



**GOETRE PRIMARY SCHOOL
DEVELOPMENT PLAN – PUBLISHED SUMMARY v0.1
2022-23**

DRAFT - Yet to be ratified by GB

This document is based on [school improvement guidance: framework for evaluation, improvement and accountability - June 2022](#)

Findings of the school's self-evaluation

Overarching areas for self-evaluation		Strengths	Areas for development
Vision and leadership	○ strategic vision	<ul style="list-style-type: none"> The vision has been reviewed with stakeholders. 	<ul style="list-style-type: none"> After the Estyn inspection, the vision might need further refinement and it needs to be communicated more widely.
	○ leadership capacity across the whole school (including governing body)	<ul style="list-style-type: none"> An experienced Headteacher has been appointed for Sept 22. The school's senior team know the school well. They are hardworking and dedicated to school improvement. 	<ul style="list-style-type: none"> To develop distributed leadership across the whole school (including FLO and PSB lead). To develop the role of the governing body as critical friends.
	○ effectiveness of self-evaluation and improvement processes, including impact of existing improvement strategies and any support received	<ul style="list-style-type: none"> There is a self-evaluation cycle in place that has identified areas for improvement (reflected in the priorities). 	<ul style="list-style-type: none"> School improvement processes need to be refined to reflect the new guidance (issued in June 22). School improvement processes need to involve more stakeholders.
	○ tackling the impact of poverty on attainment	<ul style="list-style-type: none"> Grant funding is used effectively to employ staff to provide intervention and nurture programmes. 	<ul style="list-style-type: none">
	○ being a dedicated learning organisation, with ambitious professional learning for all	<ul style="list-style-type: none"> A comprehensive programme of professional learning has contributed to worthwhile staff development. 	<ul style="list-style-type: none"> Develop the school as a learning organisation (action research). Continue to engage in meaningful professional learning for all staff.
	○ financial management and use of resources	<ul style="list-style-type: none"> Grant funding is used effectively to support learning. 	<ul style="list-style-type: none"> Develop the school grounds.

Curriculum, learning and teaching	<ul style="list-style-type: none"> ○ enabling progress for all learners, and in particular those from disadvantaged backgrounds in order to tackle the impact of poverty on attainment 	<ul style="list-style-type: none"> ● Most learners make good progress from their on-entry starting points. 	<ul style="list-style-type: none"> ● Develop skills in literacy, numeracy and well-being (emotional, social and physical).
	<ul style="list-style-type: none"> ○ learner progress along a Welsh language (and cultural) continuum, including within school settings other than Welsh-medium 	<ul style="list-style-type: none"> ● Pre-Covid, the school was working well towards achieving the bronze Slarter Iaith award. 	<ul style="list-style-type: none"> ● Resume work towards the bronze Slarter Iaith award.
	<ul style="list-style-type: none"> ○ assessment systems that support progression 	<ul style="list-style-type: none"> ● A wide range of assessments contribute meaningfully to teachers' knowledge of pupil attainment and progress. 	<ul style="list-style-type: none"> ● Develop a shared understanding of progression. ● Refine assessment processes/cycle. ● Agree on-entry assessment process. ● Conduct pupil progress reviews based on the above.
	<ul style="list-style-type: none"> ○ co-constructing a curriculum, in line with the Curriculum for Wales framework, that promotes a broad range of knowledge, skills and experiences 	<ul style="list-style-type: none"> ● A curriculum has been constructed and is being implemented from September 2022. 	<ul style="list-style-type: none"> ● Having developed a shared understanding of progression, revisit the curriculum plan and refine it accordingly. Involve stakeholders in this process.
	<ul style="list-style-type: none"> ○ being a school at the heart of its community 	<ul style="list-style-type: none"> ● The school engages well with its community. 	<ul style="list-style-type: none"> ● Work towards achieving the bronze community engagement award.
	<ul style="list-style-type: none"> ○ listening to children and young people 	<ul style="list-style-type: none"> ● Pupil voice groups exist within the school. 	<ul style="list-style-type: none"> ● Refine pupil voice groups – expectation for all pupils from Y3-6 to participate.
	<ul style="list-style-type: none"> ○ workforce capacity and capability, underpinned by investment in the enquiry and pedagogical skills of all staff 	<ul style="list-style-type: none"> ● A lesson charter has been agreed with all staff. 	<ul style="list-style-type: none"> ● Improve teaching is a priority of the current SDP.

