

Blaenavon Heritage VC Primary School



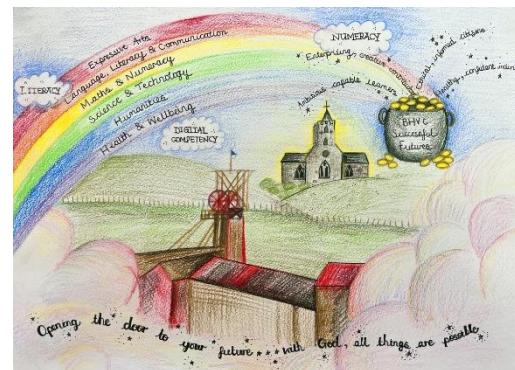
School Development Plan

2022- 2023



Pupil Voice

Our School Development Plan has been agreed the Year 6 learners in Keepers and Garn-Yr-Erw. Actions suggested by pupils, and those which pupils felt especially strongly should be a priority, are indicated in blue.



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Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half	50%
Around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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To be read in conjunction with the Grant Plan.



Contextual Information September 2022

2022-2023	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Cohort	54	58	56	63	59	54	56	58	458
Male	29	25	30	34	21	37	31	31	238
Female	25	33	26	29	38	17	25	27	220
FSM	0	18	24	29	28	26	19	32	176
CLA	0	2	1	1	3	0	1	1	9
CP Register	0	0	0	0	1	1	0	0	2
EAL	0	0	0	0	1	0	0	0	1
School Action	0	0	1	22	23	6	21	18	91
School Action Plus	0	0	8	3	4	1	4	3	23
Statement	0	0	0	0	0	0	1	0	1

National Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Y	A	Y	Y	Y	Y	No Categorisation for schools	No categorisation for schools	No categorisation for schools



Self-Evaluation of progress since last inspection

Estyn Recommendation	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
R1. Raise the attainment of more able pupils at the end of key stage 2 in English, mathematics and science		<p>Learning walk evaluations highlighted a few pupils did not feel challenged in their work.</p> <p>Pitch of sessions became a focus for staff. Trend over time highlights significant improvements in English Maths and Science.</p> <p>The raised results have been consistent over the past few years</p>		
R2. Improve pupils' standards in Welsh, particularly in reading and writing		<p>All teachers are aware of how to evidence the learning journey for each skill (reading and writing).</p> <p>Levelled oracy, reading and writing assessments are uploaded termly onto Google Drive and are monitored by the</p>	<p>The school made satisfactory progress against the key actions within EAS (EDUCATION ACHIEVEMENT SERVICE) Support Plan implemented in Oct. 2017.</p> <p>All staff have a clearer understanding of the expectations for Welsh provision; however, this should remain a priority to</p>	



		<p>coordinator. Learner profiles are moderated by whole school staff prior to cluster moderation.</p> <p>Improvement in EOKS2 Level 4 attainment (3-year trend):</p> <ul style="list-style-type: none"> 2020/2021- 78% 2019/2020- no data due to national lockdowns 2018/2019 – 85% L4 2017/2018 – 87% L4 	<p>ensure continuity of practice across the school.</p>	
<p>R3. Improve opportunities for pupils to write extensively and independently in a range of styles across the curriculum</p>			<p>Collaborative working with schools successfully implementing extended writing. Implementation of Alan Peat super sentences, alongside VCOP. This has been successfully trialled in targeted year groups and will be disseminated across the school SPLD assessment highlighted poor vocabulary as a weakness of the school. All staff have focussed on introducing WOW words and 'Magpie a word' increasing fluency of reading is beginning to have a positive impact on the quality of extended writing and different genres</p>	



R4. Apply assessment for learning strategies more consistently across both key stages			Dylan William AFL strategies cascaded across the school and strategies implemented successfully. Lesson observations show that AFL is being used effectively across the curriculum in most classes. School generated Skills slips following collaborative work with a school strong in AFL. Consistent and effective use evident	
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Self-Evaluation of Progress with 2020-2021 Priorities

Evaluation 2020-2021Partial Year due to Lockdown Closure				
Priority	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Implement an effective distance learning strategy that takes account of all pupils, including those from vulnerable groups	Please see CSSR https://youtu.be/WaJmAmB1VHE			



Identify staff development needs and offer relevant Professional Learning to take account of well-being, appropriate pedagogy and use of technology to support a blended approach to learning		Staff self-assessed against the professional teaching standards to identify individual professional learning needs. PL training around Google classrooms enabled teachers to plan effective learning opportunities for pupils learning at home and into their daily classroom practise.		
Develop a creative and challenging curriculum using a blend of learning approaches to support remote and classroom-based learning			Curriculum Lead TLR appointed July 2021 but currently on maternity leave. Increase in synchronous and asynchronous teaching using google classroom along with more live meets showed a positive impact on raised engagement levels amongst pupils. All AoLE teams devised action plans linked to school development plan, due	



			to national lockdown not all plans have been fully implemented and evaluated. Staff understanding of 4 purposes is developing well however pupils understanding requires further consolidation	
Supporting pupils to be ready to learn again ensuring interventions provide for accelerated learning		Interventions such 'TIS' Drawing and talking therapy alongside sessions with the counsellor and schools nurture provision had a positive impact on pupils with social emotional/behaviour difficulties resulting in fewer exclusion and behavioural incidents. Targeted interventions provided through the ALP grant has ensured that the most vulnerable learners have made progress.		

Evaluation 2020-2021Partial Year due to Lockdown Closure				
Priority	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress



Embed a creative and challenging curriculum using a blend of learning approaches to support learning				Monitoring and evaluating by AoLE Teams is in very early stages and was disrupted by Covid absence. Impact has been limited by these factors.
Identify staff development needs and offer relevant Professional Learning in preparation of implementation of Curriculum for Wales and ALN Bill 2022				
To ensure the progression of skills in mathematics provides sufficient challenge for pupils from their starting points.				
To ensure the progression of skills in reading provide sufficient challenges for pupils from their starting points.				
Develop systems for accurate recording and tracking of pupil progress across the school		Taith in use by all teaching staff.	Limited opportunities for cluster working. Some progress made.	



including specific groups of learners.				
To promote and develop positive mental health and wellbeing for pupils across the school.			Pupil leadership groups re-established but in summer term.	

