

ST. ILLTYD PRIMARY SCHOOL.



School Improvement Plan 2023-24

Be ambitious, Be creative, Be kind, Be YOU

Our School Aims

- create a fun environment where a high standard of learning takes place which encourages independence.
- develop a curriculum that provides a wide range of learning experiences that caters for the needs and abilities of all children in an ever changing technological world.
- celebrate and respect that we are all different and develop children who have skills for life in an ever changing world.
- work in partnership with parents and the wider community to create positive partnerships.
- develop a curriculum that has children at it's centre and promote well being as a fundamental part of this vision.
- be a school that collaborates, innovates and is forward thinking.
- ignite a life long passion for learning.

The school's long term goals in line with Welsh Government aims

1. Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
2. Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.
3. Ensuring the school environment supports learners' and practitioners' well-being.
4. Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
5. Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
6. Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.
7. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
8. Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

Self evaluation findings 2022-23

Key area 1: Teaching & Learning standards

Strengths

- All staff planning on Taith360 to ensure consistency and enable AoLE leads to monitor coverage.
- Awarding of Cymraeg Campus- Bronze
- Audit of SRE highlights areas for development.
- Portfolios have begun to have a consistency around standards but further work needed.

Development

- AoLE role to be developed to have a more indepth understanding of the area and coverage in school.
- Pupil voice and it's impact in planning need further developing
- Whilst portfolios have been developed further work around their purpose and practicality needs looking at both within school and across the cluster. This may include work around pupil tracking.
- Ensure there is deeper analysis of Taith360(or other) tracking systems.
- Roll out of Jigsaw- an SRE scheme
- Develop the use of Learner Journals to ensure consistency across the school.

Key Area 2: Well being and Attitude to learning

Strengths

- School continues to have a good reputation for well being of all.
- Charter well received and has been adhered to.
- WTAC has needed some small adaptation but overall have had a positive impact.
- Small improvements in attendance for few families with highest concerns.

Development

- Monitor effectiveness of Nurture class.
- Monitor progress of most challenging pupils and offer range of support to pupils, family and staff.
- Develop all staff to engage more with Professional learning.
- Refresh to Well being charter for staff.
- Focus on parent engagement in some areas

Key Area 3: Teaching and learning experiences

Strength

- Staff continue to develop the curriculum to engage the pupils
- COAP proforma have been tweaked to make them more purposeful and to stop repetition of work.
- There has been a good development of the Creative Arts this year including singing and experiencing new instruments.

Development

- Ensure the curriculum continues to be broad and balanced and offer a local focus.
- Continue to develop pupil voice in all aspects of the curriculum.
- COAP meeting will be more evidence focussed with the same 2/3 pupils focussed on throughout the year.
- School to develop as an 'Anti racist school.
- Cymraeg Campus silver award.

Key Area 4: Care, support and guidance

Strengths

- There is good support for pupil well being and safeguarding in place.
- The ALNCo has introduced and effective IDP review system.
- All staff are updated in their safeguarding training.
- All safeguarding procedures are in place. The school is using My Concern.
- The school is very inclusive, especially with new refugee pupils.

Development

- To further roll out the IDP review system across the school.
- HT and DHT to begin Anti racist training.

Key Area 5: Leadership

Strength

- Successful introduction of new monitoring forms.
- The new MER system has worked really well. It is simple but workable.
- The COAP meetings continue to be very powerful and have been reviewed and adapted to suit purpose.
- Staff capacity is being built as some staff are shadowing key roles and DHT has managed to cover RH successfully.
- There is good use of resources. The school managed to turn around a large deficit to balance the budget.

Development

- More opportunity for SIP leaders to feedback on their findings from monitoring.

- Ensure there is deeper analysis of curriculum coverage, evidence and tracking.

Priority 1: To continue the school's journey towards implementing the new curriculum.				
Targets	Success Criteria: <ul style="list-style-type: none"> • Pupils have an active voice and input into planning and assessment. • Successful roll out of Jigsaw resource with staff reporting impact on pupils • More evidence of anti racism and challenging stereotypes in planning. • Gaps in the curriculum identified and addressed including the start of MFL. 			
Actions	Who	Timescale	How	Monitoring/Impact
Pupil voice in planning and assessment	All staff School council	Ongoing	Staff to help identify where pupil voice has been implemented in planning.	Autumn 23- School council have done 2 x PV projects- Aims (of School council) and learning charter (linked to Healthy Schools).