Well-being, equity and inclusion	<ul style="list-style-type: none"> ○ progress in embedding a whole-school approach to mental health and emotional well-being 	<ul style="list-style-type: none"> ● Scoping stage completed. 	<ul style="list-style-type: none"> ● Continue to work towards embedding a whole-school approach. Create an action plan based on the scoping activities. ● Source and provide high-quality professional learning for staff.
	<ul style="list-style-type: none"> ○ ensuring the school environment supports the well-being of learners and staff. This specifically includes promoting race, gender and wider equalities, as well as anti-discrimination activity, through learning and the wider school environment 	<ul style="list-style-type: none"> ● The school environment has undergone many recent improvements under the interim Headteacher. 	<ul style="list-style-type: none"> ● Continue to develop the grounds, building and infrastructure of the school. ● When reviewing the curriculum offer, consider how well we includes promote race, gender and wider equalities, as well as anti-discrimination activity, through learning and the wider school environment.
	<ul style="list-style-type: none"> ○ arrangements to safeguard learners 	<ul style="list-style-type: none"> ● Safeguarding arrangements are good. 	<ul style="list-style-type: none"> ● Review morning, lunch and end of day processes.
	<ul style="list-style-type: none"> ○ ensuring that all learners, particularly those disadvantaged by background or circumstance, are included equally in all aspects of school life 	<ul style="list-style-type: none"> ● School provides many opportunities for all pupils to fully engage in all aspects of school life. 	<ul style="list-style-type: none"> ● Engage in 'Poverty Proofing' professional learning. ● See all above areas for development.
	<ul style="list-style-type: none"> ○ ensuring that all learners are given equal opportunities to succeed and that barriers to meaningful participation or learning are actively identified and addressed 	<ul style="list-style-type: none"> ● School provides good well-being and academic intervention when required. 	<ul style="list-style-type: none"> ● Review on-entry and ongoing assessment arrangements. ● Develop a shared understanding of progression.

Progress against last year's priorities

1. To implement robust whole school systems to ensure effective school delivery, including:

Evaluation

School leaders reviewed the timings of the school day. Amendments were made to the timings. As a result, pupils in Reception to Year 2 receive at least 21 hours of provision per week. Pupils in years 3 to 6 now receive at least 23.5 hours of provision per week.

School leaders conducted a worthwhile review of the staffing structure. Whilst improvements have been made, the school faces ongoing difficulties to recruit (and retain) staff. There have been several changes in both the leadership and teaching team

All staff roles and responsibilities were reviewed and Areas of Learning (AOLE) teams developed as a result. These teams have recently been developed, with some changes due to new staffing in September 2022. Teams' roles are evolving although staff have an understanding of what their roles are. For example, teams have worked together to develop AOLE vision and implications of Curriculum for Wales. This work is ongoing. The school's vision was reviewed and developed in summer 2021 and is evidenced in curriculum planning in line with CfW. All staff share the school vision and demonstrate this in practice through planning of learner experiences. In addition to this the senior leadership have used the Equity and Excellence document (Central South Consortia - CSC) to self-evaluate practices in order to plan for improvement.

All statutory policies have been agreed by the Governing Body and implemented by the school. A policy review cycle has been implemented and a governing body policy review committee has been established. An effective system is now in place to ensure policies are reviewed and shared. Relevant policies are accessible to parents via the school website.

2. Improve self-evaluation

Evaluation

Whole school self-evaluation (SE) processes were discussed and agreed with governors and senior leaders. All staff have an overview of how SE feeds and supports improvement planning. During the spring and summer terms, SE processes including impact reports and monitoring cycles were implemented. These enabled leaders, including governors and Improvement Partner, to have a sound understanding of where the school is in terms of standards. This was used to inform planning, training needs and identify where support was needed. team teaching and professional reflection time. School leaders recognise this practice needs to continue into the next academic year in order for the impact to be evidenced.