Key Priorities 2022-2025

Year 1 2022-2023	Priority
1	Embed a creative and sufficiently challenging curriculum, using a blend of approaches to support learning.
2	Improve standards of health and wellbeing across the school, ensuring the needs of individuals are met.
3	Develop staff as leaders of learning, identifying and addressing professional learning needs and securing increasing impact on all learners.

Year 2 2023-2024	Priority
1	Implement and develop all changes for Curriculum for Wales.
2	Explore and develop the range of opportunities to support parental involvement and engagement in schools



3	Review and refine ALN processes and provision.
4	Leaders at all levels create a cohesive, consistent and coherent culture that contributes towards a strategic decision-making progress.

Year 3 2024-2025	Priority
1	Continue to develop the Christian Ethos throughout the school
2	Identify areas of improvement and ensure that a relevant and appropriate curriculum is in place.
3	Further develop assessment, tracking and improvement processes for pupil progress and attendance.

Links to National, Regional, Local Priorities and National Mission for Wales
All priorities link to:
National priorities: The actions in this priority will contribute to raising standards in:
<ul style="list-style-type: none"> • Literacy • Numeracy • Reducing the impact of poverty on educational achievement
National Mission: The actions in this priority will contribute to:
<ul style="list-style-type: none"> • Developing a high-quality education profession • Inspirational leaders working collaboratively to raise standards • Strong and inclusive schools committed to excellence, equity and wellbeing.



- Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Regional

The EAS will endeavour to be a professional partner working with schools and settings. All schools and settings will be entitled to a range of professional learning and bespoke support which aligns to their school improvement priorities. Full consideration will be given to the current climate in which schools and settings are operating. Within this context the priorities of the EAS will be to:

- Ensure that the wellbeing of practitioners and learners in schools and settings remains paramount. Regional professional learning will be provided to support the social and emotional needs of the workforce and learners.
- Provide bespoke support to schools and settings to address the impact of the pandemic on individual learners, as appropriate, in line with their improvement priorities.
- Continue to provide support to improve the quality of teaching and learning, including the continued use of, and evaluation of blended and distance learning approaches, particularly in identified secondary schools.
- Continue to provide support to leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionately affected by the pandemic.
- Provide professional learning and bespoke support and guidance to schools and settings to help them realise Curriculum for Wales.
- Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility.
- Consolidate, promote, and further develop regional practitioner networks, enabling effective routes of communication and support. H. Continue to support the development of leaders at all levels in schools and settings.
- Further build the capacity and capability of the knowledge and skills of governing bodies (as appropriate), through the regional professional learning offer and bespoke support.
- Further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.
- Embed the EAS internal evaluation model, continue to welcome external challenge and support, ensure the effective and efficient support to schools and settings and adheres to legislative requirements that fully supports the wellbeing of staff.

Local:

- Improve the progress (ensure catch up) of all learners, with a particular focus on FSM and vulnerable learners at key stage 4 by ensuring LA (Local Authority) services compliment and support regional provision.
- Ensure all of Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools to reduce within school variation so all pupils, including boys and vulnerable learners, make appropriate progress over time.



- Ensure continued development and support for blended learning across all sectors in Torfaen.

Priority:1 Curriculum, Teaching & Learning				
Embed a creative and sufficiently challenging curriculum, using a blend of approaches to support learning.				
Key Inspection Areas:				
1. Learning. 2. Wellbeing and attitudes to learning. 3. Teaching and learning experiences.				
Priority Leads: Heidi Wilson & Claire Crew. Governor Lead: TBC at Full Governors. Pupil Groups involved in monitoring priority: Criw Cymraeg; Values Team; Pupil Leadership Team; Digital Leaders; Ditectifs.				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
1. Raise standards in writing.				
Adapt use of Read Write Inc to incorporate a Writing Journey approach in Foundation Phase: <ul style="list-style-type: none">• Train all FP staff in the Writing Journey approach.• Share Writing Journey evidence in staff meetings once per term to ensure progression between year groups.	<ul style="list-style-type: none">• Regular teaching of extended writing in all classes.• A minimum of 6 genres being covered in all classes per year.• Progress in grammar, sentence structure and use of punctuation evident for nearly all learners.• Evidence of application of Read Write Inc skills in written work.• Progress in emergent writing skills evident for many early writers.	Training Day (7.11.22). 3x staff meetings (1 per term). 1 day release Spring & Summer term for LLC English Leads (x2) to support planning and review standards.	Staff trained by 7.11.22. Writing Journey approach evident in all classes by 5.12.22. Genre coverage & learner	LLC Lead monitoring. Staff Meetings – practice sharing.



