

Blaenavon Heritage VC Primary School



School Improvement Document

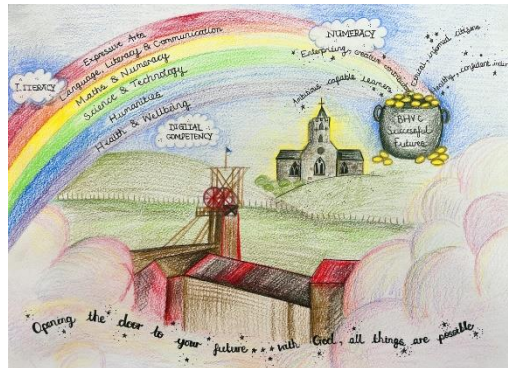
2023- 2024

Opening the door to your future... with God all things are possible!



Pupil Voice

Actions suggested by pupils, and those which pupils felt especially strongly should be a priority, are indicated in blue.



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%



At BHVC Primary School we:

Believe that all our learners can be creative, confident individuals who take responsibility for their actions in a safe, stimulating Christian environment.

Lay the foundations for happy and fulfilling lives with healthy minds and bodies.

Acknowledge and meet the needs of all our learners, promoting a positive self-image and high aspirations.

Establish a safe, challenging learning community to develop a strong sense of belonging.

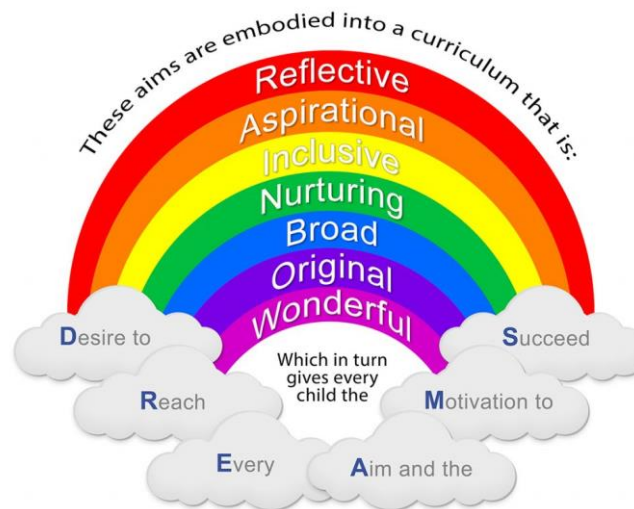
Nourish the minds of all our learners through the delivery of an enriched and enhanced skills based and values curriculum.

Actively foster the moral and spiritual wellbeing of every learner, developing understanding and mutual respect.

Value our community and rich heritage to develop an awareness of our position in the wider world.

Offer opportunities for learners to express themselves creatively and take risks.

Nurture and develop a love of God, one another and themselves.



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To be read in conjunction with the Grant Plan.



2022-2023	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Cohort	62	52	57	58	61	61	56	57	464
Male									
Female									
FSM		15	21	25	25	27	28	20	161 (35%)
Families First / Space Wellbeing									5
CASP									2
CP Register									2
CLA									13
EAL			1	1			1		3
Targeted – 1PP									18
Specific - IDP									7
Statement / LA IDP									4

Contextual Information September 2023



National Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Y	A	Y	Y	Y	Y	No Categorisation for schools	No categorisation for schools	No categorisation for schools	No categorisation for schools

Self-Evaluation

Self-Evaluation of progress since last inspection

Estyn Recommendation	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
R1 Improve pupils' extended writing.	<p>Spring 2023: Writing Journey approach is evident in all year groups. Nearly all classes have covered a good range of genres. Most FP staff using the Writing Journey approach effectively and all have shared evidence during staff meetings. Progression was clear in nearly all year groups and for nearly all learners. Nearly all classes are using green and pink to uplevel literacy work. Nearly all classes are differentiating literacy work to meet the needs of their learners. Not all learners are exploring sentence structures and types through the use of Alan Peat resource. Not all teachers are planning and delivering warm up sessions to keep skills on the boil. Independent use of phonic skills needs further development. The Literacy Lead has identified appropriate actions.</p> <p>Following research LLC lead implementing Accelerated Reading assessment. Training is still ongoing for the online reading assessments, but trials have begun.</p>			