Monitoring cycles were re-introduced in the spring term (where there were no Covid restrictions e.g. mixing bubbles). Senior leaders supported the process, completing observations, pupil voice and book scrutiny. In addition to this, staff meetings were utilised to both complete joint book looks and to discuss and reflect on outcomes of learning walks. External advisors / consultants supported the school's process to both validate and support judgements. As a result of this, clear plans and next steps were identified, shared and agreed. For example, in the Foundation Phase, staff

developed an understanding of learning environments and routines and what needed to be reviewed in order to support pupils' behaviour, developing pupil independence and learning. The Marking and Feedback policy was reviewed, shared 08.04.22 and implemented.

3. To raise standards in the quality of learning (skills and experiences) and teaching, enabling all pupils to make at least expected progress.

Evaluation

With the SE processes (Target 2) explained above, a monitoring and review cycle for each term was implemented. This enabled leaders to identify strengths and areas to develop. As a result, staff were identified to receive support and support accessed (mostly external due to capacity issues). In addition to this, INSET days were utilised to examine teaching and devise a lesson charter for Goetre Primary. All staff were involved in the training. However, it is too soon to see any impact. (18.02.22 - training day to focus on Vision / Values and Lesson Charter - RESCHEDULE (cancelled due to weather warnings) - 25.04.22)

Support was brokered from CSC for Mathematics. Two members of staff received coaching, team planning and team teaching support. The Improvement Partner provided support to the school's writing lead to review medium term planning and the teaching of writing.

Greenfields Outreach services provided support to leaders in relation to behaviour strategies. In addition, both LRB classes received (ongoing) support observing lessons at Greenfields, observations and support in home-school.

Curriculum for Wales: Short term planning reviewed and implemented. This supports the Marking and Feedback policy (evaluations evidence next steps planning). CSC provided INSET training on Curriculum for Wales. Brokered support utilised to work with AOLE leads to support with curriculum design and planning. In addition, there has been worthwhile partnership working with Penydre Cluster for AOLE leads. However, it needs to be noted that leaders were not always able to release staff due to staffing availability.

4: To plan, prepare and implement the ALN act.

Evaluation

The highly effective ALNCo has provided ongoing training to all staff and governors. Relevant support and guidance has been provided to parents of pupils with ALN. The ALNCo knows the families she supports extremely well. Many of these families require a bespoke approach, due to their own needs. It should be recognised that as such, the ALNCo role at Goetre Primary is unique. In order to provide the necessary support, the ALNCo adopts a successful team approach, working with the school's Family Liaison Officer (FLO) to engage further supporting agencies such as Barnardos and support from the School Wellbeing team. Training has included PBS leads (AC leading staff INSET), PCP practices and Person Centred Review training.

An ALN team is evolving. As the capacity of staffing and recruitment took place in summer term, through to the autumn term, there is now greater capacity to be able to develop and strengthen the ALN, enabling the ALNCo more time in light of the phased implementation of the ALNET Act. Plans have been secured to increase the release time for the ALNCo in Autumn 2022.

The ALNCo has successfully engaged in the implementation of the ALNET Act. She has worked extremely well with the Local Authority ALN network. As such, the ALNCo is one of the 'IDP Champions' and 'Coaching and Mentoring' leads for the cluster.

5: To raise standards in Language, Literacy & Communication

Evaluation

The LLC lead for reading completed an accurate and beneficial audit of needs and provision for reading. It is evident that the impact of Covid has had a significant detrimental impact on standards of reading across the whole school. The LLC lead has made great progress, and has been able to increase the access of resources, provide parent workshops, launch incentives for reading and target interventions for pupils. As a result, data indicates that where interventions have been provided, pupils are making progress and beginning to close the gap. However, due to the broad gap, it is recognised that this is an ongoing target for school improvement.

6: To raise standards in Mathematics and Numeracy

Evaluation

Maths and Numeracy were not the main priority on the SIP last academic year as reading was prioritised. Therefore most of the targets were not achieved and have been carried forward for this academic year.

7: To support the well-being of pupils and staff.

Evaluation

The spring term 2022 saw an improvement in staff absences and as a result staffing absences, both short and long-term, reduced. This enabled staff to implement set routines and timetables to provide greater consistency for pupils. However, staff recruitment and retention is challenging. In the spring and summer term, the school saw a high-quality LSA and teacher leave. Recruitment late in the term (re-adverts) has meant that currently (autumn 2022) school are awaiting for newly appointed staff to commence employment.