<ul style="list-style-type: none"> Refine genre map to support FP extended writing. 			progress evident by July 23.	
2. Ensure next steps and gaps in learning are systematically and regularly addressed for all learners in literacy and number skills.				
<p>Research and implement online reading and reading assessment platform to match individual learner need:</p> <ul style="list-style-type: none"> LLC Leads (x2) to visit Croesyceiliog Primary and Garnteg Primary. LLC Leads to trial reading assessment platform with own classes. All staff to be trained in use of appropriate platform. 	<ul style="list-style-type: none"> All learners sufficiently challenged in developing reading skills. Many learners reading in line with age expectation. Nearly all learners demonstrating a positive attitude towards reading. Wide range of texts available for all learners. 	<p>Reading assessment platform with online texts – max. budget £4000. LLC Lead (x2 ½ day) release £120. 2x staff meeting for staff training.</p>	<p>Visit to schools Spring Term 1. Trial in own classes Summer Term 1. All staff trained Summer Term 2. Launch in September 2023.</p>	<p>LLC Lead Monitoring. MN Lead Monitoring.</p>
<p>Develop pedagogy in mathematics and numeracy:</p> <ul style="list-style-type: none"> Review use of 'What Matters in Maths' to ensure coverage remains in line with Excellence in Maths. MN Leads (x2) released to share practice and support others in refining pedagogy. MN Leads (x2) to visit Ponthir CiW Primary and view maths programmes supporting bespoke teaching (Big Maths / Freckle). All staff to be trained in use of resources. 	<ul style="list-style-type: none"> Pupil work demonstrates sufficient coverage of a range of mathematical skills, knowledge and experiences. Learners working below, at and above age expectation are clearly identified and targeted. All learners appropriately supported and challenged to address gaps and progress through next steps. Impact of 'What Matters in Maths' training evident in pupil work. Many learners working at age expectation or above. Learners empowered to develop own understanding of mathematical concepts. 	<p>Online maths assessment programme – max budget £4000. MN Leads (x2) release £360. 6x staff meeting for staff training.</p>	<p>'What Matters in Maths' use reviewed w.b.10.10.22; feedback to staff 17.10.22. Practice shared and refined Autumn 2. School visit Spring Term 1. Trial in own classes Summer Term 1.</p>	<p>Curriculum Review Spring 1. MN Lead monitoring.</p>



			All staff trained Summer Term 2. Launch in September 2023.	
Revise and rebuild pupils' Welsh language skills and confidence: <ul style="list-style-type: none"> Access EAS Welsh Language Leadership Training focussing on developing the use of the continuum and linking to wider context. Implement language continuum across schools to support planning and tracking. Re-establish daily use of Welsh language patterns at appropriate level and throughout the school. Continue half-termly Welsh GGR sessions throughout Progression Step 3. Introduce half-termly Welsh GGR sessions in Progression Step 2. Introduce regular opportunities for pupils to read back own Welsh written work. Welsh Lead to audit staff training needs. Access Welsh language and methodology training for all staff as required. (LLC Welsh Lead) 	<ul style="list-style-type: none"> Welsh language taught in context evident in all pupil books. A majority of pupils accessing work at the expected level (Welsh continuum) by end of summer term. All pupils working within Progression Step 2 and above making progress in Welsh reading. Nearly all pupils enjoying Welsh texts. All teachers ensuring secure impact on learning or better in Welsh sessions. Many pupils once again able to independently use Welsh oracy patterns at age-expected level. 	Welsh Language Packs. GGR books. EAS Methodology training. Release for professional learning – £1200 (est. pending audit).	Welsh Lead trained – September 22. Continuum introduced – September 22. Welsh oracy focus in Autumn. Welsh GGR focus in Spring. Read back Welsh writing focus in Summer.	Welsh Lead monitoring. Peer review Autumn 2.
3. Ensure assessment approach impacts on learner progress and school evaluation.				



<p>Re-evaluate and refine assessment processes:</p> <ul style="list-style-type: none"> Share staff research into effective marking and AfL and agree whole-school approach. Develop staff understanding of new assessment framework – training day. Review existing assessment cycle and processes determining fitness for purpose – training day. SLT to research and source appropriate assessments as required. Transition pupils from levels and outcomes to new measures, ensuring clear translation of expectation (staff meetings and pupil progress meetings focus). Work with the cluster to develop a shared language and expectation (moderation). 	<ul style="list-style-type: none"> Consistent approach to marking and feedback across the school. Progress evident in nearly all learner work (cause for concern raised where not). All staff understand importance of depth in learning. All staff have appropriately challenging expectations for all learners. Assessments provided useful data and support learner progress across all AoLEs. Assessments support identification of learners needing support and targeting of appropriate support. Secondary schools receive clear data to support transition. 	<p>Cluster training day x1.</p> <p>Cluster joint working meetings for key staff x3.</p> <p>Marking and AfL staff meeting x3.</p> <p>Assessment cycle review and research staff meetings x3.</p> <p>Pupil Progress meetings x1 per term.</p> <p>SLT meetings x3.</p>	<p>Consistent approach evident</p> <p>24.10.22.</p> <p>Training day 23.12.22.</p> <p>New assessments sourced by May 2023.</p> <p>Pupils transitioned to new measures and common cluster language by July 2023.</p>	<p>Curriculum Review Autumn 1, Spring 1, Summer 1.</p> <p>Book Scrutiny & L2L Autumn 2, Spring 2, Summer 2.</p> <p>Pupil Progress Meetings Autumn 2, Spring 2, Summer 2.</p>
<p>Develop pupils' investigative skills in Science and Technology:</p> <ul style="list-style-type: none"> Upper KS2 science investigation planning proforma shared with all classes and adapted for learners at each stage. Train 3xST Leads in 'Science & Technology – successful implementation' (Collective Learning). 	<ul style="list-style-type: none"> A majority of Progression Step 3 pupils able to independently conduct an investigation. Nearly all pupils following the investigative process for science. An appropriate range of science and technology learning experiences evident in all classes. Science & Technology Leads competent and confident in supporting staff to develop the teaching of Science & Technology. 	<p>Collective Learning training for 3 staff (1 per PS) £630.</p> <p>Investigation proforma shared with staff (1x AoLE Lead staff meeting feedback slot).</p> <p>1x Progression Step staff meeting to</p>	<p>Proforma shared – Spring 1.</p> <p>Training – Spring 1.</p> <p>Training shared – Spring 2.</p>	<p>ST Lead monitoring.</p> <p>Peer Review Summer 1.</p>