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			School council project to feedback regarding how we assess and plan.	19 th Jan – PV focus in monitoring in L2L 11 th March 2024 HT observation noted the use of pupil voice boards in class.
Development of SRE - Jigsaw	All staff NW	Roll out from September 2023	All staff given log ins Year groups given resources. Ensure it is in year group planning.	The PV focus comes from an area of Jigsaw. <u>Feedback from staff – Nas</u> March 2024- all staff using Jigsaw regularly. N Watts to follow up with how it has worked as a resource.
Develop the curriculum in terms of challenging stereotypes/religion/non religion aspects	RH/KW All staff	From October 2023	RH/KW- anti racist schools training. INSET for other staff	Autumn 23 -RH and KW have completed 3 of the training days to date. Good discussions regarding future curriculum improvements. KW/RH are coming to the end of Anti Racist training – it will become a feature of the SIP next year. All staff have had training in this area. Our school has been noted as having an ethos and culture that was very accepting of new pupils.
Analysis of curriculum to ensure broad and balanced and covering mandatory elements inc leads to audit	RH/KW AoLE leads All staff	From Sept 2023	KW to look at planning and the curriculum delivery last year along with AOLE leads who will then do a deeper analysis to look for gaps. This will be in conjunction with all staff using Taith360 planning	Autumn 23- Monitoring has taken place of AoLE's alongside DHT. See reports Overall AoLE monitoring Form.docx Four Purposes coverage.docx All AoLE leads are monitoring their area of the curriculum. They are highlighting to staff, gaps in coverage. Feedback also highlights if there is a more simple way to do this.
Looks for ways to develop MFL	RH Cluster	From October 2023	Cluster to use a French speaking LSA to deliver lessons in upper juniors and then run an afterschool club. Staff to include languages into their curriculum as much as possible.	Currently at a standstill – liaise with other schools. December 23- suggestion to purchase 'Language Nut' as a cluster to support MFL. School need to look for ways this can be incorporated into the curriculum. Feb 2024- School has had a grant to subscribe to Language Nut to support MFL. We are still waiting for the High School to support with a French tutor.
Ensure that standards in core subjects such as Lit/Maths/IT/Welsh are maintained	Core subject leads	From Sept 23	Monitoring/ ICT Action plan Literacy Action Plan 2023-24.docx Leadership Action Plan 2023-2024.docx	All leads will have their own action plans (see links) to follow through using our monitoring sheets. There will an emphasis on ensuring any actions that arise are addressed. Feedback from leaders ICT/DCF Monitoring Spring Term 2023 Staff Book look 20 th Feb 24 Book Look monitoring Feb 2024.docx (sharepoint.com) March 2024- This has been monitored via AoLE leads and DHT.

			Action Plan.docx Welsh	
Resources to be used in this priority:				
<p>Overall Evaluation and next steps</p> <p><u>Autumn 2023</u></p> <p>This priority has got off to a mixed start. There has been great progress around the AoLE leads with the DHT meeting with them all to ensure a consistency in the monitoring of areas. Pupil voice work has started and there will be a monitoring session next term. Some action have not yet started but this has largely been outside the control of the school.</p> <p><u>Spring 2024</u></p> <p>RH and KW are finding the anti racist training very good and this will be a key feature of the SIP next year. Staff are already trying to be more representative in the curriculum and resources we use. All AoLEs are monitoring their areas but this can be time consuming (and expensive) so we are looking to see if Taith360 (our pk,anning tool) can produce an output that shows skills coverage. We are finding it hard to develop MFL as the curriculum is already tight and we are at the mercy of finding someone who will work the hours. We have got a subscription to Language Nut for free but again it is building its use into the curriculum that can be difficult.</p> <p><u>Summer 2024</u></p>				

Priority 2: To develop & ensure that Wellbeing for staff and pupils is clearly supported	
Target	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Staff feedback is positive regarding behaviour. • Few incidents of higher level behaviour around school. • All staff more familiar and confident with ALN process • Staff surveys report positively for wellbeing

