



# **Newbridge-on-Wye Church in Wales Primary School**

## **School Development Plan**

### **2022 – 2023**

This document is based on the Welsh Government regulations 155/2014

### **School Vision**

***“Smile together, Play together, Learn together”***

To work together to be a successful child-centred school at the heart of our community where learning is exciting, innovative and imaginative and where minds are inspired to succeed and thrive.

We strive to equip children with the skills, Christian values and mindset which will allow them to flourish and reach their full potential, not only in school but in life now and in the future.

<b>Priority 1</b> To improve outcomes and accelerate pupil progress in Mathematics and Numeracy at both Foundation Phase and KS2 with a focus on reasoning and problem-solving skills.	<b>Success criteria in terms of standards or quality</b> <ul style="list-style-type: none"> <li>Many pupils in Key Stage 2 to achieve a standardised score of over 90 in reasoning</li> <li>Book scrutiny reports demonstrate opportunities for real life, purposeful use of numeracy skills</li> <li>Listening to learners and book scrutiny shows that many pupils apply their reasoning skills across all areas of the curriculum</li> </ul>
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Actions	Who?	Milestone 1	Milestone 2	Milestone 3	Professional Development Needs	Source of Finance and Cost
Audit current Maths planning to ensure coverage of Mathematics and Numeracy within Curriculum for Wales	Technology Team	Audit current provision for numerical reasoning/real life purposeful numeracy  Evaluate effectiveness of Abacus scheme	Reaudit provision  Monitor any changes made. Technology Team Leader to conduct work scrutiny as part of monitoring procedures	Reaudit provision  Teachers planning will show coverage of all aspects of curriculum for Wales	Possible training needs should we change the scheme  Visits to other schools	Supply costs to release 2 staff members to visit another school – White Rose Maths/ Problem Solving
Use formative and summative assessment to ensure all pupils make progress in Maths lessons	Technology Team	Develop opportunities for summative assessments, work with the Professional Learning Team as part of the menu of support  Develop staff and pupil awareness of the Maths principles for progression	Conduct Learner Progress meetings to develop pupil understanding of assessment and progression with a focus on the Maths Principles of Progression	Personalised Assessments data  Learner progress records show that most pupils understand where they are in their learning and what their next steps are	Staff workshops – Maths Principles of Progression	Supply costs to release staff to work with the Professional Learning Team
Ensure coverage of Numeracy through other areas of the curriculum and to develop the provision of opportunities to apply Maths and Numeracy skills in real life, meaningful contexts across the school year.	Technology Team	Teachers to enthuse and engage pupils by planning rich, real-life learning opportunities, STEM and DCF activities, and enterprise tasks  Work scrutiny	Book scrutiny shows that many books show increased opportunities for reasoning and problem solving  Happy Puzzle Company Workshop for families	Book scrutiny show that nearly all books show a range of opportunities  Listening to Learners show that all pupils have the opportunity to be involved in real-life projects		Happy Puzzle Company
Develop and refine the provision for ULP, IDP and MAT Groups across the school	Teaching Staff  MAT Coordinator  ALNCO	MAT Register criteria agreed by all staff and register updated accordingly  Review School's ULP Menu and ensure it provides a range of opportunities for all learners	Monitor ULP/IDP/MAT provision to ensure all learners are making progress in line with targets  Learner Progress meetings show that all pupils have an understanding of assessment and progression	Book Scrutiny/ Learning Walks show that all pupils make progress in line with targets  Listening to Learners reports show that most pupils from groups can talk about their progress		

<b>How can the wider community of the school enrich the priority?</b> <ul style="list-style-type: none"> <li>Seek opportunities to apply real life Maths skills within the local community</li> <li>Christmas Enterprise Stalls; invite members of the wider school community</li> </ul>
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<b>Priority 2</b>	<b>Success criteria in terms of standards or quality</b>
<b>Implement a whole-school approach to the delivery of 'Wellbeing' within Curriculum for Wales</b>	<ul style="list-style-type: none"> <li>• Most pupils to show more positive attitudes to their self-worth (FP) and Work Ethic (KS2) through the PASS Survey</li> <li>• All staff to have a clear understanding of the rationale behind changes to the behavior and discipline policy and to successfully implement positive behavior management strategies, resulting in fewer incidences of dysregulation in pupils</li> </ul>

