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:

1. Performance in numeracy national tests shows a need for improvement. Tracking of vulnerable groups shows a need for additional intervention in mathematics. A greater use of practical resources in numeracy lessons is needed as observed in monitoring.

2. Our curriculum design model has been developed that covers all AOLE requirements and DOLS – audit carried out. We now need to ensure we are covering and including all other elements of the curriculum. The school now has a number of pupils from different cultures and there is a need for education around anti-racism. We would also like to capitalise on the different cultures and incorporate them into topics.

3. Following the health and wellbeing audit there are a number of actions we need to develop. We have good provision for health and wellbeing but communication about individual pupils between staff needs developing. Provision for wellbeing will be limited next year so we need to ensure there is a robust selection process for intervention. How staff interact with pupils has a profound impact on behaviour, we would like to develop this along with professional learning for staff.

SCHOOL DEVELOPMENT PLAN EVALUATION 2022/2023	
Priority	**Evaluation of progress**
To raise standards in literacy (English)	- There has been a 7% increase in children reading above their CA since July 2022 42% have spelling ages above their chronological age. (Short of target set of 51% but an 8% increase) - Writing has been a key traget of our school development pan this year. It is clear that this has had an impact on progress with 83% of pupils making expected or above expected progress.
To develop a curriculum for Llanhari	- Teaching is judge at least good in 100% of lessons with 33% of lessons judged as excellent. - Action research and enquiry projects have had an impact on individual classes - action research reports available. - Listening to learners has shown that the pupils are engaged in the curriculum. Pupils' views are sought at the planning stage and they give weekly feedback on activities planned. Questionnaires are set after each topic for feedback. These have supported future planning of topics. - Pupils' questionnaires show that 90% found their lessons interesting. 93% of pupils state that teachers listen to our suggestions and plan activities we suggest.
Developing effective assessment and progression	- Vulnerable groups have made good progress. - In reading we have no gap between eFSM and non eFSM pupils however the progress made by eFSM pupils was lower than non eFSM pupils. However, girls eFSM are not performing as well as boys. Of the 8 eFSM pupils, 5 are girls; 3 are boys. In spelling Progress: eFSM pupils have made accelerated progress

	and the gap is closing (14% improvement FSM; 6% improvement non-FSM)
	• Evidence in reading shows that we have large gap of 9% between Boys/Girls and although boys made good progress it was slower than girls. We need to be mindful of statistical viability and look at numbers: 33 boys are reading above their chronological age compared to 22 girls. In spelling we can see that we have no difference in the progress made by boys and girls with both making 8%.
	• ALN children who access intervention made 14.62 mths progress in reading compared to non ALN who made 10.15mths
	• GB Self-evaluation toolkit demonstrates the effectiveness of the schools governing body.
	• Self-evaluation playlists and reports demonstrate an honest and comprehensive evidence base of the school's performance

SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/2024

Priority

1. To raise standards in numeracy

Key Actions

What We Teach
a) To develop a new Scheme of Work for mathematics
b) To develop effective interventions
c) To develop Cross Curricular numeracy (link with target 2)

How We Teach
a) To develop effective pedagogy
b) To learn from the external environment (SLO)
c) To develop parental involvement in mathematics

How We Assess
a) To develop an assessment strategy for mathematics
To develop on-going class-based assessments

Support

• Central South Consortium (CSC)
• CSC professional learning programme

Priority

2. To develop a curriculum for Llanhari

Key Actions

Develop cross curricular skills
a) To ensure numeracy skills are effectively developed across the curriculum

b) To ensure literacy skills are effectively developed across the curriculum

To develop cross cutting themes
a) To raise awareness and understanding of DARPL
b) To develop Modern Foreign Languages across the curriculum
c) To ensure the Relationship and Sexual Education (RSE) curriculum is embedded in our curriculum

To develop Integral Skills

To develop effective evaluation

Support

- Central South Consortium (CSC) AoLE network meetings
- CSC professional learning programme
- Cluster schools

Priority

3. To improve behaviour and wellbeing

Key Actions

To provide effective training for staff
a) To ensure staff have the skills needed to support pupils
b) To learn from the external environment - work with the Educational Psychology Service

Develop effective, policies and procedures
a) Develop a whole school approach to Bullying.
b) To develop a relational policy
c) To review the impact of technology on pupils H+WB

Develop effective systems for assessment and progress
a) Develop an assessment strategy for H+WB
b) Develop an effective system for tracking progress in H+WB
c) To ensure mental health and wellbeing statutory requirements are met

To develop a strategy for staff wellbeing
a) To gain a clear understanding of 'what is staff wellbeing'?
b) To provide staff with effective support to ensure wellbeing

Support

- Central South Consortium (CSC)
- CSC professional learning programme
- Educational Psychologist
- Improvement Partner