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Actions	Who	Timescale	How	Monitoring/Impact
Refresh WB charter	All staff	Ongoing	Share the document with staff at INSET. Staff suggestions for further improvements. Questionnaire	The charter is in date until 2025. However staff are encouraged to revisit and suggest further well being ideas. 4 th Sept – RH reminded staff of the charter and where to find it. 6 th Sept – Staff were reminded again at INSET eve and development of the courtyard was suggested as a future improvement. Staff given time in the INSET evening to complete tasks and INSET day for well being. The staff survey will come out in the Spring. March 2024- Pupil/Parent and staff surveys are live. SMT meeting to reassess the support for most challenging pupils- WTAC sentence stems given out. Staff offered alternate Mondays to talk to an SMT member.
Monitor Nurture class and impact	LS/EG/JF	Termly feedback and review	Meeting with staff involved to discuss pupil development and progress at regular points (half termly). Notable changes in pupil behaviours observed by other staff.	Autumn – a number of short review sessions have taken place this term to review various scenarios that have arisen. General feedback is positive with children making strong bonds with the staff in the Nurture group. They are finding it harder to take that back to class in afternoon sessions. Potential funding could be available through the cluster for CLAR learners, 3 of which are in Nurture. Spring- The Nurture lead (JF) is off on long term sick. Discussions around the impact and for which children but also about an exit strategy. The Long term sick is due back in May but a meeting to review will be held in the Summer Term
Development of support for increasing population of Multi lingual children.	All staff RH	Autumn term	LA LSA support Regular LSA/interpreter for well being checks. LA INSET for resources.	An LSA for these children hasn't happened due to funding but more importantly being able to find anyone. School has had one wellbeing session with the children and an interpreter. The LA have been great with resources/translations and did an INSET for all staff. The cluster is looking to fund 'Language Nuts', an online MFL resource. Training for staff will need to be given. March 2024- Language Nut is now used by pupils. Meeting due on 14 th March regarding increased numbers of multi lingual children coming to school.
Refresh the WTAC approach	All staff	Ongoing	Share the document with staff. Use pupil voice regarding behaviour. Questionnaire to all stakeholders regarding	Staff have been reminded of the WTAC approach. It does feel like this approach is becoming more of a culture across school SMT will have another coaching session on 22 nd Jan 24. All stakeholder surveys will go out in the Spring. March 2024- w/b 11 th March – Scripts given out as a refresher due to some challenging behaviour by a small Surveys have been distributed number of children.

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			behaviour and attitude around school.	
ALN roll out ALN Action Plan 2023-24 (1).docx	All Staff	ongoing	See action plan	Laura March 2024- Regular IDP meeting are held and within the agreed timescales.
Stakeholder surveys focussed on well being and progress	All stakeholders	Spring 2024	Separate staff, pupil and parent surveys are done and results analysed.	Autumn- not yet actioned March 2024 – the surveys are now live until the end of term.
Resources to be used in this priority:				
<p>Overall Evaluation and next steps</p> <p><u>Autumn 2023</u></p> <p>The wellbeing of staff and children remains paramount across the school. The WTAC approach feels much more embedded and we have had nice comments from visitors and online about this. We continue to dedicate INSET to well being to support staff, often just in the form of giving them time to complete tasks and have a work/life balance.</p> <p><u>Spring 2024</u></p> <p>We have found that the Nurture group of children can still be very challenging and as a result SMT met to look at a fresh approach and remind everyone of the WTAC approach. This seems to have helped. The children themselves do find Nurture very comforting but we need to think if an exit strategy is needed. Our ethos and welcoming of resettlement children has been noted by the LA as very good. We are anticipated to have more children join us like this which will bring fresh challenge.</p> <p><u>Summer 2024</u></p>				

Priority 3: To further develop the leadership of the school				
Target	Success Criteria <ul style="list-style-type: none"> All leaders have a clear overview into the ‘health’ of the school regarding the roll out of the new curriculum. A deeper analysis of progress is exemplified by 2 pupils per class with evidence. Improved communication with stakeholders using apps. All staff have engaged in a level of PD GB members have a better understanding of key WG education goals 			
Actions	Who	Timescale	How	Monitoring/Impact
Enhance PD of staff through in house and cluster	SMT All staff	Ongoing	Audit PD to date for staff Offer a range of opportunities for staff to develop professionally. Record both engagement and non engagement. COAP and PM meetings for both teachers and LSAs will be used	Autumn COAP meetings have gone ahead with some PD being identified. PM for all staff will take place in the Spring. 2 x staff members have joined MLL course and there are On going PD opportunities. March 2024: DHT secures headship Capacity building of key AoLE roles/ALN role and Business/office manager continue. 1 x HLTA to enrol on OU PGCE programme. Staff training for Anti Racist agenda Teacher PM done TA Performance Management completed. DHT completed Senior Leader training on TALP (Teaching Assistant Learning Pathway) This is being used in Performance Management alongside teachers Assistant National Standards.
Anti racist training RH/KW	RH/KW	From October 2023	Initially RH/KW will join the course and start disseminating information back to school.	This has started and 3 sessions attended. All very productive. It is good that RH and KW can attend together. March 2024- Training delivered to staff by Learning Links Manager. HT& DHT now on session 5,6,&7 of Anti Racist Training.
Deeper analysis of Taith360 planning Develop the role of the support for AoLEs and ALN (shadows)	SMT AoLE All staff	On going	Look at previous planning and identify gaps in WMs and DoL. AoLE leads feedback to staff.	See AoLE monitoring form Overall AoLE monitoring Form.docx March 2024- See updated AoLE monitoring forms. DHT monitored planning on Taith. Monitoring form is on the Leadership Action Plan. Still some inconsistencies evident, but