<ul style="list-style-type: none"> Disseminate training to all staff in progression steps. 		<p>disseminate training and resources. 3x practice sharing staff meeting (science, DT, digital focus) 3x AoLE Lead monitoring and support.</p>		
4. Further develop the Curriculum for Wales, focusing on learner independence with learners taking increasing responsibility for their own learning and developing as life-long learners.				
<p>Develop pupil independence, collaborative and problem-solving skills through lessons which effectively facilitate discovery-based learning:</p> <ul style="list-style-type: none"> Train all KS2 staff in Effective Classroom Practice. Review and refine impact of training across whole school. Develop classroom environments that effectively support pupils in selecting appropriate resources (including digital technologies) to complete tasks. 	<ul style="list-style-type: none"> Many pupils have high levels of independent learning skills and are able to make decisions about learning (E.g. choosing writing topics / investigation themes). Many pupils work collaboratively with peers to solve problems. Many pupils make choices about appropriate resources to complete a given task. 	<p>1 x Training Day (cost already covered). Additional resources - £3000.</p>	<p>Training November 7th. Impact reviewed for FP in Spring 2. Impact reviewed for KS2 in Summer 2.</p>	<p>Curriculum Review – Summer 1. Cath Delve (External Review) – Spring 2 & Summer 2.</p>
<p>Develop learner understanding of the 4 purposes:</p> <ul style="list-style-type: none"> Reintroduce 4 purpose characters in assemblies. Incorporate 4 purpose characters into lesson plenaries to support pupil reflection on own learning. 	<ul style="list-style-type: none"> In listening to learners, many learners are aware of the four purposes and able to articulate progress towards them. 	<p>4x assemblies.</p>	<p>Assemblies in Autumn 1. Impact evident from Autumn 2.</p>	<p>L2L Spring 1 (January).</p>



<p>Develop younger learners' skills in the use of digital technology:</p> <ul style="list-style-type: none"> • Increase provision of iPads for learners working within Progression Step 1. • Increase provision of Chrome books for learners working within Progression Step 2. • Work with SRS technician to review technology available across school and adjust 5-year IT replenishment plan. 	<ul style="list-style-type: none"> • Adequate budget for digital provision maintained. • Learners developing a range of digital skills in line with Progression Step expectations. • A majority of learners in Year 2 able to use a keyboard independently. • Many pupils make choices about appropriate resources to complete a given task. 	20 Chrome books for Progression Step 2 - £3095.	Provision reviewed and increased – Autumn term. Impact evident – Summer term.	Curriculum Review – Summer 1. Cath Delve (External Review) – Spring 2 & Summer 2.
<p>Increase opportunities for learners to develop a wider range of knowledge, skills and experiences in Expressive Arts:</p> <ul style="list-style-type: none"> • Launch Gwent Music class project for learners in Year 3. • Purchase 1 year subscription to 'Music Express Online' to develop staff skills in effective teaching of music. • Purchase new instruments to support progress in music. • Complete and introduce Expressive Arts Continuum. • Purchase a wider range of art resources. 	<ul style="list-style-type: none"> • All learners experiencing regular music lessons at an appropriate level of challenge. • Progression in music evident between year groups. • Staff report improved wellbeing and increased confidence in teaching music. • Teaching and learning in Expressive Arts is progressive and ensures coverage of an appropriate range of medium and forms. 	Class set ukuleles - £540. Music Express online - £210. Gwent Music Project – no cost. 3x staff meeting (1 per term). 1x release day for Expressive Arts Team (x3 staff) Art resources £1000.	Music Express and instruments in use from 7.11.22. Gwent Music Project from Oct 22.	EA Lead monitoring. Evaluation of Curriculum – Spring 2.
<p>Implement the language continuum for International and British Sign language skills:</p> <ul style="list-style-type: none"> • Link with IL Lead school (Ponthir CiW) to develop IL and BSL. • Utilise Power Language resource to support teaching and learning. 	<ul style="list-style-type: none"> • Planning for teaching of IL and BSL is progressive, building on prior knowledge. • Pupil progress in language acquisition is clearly tracked and monitored using continuum. • Teaching and learning in IL and BSL builds language skills while supporting pupil 	Power Language subscription £XXX. Support from IL Lead school (2 days). 2x staff meetings.	IL /BSL language continuum in use in all classes Summer 1. Practice reviewed, shared and	LLC IL: Lead monitoring. Evaluation of Curriculum – Spring 2.



	<p>interest and class themes, linking to the wider curriculum context.</p> <ul style="list-style-type: none"> • Many pupils beginning to make progress in IL or BSL skills (linked to year group expectation). • All classes learning Welsh and one other language (international or BSL). 		<p>refined Summer 2. 1x IL / BSL staff meeting Spring 2. Support from IL Lead school staff – Summer 1.</p>	
Ensure an appropriately objective, critical and pluralistic approach to RVE:	<ul style="list-style-type: none"> • Implement CfW Religion, Values & Ethics ensuring appropriate challenge. • Equip staff to facilitate engaging RVE lessons using a range of appropriate resources (Understanding Christianity; Big Questions; Diocese resources). • Train all staff in delivering Anti-Racist RE (Lat Blaylock). 	<ul style="list-style-type: none"> • RVE teaching and learning links to theme in all classes, with meaningful connections made with other AoLEs. • Nearly all pupils are engaged and appropriately challenged in RVE lessons. • RVE teaching and learning develops learners as objective and critical thinkers, demonstrating respect for a range of religious and non-religious philosophical worldviews. 	<p>1x Twilight Anti-racist RE – Spring 1. 1 x staff meeting refresher on Big Questions, Diocese resources and UC – Spring 1.</p>	<p>Impact evident Spring 1 – practice shared in staff meeting.</p>
Sustain the Christian ethos of the school through continued development of the Curriculum:	<ul style="list-style-type: none"> • Link themes to Christian values. • Focus on big questions for learner inquiry. • Include studies on a range of Christian individuals and groups impacting on society both in the present-day and throughout history. 	<ul style="list-style-type: none"> • All learners experiencing lessons which develop their sense of spirituality, encouraging them to develop their own views and ideas. • Many learners are knowledgeable about the impact of Christianity and Christians in the local community and wider world. 	<p>1 x staff meeting RVE refresher – Spring 1.</p>	<p>Impact evident Spring 2 – practice shared in staff meeting.</p>
Progress Towards Actions in Priority 1				
Autumn 2022				