The Family Liaison Officer (FLO) works closely with the Local Authority Attendance Support Officer to raise attendance levels. The school identifies

this is a significant cause for concern and are working closely with both the LA and supporting agencies to address this. There are a number of children who have struggled to return to school regularly since Covid. Increased anxieties with families as well as negative attitudes towards schooling exacerbate the problem. However, data for spring and summer term indicates that there have been improvements.

Leaders and the local authority, including psychology services, have visited and supported Goetre Primary. Many of the staff at Goetre Primary have demonstrated great resilience and as such are determined to work together to do the best they can for the pupils and community they serve. The LA has recognised the need to support the school community through this difficult time. The LA has agreed to fund a school counsellor for the school (2 days per week). This will strengthen capacity to support pupils and staff well-being. The post is currently out for re-advertisement (third advert). In addition to this, school leaders have accessed counselling through Occupational Health to support staff.

Priorities for the current academic Year 2022-2023

Priority 1

Implement a whole-school approach to emotional and mental well-being

Rationale (*e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?*)
School staff have experienced significant change and challenges over the last few years and this has impacted staff emotional and physical wellbeing. Many pupils are also affected by socio-economic challenges (poverty, unemployment) as well as the impact of Covid. Attendance has been adversely affected, with a few pupils struggling to return to daily schooling.

Actions	Success Criteria	Support we need to achieve this priority
<ul style="list-style-type: none"> • Review the scoping exercise carried out last year (staff and pupils). Identify areas of strength and areas of universal provision to develop. • FLO to attend course on improving attendance. • Conduct PERMA wellbeing assessments (as part of on-entry and ongoing assessments) • Once audit and action plan in place look to embed good well-being through teaching as well as all the other aspects of school life. Integrate this Framework, making links with the curriculum for Goetre. • Monitor and evaluate the use of the 'calm spaces' that have been created. • Review and refine processes that promote and maintain a positive behaviour whole school approach building on coaching and mentoring support with School Well-being Team (Vicky Jefferson) 	<ul style="list-style-type: none"> • The 'universal provision' for staff and pupil well-being is comprehensive and successfully supports good mental and emotional well-being • Staff are well-equipped to support pupils with emotional and mental well-being needs • Behaviour processes and high-quality nurture provision support pupils well and foster positive attitudes to learning (there are sufficient numbers of well trained staff to implement processes effectively) • Attendance is above 92% • Reduced numbers of exclusions, persistent absentees and lateness • The school's assessment methods to monitor pupil well-being contribute positively to school 	<ul style="list-style-type: none"> • Release of teacher from Gellifeilog PS. • Support from cluster FLO lead • Support from MTCBC well-being team • Support from framework Implementation Lead (appointed by WG)

<ul style="list-style-type: none"> • DB to attend 2 days PBS training and review PBS strategy in the school. • Human resources - increase staffing to support learning • Link celebration assembly awards to the school vision more explicitly 	<p>improvement processes and allow for effective tracking of pupil well-being.</p>	
<p>Priority 2 Improve teaching</p>		
<p>Rationale (<i>e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?</i>) Self-evaluation activities show that standards of teaching are not consistently good or excellent. There are pockets of unsatisfactory teaching that must be addressed. The early years of life, including pregnancy and birth, are a significant period of human growth. They are critical in determining physical, social and emotional, behavioural and cognitive development in ways that have a lifelong effect on health and wellbeing. Intervening early can reduce risk factors and increase protective factors in a child's life. Children's early development is often understood as occurring in four overlapping domains: physical, cognitive, self-regulatory and social & emotional. Studies consistently show that the early competencies developed in each of these form building blocks for more complex competencies as children grow older.</p>		
<p>Actions</p>	<p>Success Criteria</p>	<p>Support we need to achieve this priority</p>
<ul style="list-style-type: none"> • Revisit lesson charter (created 21-22). Are all staff adhering to the agreed charter? • Review and develop staff understanding of the 12PPs. Especially as there are a number of new members of staff. • Deepen staff understanding of child development (four overlapping domains: physical, cognitive, self-regulatory, and social & emotional) through a series of ADDs and PL. • Develop a shared understanding of progression (see four domains above) within the school and within the cluster. 	<ul style="list-style-type: none"> • Standards in teaching and learning are at least consistently good. • Staff skilfully implement effective teaching strategies to meet the needs of all learners. • All pupils make at least expected progress. • All pupils are engaged in their learning, behave well and have positive attitudes to learning. • Staff development contributes to a shared understanding of progression and a deep understanding of child development. • There is a shared understanding of progression. 	<ul style="list-style-type: none"> • Support from CJ (ADDs sessions focussing on child development). • CSC support – focussing on 12 PPs. • Work with cluster to develop shared understanding of progression. • Phil Strand (MTCBC) – SIMs tracking.