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			Shadow core subject meeting upskill staff.	staff received feedback and Next Steps. To also be monitored in the Summer Term to note impact of planning in AoLE'S.
Deeper analysis of tracking inc Taith360 lit and numeracy	SMT Lit/Num lead All staff	On going	Ensure all tracking is updated before COAPs. 2 pupils to exemplify at COAP. Lit and Numeracy leads look for any trends.	This will be looked at in Spring term March 2024- This hasn't been done- move to summer
Cluster development of year group standards and tracking	HTs	From October 2023	Cluster to look at ways of ensuring a consistency in the language of assessment and tracking. Proforma to be trialled	Autumn 23 – LLC have met to look at the consistency in knowledge/skills and progression between primary and secondary. An agenda for joint INSET day has provisionally been set. March 2024- INSET day was successful. AoLE groups met and agreed Knowledge/Skills/Experiences/ This will be followed back in school.
COAP focus on 2 samples. Samples used for portfolio evidence	All staff	From October 2023	A deeper analysis of pupils is exemplified at the COAP meeting for 2 identified pupils.	Leave til January March 2024 Book Look monitoring Feb 2024.docx
Consistency in Seesaw and learner journals at Y3& 4 especially. Continued monitoring at FP	All staff	Ongoing	All Junior staff are using Seesaw consistently. Training provided as required.	This needs checking with Y3/4 staff FP Action Plan 23-24 March 2024- all year group have met to ensure a consistency in what is put on seesaw and how they communicate.
GB Skills audit Monitoring all spending inc grants GB understanding of T&L standards 5 year plan GB understanding of: Education Wales: Our National mission GB aware of CSC resources	HT and Chair All GB members	From Sept 2023 and ongoing	Each of the areas identified to be part of the GB agenda (if not already) Specific working party to be introduced if necessary.	These actions have come about as a result of the GB toolkit. As well as actions, the toolkit will continue to be used Actions discussed at November FGB. Suggested these are looked at in sub committees as appropriate March 2024- GB is still doing the audit. The GB are aware of some documents as they are highlighted at meetings.

GB aware of 2050 Cymraeg				
Resources to be used in this priority:				
<p>Overall Evaluation and next steps</p> <p><u>Autumn 2023</u></p> <p>There have been a number of times this term when the HT and/or DHT have been unavailable but all SMT have managed the school very well in our absence. The school is beginning to analyse the broad and balanced ‘diet’ of each AoLE and this will lead onto progression throughout the AoLE</p> <p><u>Spring 2024</u></p> <p>There is good progress in terms of building capacity and leadership in school. All AoLEs are monitoring and we are trying to give those shadowing time to work with the lead. This includes the ALNCo. Whilst building capacity, this also proves expensive on a very tight budget and may not be sustainable. The cluster continues to work well together and the joint INSET day was a success. The school’s DHT has been successful in gaining a headship. This will be a big loss to the school but is testament to the school’s commitment to professional development.</p> <p><u>Summer 2024</u></p> <p>.</p>				

Target	Success Criteria			
Actions	Who	Timescale	How	Monitoring/Impact
				CC established with new monitors. Weekly Welsh award established.
HW				
Resources to be used in this priority:				
<p>Overall Evaluation and next steps</p> <p><u>Autumn 2023</u></p> <p><u>Spring 2024</u></p>				

Summer 2024

OTHER FOCUSED PRIORITIES – 2023-24			
	Focused Priorities	Environmental	Collaborative / PLC
	<ul style="list-style-type: none"> Pupil voice – school council and other groups DCF and developing the use of hard and software ALN Bill Update the school's IT equipment as per Wave 6 of the WG funding. 	<ul style="list-style-type: none"> Outdoor areas maintain and improve inc After school club garden Develop recycling 	<ul style="list-style-type: none"> Local cluster Rural Vale cluster Local community

	THREE YEAR SIP FORECAST PRIORITIES 2023-26 Our targets for the next 3 years will include:
2023-26	<ul style="list-style-type: none"> Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience as per the C4W. reducing the impact of poverty on learners' progression and attainment Staff and pupil Well being To monitor assessment processes and ensure progress of all pupils.

	<ul style="list-style-type: none">• To ensure that the statutory requirements of the ALN Bill are in place.• Have a common understanding both in school and across the cluster of what progress looks like and reasonable expectation.• To ensure the statutory requirements of the New curriculum are in place.• To continue to develop all staff professionally.• To develop MFL across the school.
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PDG Spend

The school PDG total for this financial year is £80500.

4 x LSAs are funded by this grant to provide support to pupils including eFSM pupils. Total LSA cost = £88,259.

This ensures all pupils including eFSM have full access to of the curriculum and are supported in their learning if necessary. All pupils including eFSM have access to a Wellbeing mentor if necessary.

All pupils, including eFSM, have their progress tracked though it should be noted that this year assessment procedures are changing and this progress will take more of a conversational and observational approach rather than judgements.