Spring 2023	
Summer 2023	

Priority:2 Health & Wellbeing. Improve standards of health and wellbeing across the school, ensuring the needs of individuals are met.				
Inspection Areas: 1. Learning. 2. Wellbeing and attitudes to learning. 4. Care, support and guidance. 5. Leadership and Management (ALN).				
Priority Lead: Melissa Calder-Matthews & Hilary Roberts. Governor Lead: TBC in Full Governors. Pupil Groups involved in monitoring: Sports Ambassadors; Little Voices; Eco Council; Heddlu Bach.				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
1. Ensure vulnerable learners are identified and supported.				
Continue to carefully identify, monitor and provide appropriate support for all vulnerable learners: <ul style="list-style-type: none">• Tighten vulnerable pupils' identification process through parental engagement	<ul style="list-style-type: none">• Parents and pupils report feeling supported by the school and knowing who to turn to for help.• All learners receiving appropriate and effective challenge and support.• Gap closed between performance in Year 4 compared with other year groups: a	£20000 WG grant to employ FE Officer. Additional support staff member in Y4 - £12,645.	Appoint of FE Officer for Spring 1 or sooner. Additional support	Stakeholder Views – Spring 1; Summer 2.



<p>(relationship building) and pupil surveys – reducing reliance on FSM measure.</p> <ul style="list-style-type: none"> • Provide additional intervention support in Year 4. • Employ part-time Family Engagement Officer. 	<ul style="list-style-type: none"> • majority of pupils working at age-expectation in maths and literacy. • Increased time for ALNCo to support staff in meeting pupil needs. • Nearly all families who are offered external agency support (e.g. Families First) accepting the offer. 		<p>member from September. Impact measurable end of summer term.</p>	
<p>Improve communication with parents and carers:</p> <ul style="list-style-type: none"> • Increase use of Class Charts by class teachers. • Adopt hybrid approach to parent consultations (face to face, Teams and telephone). • Re-establish termly class assemblies with parents and carers. • Introduce termly celebration events, inviting parents and carers to view and celebrate pupil work, meet staff informally and enjoy light refreshments. • Increase use of social media to share school and community news. 	<ul style="list-style-type: none"> • Improved pupil wellbeing. • Many parents report feeling a sense of belonging to the school community. • Nearly all learners report that their successes are celebrated. • Many parents engaging with the school. • Stronger relationships between many staff and parents. 	<p>Refreshment budget - £100.</p>	<p>All actions taken by end of Autumn term. Impact evident from Summer 1.</p>	<p>Stakeholder Views – Spring 1; Summer 2.</p>
<p>Embed a Trauma Informed approach across the whole school:</p> <ul style="list-style-type: none"> • Train a third TIS practitioner in the TIS Diploma. • Senior staff (Head & Deputy) to undertake TIS training for senior leaders. 	<ul style="list-style-type: none"> • All staff confident and competent in applying TIS strategies to support pupils. • Improved levels of governor challenge concerning provision and support for pupils who have had adverse childhood experiences. • Improved pupil wellbeing. 	<p>TIS Diploma – place funded by LA. Head & Deputy training – funded by LA. 1x Governing Body presentation. 2x staff meeting Spring 2.</p>	<p>Spring 2.</p>	<p>Governor Minutes. SDP Evaluation.</p>



<ul style="list-style-type: none"> Professional learning for all staff and governors, focused on a trauma informed approach. Action research project for all staff – implementing a TIS strategy in their own practice. 				
<p>Re-establish robust attendance procedures:</p> <ul style="list-style-type: none"> Half termly ROC reports shared with SLT and class teachers, appropriate actions agreed and impact monitored. Relaunch Strive for 95 across school. Celebrate and report attendance via school website. Headteacher and Attendance link Governor to meet with parents of pupils causing concern as required (below 85%). Attendance Officer to telephone parents of pupils showing a lesser concern (below 90%). EWO support to be used as required. Family Engagement Officer, ALNCo and Behaviour Lead to support families identified. 	<ul style="list-style-type: none"> Attendance raised to pre-pandemic levels. Persistent absenteeism reduced. Attendance action plans in place for all pupils causing concern. All pupils aware of importance of regular attendance. <p>(See Attendance Action Plan – exact targets to be confirmed October)</p>	No cost.	From October (as concerns arise).	Attendance Review (termly).
2. Implement the ALN Code for the benefit of all learners.				



<p>Transition learners to new ALN code:</p> <ul style="list-style-type: none"> ALNCo to be supported by LA ALNCo in drafting initial IDPs. ALNCo to update One Page Profile/ IEP format to include pupil-friendly targets. ALNCo and Headteacher to work with staff in implementing, monitoring and reviewing IDPs and One Page Profiles/ IEPs. Establish ALN Team to support ALNCo and share practice. Develop specialist skills and knowledge of ALN team members. 	<ul style="list-style-type: none"> School compliant with requirements of ALN reform. All staff meeting needs of learners with ALN. Appropriately challenging and supportive plans in pace for all pupils with ALN. ALN Team LSAs identifiable with and able to support wider staff in meeting needs of pupils. ALN Team accessing professional learning and undertaking enquiry linked to areas of need: ASD; EBD. 	<p>Joint working with ALNCOs from Autumn 1.</p> <p>Non-teaching ALNCo £40,041.</p> <p>Training release for ALN team – no additional cost (planning meeting time).</p>	<p>Impact evident for relevant year groups Summer 23. Impact for all year groups Summer 24.</p>	<p>Vulnerable Learners Provision Review – Spring 1.</p> <p>SDP Evaluation – Summer.</p>
<p>Develop Universal Provision:</p> <ul style="list-style-type: none"> Review current provision for all learners as a whole staff. Considering needs of learners across the school, agree whole school universal, targeted and specific provision which is sustainable and provides value for money. ALNCo to work with staff in developing school-agreed universal provision within classrooms and outdoor environments. ALNCo to work with senior leaders to develop school-agreed universal provision in shared areas. Monitor impact of provision on learner wellbeing, behaviour, attitude to learning and progress. 	<ul style="list-style-type: none"> Classroom environments and shared areas meeting needs of most learners through universal provision. Universal provision consistent across the school (with appropriate adjustments for age and stage of learners). Learning support assistants deployed to support learners requiring targeted / specific support, providing value for money. Learning walks evidence increased independence of many learners. Listening to learners evidences improved wellbeing and attitude to learning for many learners. 	<p>1x staff meeting.</p> <p>Time for ALNCo to support – no additional cost.</p> <p>£1800 for additional resources to enhance provision.</p>	<p>Provision review and agreement – 9.11.22.</p> <p>Developed in all areas – Jan 2023.</p> <p>Impact evident – July 2023.</p>	<p>Learning Environment Review & L2L – Autumn 2; Spring 1; Summer 1.</p>