<ul style="list-style-type: none"> • Review and refine assessment processes (including on-entry assessment - literacy, numeracy and well-being inc. physical, emotional and social), assessment approaches and pupil progress reviews). • Work with Phil Strand to develop SIMS tracking. • Use PoPs as a framework to design processes for collecting and analysing evidence about learner progression. • After Pupil Progress Days have taken place and strengths and weakness have been identified, create a coaching and mentoring system to support staff needs. • Review and refine the school’s performance management processes (move to ‘improve not prove’ model). Use this SDP to provide a context for PM processes for staff. • Use information from processes referred to above to contribute to school-improvement cycle. • As understanding develops through the above activities, revisit the school’s curriculum design and make necessary amendments. • Engage in cluster STEM project (YGG lead school) • Consider how each priority takes account of the national priorities of: <ol style="list-style-type: none"> 1) improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience 2) reducing the impact of poverty on pupils’ progression and attainment 		<ul style="list-style-type: none"> • STEM lead school Ysgol Y Graig
<p>Priority 3 Improve standards of literacy, language and communication</p>		

Rationale (*e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?*)
 Standards in literacy have been adversely affected by Covid and school closure. In addition to this, pupils have a very low starting point in literacy and therefore need to make accelerated progress. Previous LA reviews identify the need to raise standards in pupils reading and writing.

Actions	Success Criteria	Support we need to achieve this priority
<ul style="list-style-type: none"> • To ensure all staff receive RWI/Fresh Start training and have opportunities to develop CPD linked to expertise in the teaching of phonics. To continue to develop staff knowledge of reading and phonics using the RWI online training resource. • Implement a robust system for reading interventions from Years 1-6. • To continue with the agreed monitoring cycle in order to track progress and impacts of interventions. • To continue to develop and embed approaches which will develop pupils' oracy and vocabulary skills using the oracy 21 initiative and the vocabulary training received from the consortium. • Continue to engage in and analyse the data from the Comparative Judgement (writing) initiative (No More Marking) to improve teaching and ensure progress). • Scripts produced to be analysed and evaluated to ensure that next steps can be carefully identified for pupils in each class. • Ensure short term plans identify skills the pupils need to progress learning and application of writing skills - and that the teaching strategies within those plans fulfil this. <p>I.e.:</p>	<ul style="list-style-type: none"> • Standards in the teaching of LLC will be consistently good or better across the whole school. • Most pupils will make at least expected progress in reading and writing. • All staff will be skilled and knowledgeable when teaching reading. • All pupils will identify the skills they have achieved and will also understand what their next steps are (targets in literacy). • Intervention staff will gain knowledge and skills to teach interventions to support targeted pupils to make accelerated progress. • All staff will understand what progression looks like in writing. 	<ul style="list-style-type: none"> • Support from CSC when necessary.