Actions	Who?	Milestone 1	Milestone 2	Milestone 3	Professional Development Needs	Source of Finance and Cost
Review 'Healthy Schools Provision' in line with changes to the programme	Wellbeing Team Healthy Schools Committee	Audit current provision for Health and Wellbeing across the school  Clearly establish a role for the Healthy Schools Committee in supporting pupil wellbeing	Reaudit provision  Governor Listening to Learners monitoring shows that the school offers a broad and balanced range of opportunities to all pupils.	Healthy Schools planning supports all pupils to access a range of Health and Wellbeing opportunities which support their emotional wellbeing	Networking meetings for Health and Wellbeing	Supply Costs - 1 Day
Develop a whole school approach to pupil Wellbeing	Wellbeing Team	Review current Wellbeing Provision across the school  Complete PASS assessment  Establish systems to allow pupils to regularly consider and reflect upon their own wellbeing	Governor Listening to Learners and Pupil Progress meetings show that all pupils have regular opportunities to reflect upon their own wellbeing.  Wellbeing systems are established in all classes	Class timetables show that all pupils have access to a range of Health and Wellbeing opportunities  Pass results show that nearly all pupils have positive attitudes to their self-worth and Work Ethic		PASS Assessment
Develop approaches to support staff well-being across the school	Wellbeing Team	Explore findings of Staff Surveys conducted in the Summer Term and establish an action plan and review the staff Wellbeing Booklet/Policy as a whole staff  Consider staff wellbeing activities that will positively impact wellbeing	Support visit from Local Authority as part of Menu of Support	Staff wellbeing provision ensures that all staff feel they are listened to and that wellbeing is considered as part of performance management as demonstrated through staff surveys.		Supply
Ensure staff have knowledge and understanding of the UNCRC and Emotion Coaching/THRIVE principles to create positive behaviours among learners	Wellbeing Team	Whole school community work together to revise the school's current behaviour policy  Introduce rights of the child through assemblies, supported by the school's Super Ambassadors	Senior Leaders to work with staff to ensure consistency in approach  Develop a display/area of the website linked to these rights. Establish a timetable for introducing and exploring rights	Learning Walks will show that there is a consistent approach to behavior management across all aspects of school life		

**How can the wider community of the school enrich the priority?**

Involve parents and the wider community in school Wellbeing event.

Wellbeing Morning with Governors /parents– carousel of activities.

<b>Priority 3</b>	<b>Success criteria in terms of standards or quality</b>					
<b>Review and refine assessment arrangements in line with Curriculum for Wales</b>	<ul style="list-style-type: none"> <li>All staff to have a deeper understanding of assessment and progression within Curriculum for Wales</li> <li>Many learners know what they do well and what they need to do to improve (learner progress meetings)</li> </ul>					

Actions	Who?	Milestone 1	Milestone 2	Milestone 3	Professional Development Needs	Source of Finance and Cost
Develop a culture where Formative Assessment is used at regular intervals to track pupil progress and ensure all pupils progress in lessons.	SMT All Staff	Ensure appropriate AFL strategies are implemented and built upon across the school  Use assessment weeks to conduct Learner Progress meetings	Governor Learning Walks show that formative assessment and AFL strategies are embedded in all classes	Learner Progress Meetings show that most pupils know what they do well and what they need to improve?	Local Authority/Support Officer Support to Governing Body	
Ensure all staff are aware of the Principles of Progression and how these can be used to ensure pupils make progress.	SMT All Staff	All Staff to attend cluster Inset on Assessment and Progression  Work with the Professional Learning Team to develop Workshops for Teaching staff to deepen their understanding of assessment and progression with a focus on the Principles of Progression	Members of the SMT to attend training events run by the Local Authority on Assessment and Progression and to seek Professional Development opportunities for all staff as training courses are released	Assessment and reporting policy supports staff to develop the principles of progression.  Learner Progress records show that staff are setting targets alongside pupils to ensure all pupils make progress	Work with Professional Learning Team  Courses identified in summary of professional learning	2 Days Supply costs to work with the PL Team  Supply to release staff to prepare materials for workshops
To review arrangements for reporting to parents considering changes to assessment and progression.	SMT All Staff Parent Governors	Staff to explore resources for reporting to parents  Pupil progress meetings to be established to support the assessment and reporting process and for records for reporting to be gathered termly	Pupil progress meetings allow for staff and pupils to meet to discuss assessment and progression  Engage with parents to ensure an understanding of the changes made to assessment and progression	Reports are consistent and meet Welsh Government Guidance, providing information about where pupils are in their learning and what their next steps are		
To review and update the assessment timetable to reflect changes to assessment and progression within Curriculum for Wales	SMT All Staff	Ensure a range of formative and summative assessment opportunities are timetabled within the annual planner  Trial the use of Learner Progress Meetings during assessment weeks	Teachers to ensure opportunities to develop the 5 principles of progression are the focus during assessment week.  Learner Progress records to be updated termly to reflect on progress, review targets and set new ones as required	Learner progress records show that all pupils have regular opportunities to reflect on their learning and progress termly.		

### How can the wider community of the school enrich the priority?

Consider ways of celebrating success within the community – school Facebook and Twitter accounts etc.

## Pupil Friendly Priorities

The School Council meet at the beginning of each year to produce a Pupil Friendly School Development Plan which outlines what the schools' priorities are in a way that makes sense to them as learners. The Pupil Friendly SDP is available on the school website.



Our School Development Priorities  
2022-2023

<p><b>Priority 1</b></p> <p>To become better problem solvers who apply their maths skills across the curriculum</p>	<p><b>Priority 2</b></p> <p>To have access to a wide range of activities and opportunities that develop our sense of wellbeing</p>
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<p><b>Priority 3</b></p> <p>To understand how assessment can help us progress as learners</p>
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