<p>Refine provision mapping process using EDUKey:</p> <ul style="list-style-type: none"> Source professional learning, support and mentoring for ALNCo, from ALNCo at Abersychan School, in effective setup and use of EDUKey. Map ALN provision using EDUKey software. Continue to map MAT, booster intervention and wellbeing provision using school-based documents. Provision map reviewed termly with relevant staff. 	<ul style="list-style-type: none"> Continuation of support and effective transition between year groups and Torfaen secondary schools (platform enables sharing of information). All responsible staff aware of provision in place for pupils in their care. Wider range of provision and suitable targets in place for learners as EDUKey provides suggested strategies. All ALN learners accessing suitable provision and support, regularly reviewed and adapted to meet evolving needs. All ALN learners making progress through appropriate targets. 	EDUKey (purchased in 2021-22). Pupil Progress meetings – no cost (cover provided by L3 staff).	PL in Autumn term. Launched in Spring.	Vulnerable Learners Provision Review – Spring 1. SDP Evaluation – Summer.
3. Improve standards of health & wellbeing for all learners.				
<p>Enhance the physical health and wellbeing aspect of the Health & Wellbeing AoLE to meet curriculum requirements:</p> <ul style="list-style-type: none"> Further develop links with local sporting provision – Blaenavon Blues; Blaenavon RFC; Blaenavon Netball Club; Bowling Club; Running Club; Martial Arts. Increase opportunities to promote and develop skills in activities learners can enjoy in the community (as trialled in July 22's sports week) – football; rugby; netball; cycling; skateboarding; gym use; dance; bowls; BMX; running. Continue work with Healthy Blaenavon Officer. 	<ul style="list-style-type: none"> Nearly all pupils able to say how they can keep themselves physically and mentally healthy. Wellbeing data shows improved wellbeing for many pupils between Autumn 1 and Summer 1. Nearly all pupils aware of physical activities they can enjoy in the local area. Most pupils speak positively about new sporting skills and interests. Nearly all pupils able to assist in an emergency situation as informed citizens. Staff, parents and pupils able to have informed discussions about healthy snacks children enjoy. 	Skateboarding & BMX lessons: £1200. CookStars: Provider applying for grant funding – no cost.	Impact evident final SDP review – Summer 2.	Curriculum Evaluation Summer. HW Lead monitoring.



<ul style="list-style-type: none"> Introduce CookStars healthy cookery lessons for learners in Year 6 and Year 2. Introduce Tooty Fruity Tuesday to relaunch school fruit tuck shop. Introduce First Aid lessons for all learners. Develop Forest School sessions to include orienteering and survival skills. 	<ul style="list-style-type: none"> Pre-Covid progress towards Healthy Schools Awards re-established ready to move forward. 			
<p>Establish the teaching of RSE across the school:</p> <ul style="list-style-type: none"> Adopt new RSE Policy and share with all stakeholders. Health & Wellbeing Lead to train all staff in requirements of RSE. Inform parents of new approach through presentation. Appropriate LA-recommended resources to be provided for all staff in shared area. Implement RSE curriculum across the school. 	<ul style="list-style-type: none"> All pupils are aware of the characteristics of healthy and unhealthy relationships. All pupils have an understanding of their rights and how to stay healthy. All learners respect diversity within the school community. Teaching and learning experiences comply with the legal requirements of the RSE Code. A majority of parents reassured about RSE teaching and learning in Wales. 	1 x staff meeting Spring 2.	Impact evident Summer 2.	HW Lead Monitoring. Stakeholder Views – Summer 2.
<p>Re-establish the involvement of the Values Team and classes in planning and leading collective worship:</p> <ul style="list-style-type: none"> Start monthly children's services at the local church led by Father Chris. Introduce the I Sing Pop resource to support children in planning the liturgy. 	<ul style="list-style-type: none"> Many children feel that worship is engaging and supports their wellbeing. All children accessing school worship are included in its planning and delivery. All children know where the local church is and that they are welcome to attend. Child-led worship takes place weekly and follows a liturgical approach. 	I Sing Pop - £250.	Impact evident end of Spring 2. Actions taken Autumn term.	RVE Lead monitoring.