<ul style="list-style-type: none"> ○ Focus on developing sentence construction, punctuation and grammar daily using the Pi Corbett approach. ○ Continue to support staff to plan and to teach these skills. ○ Monitor books and observe teaching of these skills accordingly in the forthcoming weeks and months to close the gap between our school and CSC averages. ● Ensure the marking of writing is effective and instant where possible - moving the learners writing on purposefully and aiding progression. 		
<p>Priority 4 Improve standards of mathematics and numeracy</p>		
<p>Rationale (<i>e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?</i>) Standards in Mathematics and Numeracy have been adversely affected by Covid and school closure. In addition to this, pupils have a very low starting point in numeracy and therefore need to make accelerated progress. Previous LA reviews identify the need to raise standards in pupils' mathematical development.</p>		
<p style="text-align: center;">Actions</p>	<p style="text-align: center;">Success Criteria</p>	<p style="text-align: center;">Support we need to achieve this priority</p>
<ul style="list-style-type: none"> ● Review current Maths scheme of work and consider purchasing a whole school scheme to assist teachers when planning and delivering maths lessons. ● Identify effective practice in teaching maths and use to model to all staff ● Establish coaching support for teachers -both planning and lesson delivery. ● Purchase and fully resource Maths SOW to be implemented across the school. 	<ul style="list-style-type: none"> ● All pupils will make at least expected progress in mathematics. ● All pupils will identify the skills they have achieved and will also understand what their next steps are (targets in numeracy). ● Standards in teaching will be consistently good or better across the whole school ● All staff will be skilled and knowledgeable when teaching mathematics (scheme used to support) 	<ul style="list-style-type: none"> ● Support of external consultant. ● Partner primary schools (to observe good practice).

<ul style="list-style-type: none"> • Implement a robust tracking system to monitor the progress pupils make. • Identify pupils in need of maths interventions and implement. • Observe practice in partner schools. 	<ul style="list-style-type: none"> • Intervention staff will gain knowledge and skills to teach interventions to support targeted pupils to make accelerated progress. • All staff will understand what progression looks like in number. • All staff will plan effective maths lessons. 	
<p>Priority 5 Improve school-improvement processes</p>		
<p>Rationale (<i>e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?</i>) WG have issued new school improvement guidance and created the national resource for evaluation and improvement (NR:EI). The school needs to ensure it uses a wide range of evidence to inform strategic planning and bring about school improvement.</p>		
Actions	Success Criteria	Support we need to achieve this priority
<ul style="list-style-type: none"> • Refine the self-evaluation cycle. Align with NR: EI. (Vision & leadership, curriculum, learning & teaching, wellbeing, equity & inclusion). • Consider what wide range of information will help us consider the progress of all learners. • Consider 2 questions: <ol style="list-style-type: none"> 1. Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes? 2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum? • Engage with governors and other stakeholders to make a meaningful contribution to SI processes. • Develop distributed leadership across the whole school. 	<ul style="list-style-type: none"> • School improvement processes are robust. • There is a cycle of SI that contributes to effective self-evaluation and informs strategic planning. • Standards, provision and leadership improve to be at least good in all facets of school life. • SI processes indicate all learners are making progress at a good pace. • Governance has stabilised and contributes meaningfully to SI processes. • There is a strong culture of distributed leadership. • The 8 contributory factors in the SI guidance have been considered and barriers identified. • Pupil voice makes a meaningful contribution to the life of the school in is representative. • Strong community engagement has been built on. 	<ul style="list-style-type: none"> • School Improvement Partner support. • Support from MTCBC – especially with grounds maintenance and development (funding and carrying out the works). • Community engagement in the life of the school.

<ul style="list-style-type: none"> • Develop the role of the governing body. Conduct an online skills matrix to identify strengths and areas to develop. • Consider how well the school realises the 8 contributory factors set out in SI guidance issued in June 22. • Develop pupil voice - all KS2 pupils to participate in a PV group. • Explore ways to increase community engagement in SI processes. Engage in bronze, silver, gold community engagement programme. • Improve communication with community and stakeholders by developing the website. • Ensure SDP priorities are driven by SI processes - ensure clear links and rationale. • Engage in peer-to-peer working, collaboration and support. Begin with cluster schools. • Create a timetable (annual and over 3-yr period) to evaluate how we are performing, covering all aspects of school operations in that time. • Identify areas of strength to share with others. • Explore effective ways to promote professional reflection and discussion (SLO model). • Create a summary SDP. • Continue to develop the school grounds and infrastructure. 	<ul style="list-style-type: none"> • The school website is an effective means of communicating with stakeholders and visitors. • There is a good understanding of the school's strengths and areas for development. • The school grounds are safe, well maintained and conducive to effective learning. 	
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