw Cymraeg to take the lead on priorities and showcasing evidence to gain Silver Award * Criw Cymraeg to create action plan * Listening to Learners completed by October   **TARGED 1: Establishing a Visual Welsh Ethos**   * The Reception Area and hall reflects a contemporary vision of Wales. * Pupils work on a project to prominently display the word ‘Croeso’ outside of the school eg large mural, mosaic. * Welsh is prominent on the school’s website   **TARGED 2: The advantages of learning Welsh**   * Pupils to create an iBook that includes text, photos and short videos that promote the advantages of learning Welsh. * The school establishes a link with a Welsh medium school /Welsh stream within a school so that pupils can take part in lessons via video link.   **TARGED 3: The use of incidental Welsh in the classroom**   * Pupils use more challenging Welsh Phrases when expressing need eg Ga i fenthyg…Ga i ddefnyddio… * Support staff take advantage of every opportunity to use incidental Welsh. | | |
| 5 | **ALN learners**  Achieve Dyslexic Friendly Award  TAITH grant focus to consider strategies used to adapt bilingual lessons for ALN learners | | |

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| **Target 2 : RVE -To continue to raise standards of RVE in line with the Diocesan Vision for Education and the rationale of the CfW. Complete the School of Sanctuary Award; Audit against the ‘Global Neighbours Cymru’ standards and set targets accordingly.** | | |
| **Target Leader: EH** | | Governors :JR, GE & EE SWEB GB Committee -Rev Peter ( Link Governor) |
| 1. | **Schools of Sanctuary**   * To work collaboratively with other schools involved with Schools of Sanctuary.   To arrange joint visits or projects with other schools eg St Andrews Major.  Schools of Sanctuary Leads to discuss actions and share impact of actions. | | |
| 2. | * To encourage positive action by supporting a local refugee charity – eg. Christian Aid Global Neighbours Cymru | | |
| 3. | * To identify our commitment to becoming a School of Sanctuary on our school website. | | |
| 4. | * To provide up to date information to Parents and the Community via newsletters about Schools of Sanctuary and the work towards accreditation. - | | |
| 5 | **To create an action plan towards achieving the Global Neighbours Cymru accreditation as outlined below:** | | |
| 6 | **To use the Self Evaluation Form to review current practice.**   * To collaboratively evaluate the current status of each criterion within the school and to begin to collate the evidence to support each judgement. * Any criterion not yet embedded will create the Action Points. * All staff to be involved in working towards the Action Points | | |
| 7 | **To create a Shared Drive Folder**   * All staff to upload any evidence needed to complete Action Points on a Shared Drive. | | |
| 8 | **To contact and meet with Christian Aid Cymru.**   * Organise Christian Aid Cymru to help run workshops or events and provide resources | | |
| 9 | **Review Action Points**   * Time to be given to put Action Points into practice. Current status needs to be reviewed and form amended as appropriate by adding new supporting evidence. | | |
| 10 | **To form a Pendoylan School Pupils’ Global Neighbours Cymru group.** | | |
| **Target 3 :**  **To continue to raise standards in Science & Technology in line with CfW. Focus on: Training & curriculum development alongside the Orbit Cluster, Developing Taith Grant Science & Tech objectives.** | | |
| **Target Leader: JW** | | Governors: CS & GE |
| 1. | * Complete Curriculum Mapping in line with CfW to ensure even coverage across all WM Statements. Work collaboratively to review and update our Lenses as required. Ensure effective application with no repetition and clear progression. | | |
| 2. | * Improve the quality of outdoor Science investigations throughout FPh and KS2. Ensure a clear purpose. All staff to make use of resources - Learning Through Landscapes | | |
| 3. | * Upskill quality of Design and Technology throughout the school. JW to take part in CPD opportunities to upskill area – Two Courses identified (Primary design and technology: Unpacking the curriculum by STEM Learning and Textiles Skill Centre course). JW to feedback. | | |
| 4. | * To provide up to date information to Parents and the Community via newsletters about Schools of Sanctuary and the work towards accreditation. - | | |
| 5 | * Audit and replenish Design and Technology resources. Ensure there are effective resources available for use across all Progression Steps. | | |
| 6 | * Visit El Centro Ingles in Cadiz to observe and share good practice. Compare against CfW and disseminate findings/implement new ideas upon return. | | |

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| **Target 4 :**   * Continue to prioritise Mental Health & Wellbeing by implementing a Whole School approach and addressing any areas outstanding on our WSA Action Plan * Continue to meet the needs of our ALN pupils * Continue to develop Outdoor Learning to promote Health and Wellbeing, particularly at KS 2. * Developing aspects of diversity/anti-racism through the ‘Global Neighbours Cymru’ objectives. | | |
| **Target Leader:** | | HT & EH= Wellbeing Lead  AP =ALNco |
| 1. | * PV to continue to be part of the WAG Oversight & Delivery Board for WSA and the Cardiff & Vale Delivery Board and share good practice at school level. | |
| 2. | WSA Action B1:   * To make questionnaires for staff and pupils more specific and targeted towards improving outcomes. | |
| 3. | WSA Action D1:   * To further develop the Staff Wellbeing Group in order to develop new actions to support staff. | |
| 4. | WSA Action G1:   * TheValues, Ethos and Worship Group to consider ways of developing the school’s outdoor areas to create more opportunities for wellbeing enhancement and opportunities for reflection. | |
| 5. | * ALN: Continue to embed ALN good practice and work with the ALN Cluster to ensure that standards are maintained. | |
| 6. | * Initiate the application to achieve the Dyslexia Friendly Quality Mark for Education , to better support learners with Dyslexia * Arrange dyslexia staff training for all staff- Vale Dyslexia Team * Create and develop a Dyslexia Tool Kit for all staff to support learners of the school. | |
| 7. | * Developing aspects of diversity/anti-racism through the ‘Global Neighbours Cymru’ objectives. | |

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| **Target 5:** Develop all levels of Leadership as part of staff professional development, performance management and succession planning. | | | |
| **Target Leader: HT & SLT** | | Governors : JR & GE | |
|  | **Provide clear, succinct and specific actions to ensure the success criteria above will be met** | |
| 1. | * Implement the new WAG Performance Management Framework and familiarise all staff with their new entitlement and responsibilities. | |
| 2. | * Using ‘Gareth Coombs’ resources staff can track their own professional development against the National Standards. | |
| 3. | JW,SH & CP have been accepted on the National Middle Leadership programme and as such have been appointed Senior Leader Mentors. Staff will focus on an area of the school SIP to improve, gaining experience of action planning and MER. Staff attend 5 days training provided by CSC throughout the year. | |
| 4. | * Professional Development for SLT, teaching staff & HLTA through Spanish Job shadowing experience. Staff will cascade learning upon their return and HT & SLT will monitor the impact back in the classroom. Where appropriate the learning can be shared with the wider cluster. | |

Progress against each Target is measured by following our school monitoring policy and the outcomes are evaluated on a termly basis. The final summer term evaluation informs future SIP targets. The SIP financial framework, teacher responsibilities and all monitoring activities are outlined in the full version of the School Improvement Plan.