<ul style="list-style-type: none"> • Head & Deputy to meet with the Values Team on a half termly basis to agree focus for worship. • Values Team to conduct termly L2L activities on collective worship. 				
Progress Towards Actions in Priority 1				
Autumn 2022				
Spring 2023				
Summer 2023				

<p>Priority:3 Leadership.</p> <p>Develop staff as leaders of learning, identifying and addressing professional learning needs and securing increasing impact on all learners.</p> <p>Inspection Areas:</p> <ol style="list-style-type: none"> 1. Learning. 2. Wellbeing and attitudes to learning. 3. Teaching and learning experiences. 4. Care, support and guidance. 5. Leadership and Management. 									
<p>Priority Lead: Anna Britten & Alison Coombs.</p> <p>Lead Governor: TBC in Full Governors.</p> <p>Pupil Groups involved in Priority: All.</p>									
<table border="1"> <thead> <tr> <th>Action/ Professional Learning</th> <th>Success Criteria</th> <th>Resources including use of Grant Funding</th> <th>Timescale</th> <th>Monitoring Arrangements</th> </tr> </thead> </table>					Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements					



				Who, What, Where When? See MER for dates.
1. Increase the impact of leaders.				
<p>Re-establish impact of senior leaders on progress and standards in teaching and learning, learner wellbeing and staff wellbeing:</p> <ul style="list-style-type: none"> • Regularly review progress towards School Development Plan, identifying further actions and planning 'who, when and how' to address. • Increase skill coverage planning sessions with Curriculum Lead to one per term. • Behaviour Lead to offer informal supervision (debrief) and practical support to staff dealing with challenging behaviour. • Increase release time for Foundation Phase Lead to regularly support staff in Progression Step 1 in developing effective classroom practice. • Share SLT professional contact details with all parents and carers within the progression step. 	<ul style="list-style-type: none"> • High impact of all SLT members evident across the school through all monitoring activities. • Curriculum further developed with appropriate breadth and balance. • Improved levels of staff wellbeing. • Parents and carers requiring high levels of support know and are known to relevant to progression step leads, and receive appropriate support and intervention. 	<p>Release time to be covered by HTAs and L3s – no additional cost.</p>	<p>From October 22.</p>	<p>Curriculum Evaluations. SDP Evaluation. Stakeholder SLT surveys – termly.</p>
<p>Build capacity to deliver EAS / National PL programmes:</p> <ul style="list-style-type: none"> • One SLT member to attend Middle Leader train the trainer training. 	<ul style="list-style-type: none"> • School effective in its role as Professional Learning Partner School with evident impact on practice in other schools. 	<p>EAS specific grant funded. Cost neutral.</p>	<p>Timescale TBC – awaiting dates.</p>	<p>SDP Evaluation.</p>



<ul style="list-style-type: none"> One middle leader to shadow SLT NPEP Lead. Two middle leaders to train as External Verifiers. 				
<p>Improve impact of MER cycle on learners:</p> <ul style="list-style-type: none"> Ensure clear link between SDP priorities, MER cycle, professional learning and staff performance management targets. Establish Learning Ditectif Grwp (pupils) to monitor learning and feed back to peers. Train new governors in link governor role. Further support and train no trained middle leaders in conducting effective termly monitoring in subject areas. 	<ul style="list-style-type: none"> All MER activities focus on the impact on learners with clear actions addressed within an appropriate time scale. Pupils demonstrate an increased understanding of their own improvements and next steps in learning, as individuals and classes. New governors are effective in their role, providing appropriate support and challenge for staff. 	Middle leader training release – cost TBC. (Grant funded)	Cycle & Ditectif established in Autumn term. Link Govs trained by Chair in Autumn term. Middle leaders trained/refresher trained by DHT (Regional PL Lead) in Autumn 2.	SDP Evaluation. AoLE Lead monitoring.
<p>2. Empower staff to take an active role in professional development.</p>				
<p>Develop peer to peer support and collaborative working with colleagues in other schools through joint project planning:</p> <ul style="list-style-type: none"> AoLE teams to work with cluster colleagues, developing a range of learning experiences. Year group staff to work with colleagues in same year group in other schools (Garnteg, Cwmffrdoer, Ponthir, 	<ul style="list-style-type: none"> Improved staff wellbeing and reduced workload. Pupils accessing rich topics and collaborating with pupils in other schools. Improved standards of teaching and learning for all staff (tracked using staff development overviews). 	1 x cluster training day. Cross-school planning meetings. Staff PL release - £1920.	From Autumn 1.	Curriculum Evaluations. Staff wellbeing surveys – PM Cycle.



Maendy, Croesyceiliog) to share practice.				
Develop staff understanding of 12 Pedagogical Principles: <ul style="list-style-type: none"> • Introduce new FADE form focussed on pedagogical principles. • Identify principles in need of development, prioritise and focus on in professional learning staff meetings. • All staff to undertake short action research projects by implementing strategies to develop an identified principle in their classroom and feedback in staff meeting. • Train staff as Walkthru coaches. • Establish Walkthru approach. 	<ul style="list-style-type: none"> • A range of teaching and learning approaches evident in all classrooms through curriculum reviews. • Staff aware of individual and whole school strengths and development needs in pedagogy. • Appropriate action plans and support in place to develop expertise of all staff. • All teaching has secure impact on learning or better. • Improved standards of teaching and learning for all staff (tracked using staff development overviews). 	Walkthru Coaching & Mentoring sessions – cover provided by L3 staff.	Autumn 2 – start. Action research projects – within PM cycle.	Performance Management. Curriculum Reviews (all). SDP Evaluation.
Develop staff self-reflection on impact on learners: <ul style="list-style-type: none"> • Introduce new teaching & learning review sheets for teachers and teaching support staff which build on previous MER activities and support continuous development. • Introduce performance management for admin and premises staff. • Train Middle Leaders in effective leadership. 	<ul style="list-style-type: none"> • Improved standards of teaching and learning for all staff (tracked using staff development overviews). • All staff, including non-teaching support staff, aware of the impact their role has on pupils and how to improve this impact. • All staff progressing through performance targets with positive impact on learners. • Middle leaders effectively support and challenge colleagues, securing impact on learners. • All teaching and learning staff reflecting on the impact of professional learning 	Middle leaders release to shadow senior staff in learning walks relevant to their area – cover provided by L3.	Implement Autumn for initial activities. Impact evident end of Summer 23.	Performance Management. All Curriculum & Peer reviews.



