Llanhari Primary School Development Plan: Published Summary

The strengths of Llanhari Primary

At our stakeholder event we asked staff, parents, pupils and governors 'What are the strengths of Llanhari Primary.

There are excellent relationships between staff and pupils

Caring and nurturing staff

Strong values developed by pupil, staff and parents are celebrated.

Staff provide a range of exciting experiences – trip and visitors

Trying new and innovative approaches

Our children are happy

The wellbeing of pupils

The school is community focused

Parental engagement is strong

We know our pupils and their families well.

Pupils' views are important and influence all aspects of the school.

Staff are flexible.

There is a range of communication with parents

There is great team work.

We are resilient under challenging circumstances

Areas for development:

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1. Literacy has been Identified as a lasting 'learning loss' post covid. Standards of reading and writing including extended writing have dipped. Standards of handwriting need developing in early years due to impact of covid on fine motor skills and letter formation.

2. Continuing to develop our Curriculum, planning for concepts is underway and needs refining
There is a need to develop a more effective cluster collaboration for AOLE development

3. To engage with new self-evaluation tools eg NEIR, Estyn to ensure the school has a comprehensive and structured self-evaluation process.
To develop a single recording and tracking system using SIMS.

SCHOOL DEVELOPMENT PLAN EVALUATION 2021/2022	
Priority	**Evaluation of progress**
Developing a new curriculum for Llanhari Primary	• The school's vision and values for the curriculum have been established. • The role of the AOLE leads and teams have been developed, mandatory elements of the curriculum have been audited and action plans developed. • Planning formats have been trialled and a common format agreed for 2022-23. • Progression of the 4 purposes have been identified across the school. • Assessment procedures have been reviewed
Meeting the Needs of our Learners	• Pupil progress meetings have been reviewed to ensure pupils are tracked effectively • ULP and ALP provision maps are being developed in line with the transition from SEN to ALN. • Provision is in place for ELSA and Basic skills. • Nurture provision has been trialled
Creating the Conditions for Learning	• Behaviour procedures have been reviewed. A clear graduated response has been discussed and record keeping systems have been reviewed. • Healthy Schools Award and Place2Be actions are continuing • Use of the Outdoors has been developed.

	• Safeguarding and Anti-bullying policies are being reviewed and updated in SMT meetings in light of new guidance.
Re-engaging the Community	• Parents have been kept up to date via the school website and newsletters • HAPI project activities for pupils and parents have been arranged and used fully to increase engagement • Opportunities to engage with community events were taken when possible.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2022/2023		
Priority	**Key Actions**	**Support**
1. To raise standards in literacy (English)	**Raise standards in reading** a) Effective Intervention supports vulnerable learners b) Class provision for reading supports all learners **Raise standards in writing** a) To embed the 'Get write' strategy across the school b) To improve handwriting and presentation c) To improve Spelling **Raise standards in oracy** a) To embed Voice 21 activities	Central South Consortium (CSC) CSC professional learning programme ALP coordinator network meetings EP service
December Milestones • All children with RA below CA are targeted for intervention • Vulnerable groups identified • Expectations for reading have been identified by all staff • Parents have an understanding of how they can support at home • All staff have received PL update on 'Get Writing project. • Expectations for handwriting and spelling are agreed	**March Milestones** • Reading data re-analysed and progressed measured • Intervention groups reviewed • Class environments include working walls for writing. • Reading areas provide stimulating material for all pupils. • Monitoring of writing is showing progress. • Triads support the development of Voice 21 activities.	**July Milestones** • ALNCO monitoring of pupil progress for provision mapping is completed. • The classroom environment is supporting learning and reflects the vision and values of the school. • Pupils have made progress in reading and vulnerable groups have narrowed the gap. • All pupils have made progress in writing and use a range of genre.

2. To develop a curriculum for Llanhari	**Develop high quality teaching and learning** a) To ensure T+L reflects the 12 Pedological principles b) Effective differentiation is evident in all lessons c) Develop a consistent approach to Assessment For Learning d) Staff to engage in action research/enquiry **Continue to design an engaging curriculum** a) Develop concepts as part of a 2 year cycle **Continue with AOLE development** a) AOLE leads continue to develop their role within school communities b) Develop consistency in approach at a cluster level	Central South Consortium (CSC) AoLE network meetings CSC professional learning programme ALP coordinator network meetings Cluster schools
December Milestones • 12 PP reviewed and guide book updated • Review of 'Cynefin' concept completed • AOLE leads have a clear understanding of the actions needed in their area. • Cluster schools have a clear plan for curriculum development	**March Milestones** • Effective differentiation is evident in lessons • AFL is supporting pupil progress • 2 year concept plan developed • AOLE leads from across the cluster are effectively collaborating	**July Milestones** • T+ L Handbook developed • Teaching is judge at least good in 100% of lessons with 50% judged as excellent • Action research and enquiry projects are having an impact on individual classes • The school has developed a well resourced 2-year cycle for its curriculum. • A whole cluster policy for assessment and progression is developed
3. Developing effective assessment and progression	**Develop effective, purposeful and efficient Self assessments** a) To undertake a GB self-evaluation b) To evaluate the schools effectiveness against the new Estyn framework	Central South Consortium (CSC) CSC professional learning programme ALP coordinator network meetings Cluster schools

	c) To evaluate the schools effectiveness as a learning organisation d) To engage with the National Evaluation and Improvement Resource (NE:IR) to evaluate specific areas of the schools performance. e) To engage with the 'Enabling Equity and Excellence' CSC toolkit for self-evaluation **Develop pupil assessments and progression** a) Ensuring Pupil progress using formal assessments b) Ensuring Pupil progress using Assessment For Learning c) Tracking Pupil progress for groups of learners **Develop effective systems for recording assessment and progress** a) Develop an electronic pupil tracking system using SIMS b) Develop an electronic system for measuring progress	Improvement Partner
December Milestones • The GB has carried out an audit of its skills and allocated roles effectively. • The school has actioned areas to develop as a learning organisation • The school has begun to evaluate its performance using elements of the NEIR • Pupil progress meetings have highlighted actions for vulnerable groups	**March Milestones** • The Governing body has an effective action plan following self-evaluation • The school has begun to evaluate it's performance using elements of the EE+E strategy • SIMS have begun to develop a bespoke tracking system. • Pupil progress meetings are ensuring vulnerable pupils are making progress.	**July Milestones** • All vulnerable groups of learners make progress • The school has an effective governing body that leads the school well. • A robust and purposeful assessment strategy is in place. • The school has robust and effective self evaluation procedures • Systems for tracking the progress of pupils are in place