<ul style="list-style-type: none"> • Involve LLC English, LLC Welsh, MN and ST AoLE Leads in learning walks alongside senior staff. • Support staff in maintaining Professional Learning Passports or records through delegated staff meeting time. 	and taking increasing responsibility for their own professional development.			
3. Increase the impact of pupil leadership.				
Further develop impact of Pupil Voice Groups: <ul style="list-style-type: none"> • Increase representation of younger classes in Pupil Leadership Team. • Appoint Children's Commissioner Ambassadors to lead Pupil Leadership Team and Values Team work on children's rights. • Link Criw Cymraeg with pupils in the local Welsh-medium primary for joint projects focusing on the local community. • Continue work of Digital Leaders. • Re-establish Sports Ambassadors to work with Little Voices in developing healthy Blaenavon. • Continue work of ECO Council. • Increase opportunities for Heddlu Bach to support the community in local events: Remembrance Parade; Christmas Fayre; Heritage Day. 	<ul style="list-style-type: none"> • Impact of pupils on school curriculum, wellbeing, leadership and management, and wider community evident. • All pupil voice group members identify their impact on the school and community and can articulate it to others. • Increased opportunities for children to impact on the community and wider world are evident. 	No cost.	Actioned form Autumn 1. Evident from summer term.	SDP Evaluation Summer.



Become a Rights Respecting School: <ul style="list-style-type: none">• Sign up to Rights Respecting School.• Complete Questionnaires.• Create Action Plan.	<ul style="list-style-type: none">• All pupils aware of their rights.• Children's rights are put into practice every day, impacting on the actions taken by adults in the school community.• Bronze Award.	No cost.	Launch journey in Summer term. (Raise awareness in assemblies and lessons from Autumn.)	Rights Respecting School Bronze Award achieved Autumn 23.
Progress Towards Actions in Priority 3				
Autumn 2022				
Spring 2023				
Summer 2023				

Glossary

EAS =Education Achievement Service (Consortia)	SDP = School Development Plan
FSM =Free School Meals	HT = Head teacher
AoLE = Area of Learning	ML = Maths Lead



SIP= School Improvement Partner	LL = Literacy Lead
COG = Chair of Governors	ALNCo = Additional Learning Needs Coordinator
DHT = Deputy Head teacher	RWI = Read Write Inc
PL = Professional Learning	FP = Foundation Phase
SLT =Senior Leadership Team	EOKS2 = End of Key Stage 2
SLO= Schools as Learning Organisations	SPLD = Speech and language difficulty
CfW = Curriculum for Wales	VCOP = Vocabulary, Connectives, Openers, Punctuation
FADE = Focus, Analysis, Do, Evaluation	AFL = Assessment for Learning
KS2 = Key Stage 2	ALN = Additional Learning Needs
PACT = Parents and Children Together	NQT = Newly Qualified Teacher
HLTA = Higher Level teaching assistant	TIS = Trauma Informed Schools
WSA = Whole School Approach	

Definitions

School improvement cycle	The school's cycle of activities for raising standards and improving learner outcomes. The annual process and timetable of self-evaluation – strategic planning – implementing plans - reviewing impact
MER (monitoring, evaluation and review) cycle	The annual calendar of self-evaluation activity that informs progress judgements and identifies key priorities for improvement as well as what is going well.



Evaluation	<p>What impact have we made and what have we learned? Evaluation involves:</p> <ul style="list-style-type: none"> • making professional judgements about progress towards meeting the expected outcomes stated in the plan's success criteria and associated milestones • judging the impact of the improvements on standards, provision or leadership • considering what has contributed to achieving the outcomes. • recognising the reasons why some aspects of the plan were less successful and amending the plan accordingly
Priority	<p>It is recommended to have a maximum of 5 for current year. Clearly defined areas that the school identifies for improvement. These will be in the context of the school vision and derived from self-evaluation, local, regional and national priorities and any Estyn recommendations as a consequence of inspection.</p>
Action	<p>What we will do differently to achieve our priorities and targets including professional learning opportunities to enable all staff to carry out their nominated roles successfully An action sets out strategically what the school intends to do/do differently to achieve a priority and its associated success criteria. School, year group and departmental improvement plans are made up of several action plans. These clearly identify the detailed actions to be carried out.</p>
Success criteria	<p>Success criteria include quantitative and qualitative outcomes that will indicate whether the actions in the plan have had the desired impact. They refer to what the school would expect to see at identified points throughout the cycle if the school is on track to achieve the success criteria identified for the priority/action.</p>
Monitoring arrangements	<p>The <i>who, what, where, when</i> of judging progress towards actions and success criteria.</p> <ul style="list-style-type: none"> • Who is responsible for the activities, with clear, concise timescales? • The resources needed to implement the plan along with costs and funding source • The monitoring arrangements - how the school will check that the action is on track and is being implemented in accordance with the plan and whether any changes are needed e.g., ETLF (Excellence in Teaching and Leadership Framework) (Excellence in Teaching and Leadership Framework) (Excellence in Teaching and Leadership Framework) work scrutiny, learning walks, leaner voice, data analysis. • When and how overall progress with the action plan will be evaluated during the year
Milestones	<p>Allows for significant stages to be clearly identified in the implementation and impact of an action/priority to enable on-going progress to be judged on a regular rather than single/annual basis.</p>



Resources	The staffing, physical resources and finance needed to implement the action. This will require reference to the increasing range of specific grants available to schools and will also inform impact evaluation of grant expenditure.
Partnership working	<p>The School Improvement Plan must contain details of how the governing body will work with the wider community to achieve the school's strategic priorities.</p> <p>Partners and stakeholders include:</p> <ul style="list-style-type: none"> • pupils • parents • governors • other schools, for example peer working, LNS schools, cluster working, Pioneer school • businesses and other agencies e.g., Sutton Trust, PIXL • the local community • the local authority/EAS