	Summer 2023: No further evidence of impact. Time needed to develop, refine and embed.
R2 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively.	<p>Spring 2023: Staff have received training in impactful marking. This remains inconsistent. Research is needed into effective marking in Learning Journal books.</p> <p>Pupil voice indicates that verbal feedback and discussion around learning journal work is impactful. Many pupils spoken with can identify how teacher feedback has helped them to improve their work, including positive use of growing green and tickled pink. Use of next steps and gap close comments is underdeveloped.</p> <p>New assessment platforms have been purchased / developed and are being trialled by individual staff members: Language Continuum; RWInc tracker; Accelerated Reader; Freckle; Music Express; Expressive Arts Continuum.</p> <p>Summer 2023: Assessment cycle and assessment formats have been reviewed. New tracker, cycle and range of assessments are in place for September 2023 launch.</p> <p>New marking policy is under development for September 2023 launch, based on staff and learner feedback and cluster practice sharing.</p> <p>Range of assessments has been added to through cluster practice sharing.</p>
R3 Challenge all pupils through consistent and effective teaching.	<p>Spring 2023: SDP progress and targets are regularly shared with all staff. Middle leaders are increasingly involved in monitoring and evaluation activities to secure improvement. Standards of teaching are sustained, where already at least secure, or improving for the majority of staff. Action plans are in place for all teaching staff to secure improved performance. All staff have clear areas for development. Support is in place as required.</p> <p>Impact of pupil voice groups is variable between groups and needs further development.</p> <p>Summer 2023: Summer 2 Curriculum Review evidences secure impact on learners for nearly all teachers (86.7%) with elements of high impact in around half. Processes are in place to appropriately challenge underperformance and provide support to secure improvement.</p>



R4 Ensure that relevant professional learning improves provision and pupils' outcomes.

Spring 2023: Literacy Training & Middle Leader Impact: Writing Journey approach is evident in all year groups. Nearly all classes have covered a good range of genres. Most FP staff using the Writing Journey approach effectively and all have shared evidence during staff meetings. Progression was clear in nearly all year groups and for nearly all learners. Nearly all classes are using green and pink to uplevel literacy work. Nearly all classes are differentiating literacy work to meet the needs of their learners. Not all learners are exploring sentence structures and types through the use of Alan Peat resource. Not all teachers are planning and delivering warm up sessions to keep skills on the boil. Independent use of phonic skills needs further development. The Literacy Lead has identified appropriate actions.

Following research LLC lead implementing Accelerated Reading assessment. Training is still ongoing for the online reading assessments, but trials have begun.

Effective Classrooms Impact: All KS2 staff enthusiastic to implement training from Cath Delve (Effective Classroom Practice). All staff are now developing their classroom environments to include curriculum 'stations'.

Middle Leader Impact: A range of mathematical skills is being taught across the school. Excellence in Mathematics is mostly used effectively to support development of skills. In most classes tasks ensure appropriate progress is made. An appropriate level of challenge is provided for most learners across the school in mathematics. Tasks are mostly appropriately differentiated, but level of challenge needs to be improved in some classes. Consistency of coverage in number, geometry, algebra and statistics needs to improve across all progression steps. The frequency of application of maths skills across the curriculum needs to increase.

Middle Leader Impact: Children are enthusiastic about Welsh and making progress. However, work is not always evidenced effectively to allow children to revisit learning and many learners continue to work below age-expected level. To ensure all Welsh oracy is recorded, Padlet to be used by all year groups.

PL Impact: Staff are deployed appropriately to support learners as required. The FEO has increased school's capacity to support families. TIS and Team Teach strategies are being used consistently by ALN support and SLT staff members. Appropriate plans are in place for all learners with ALN; implementation of EDUKey (currently being trialled by staff) will strengthen these. Universal provision is developing in classes.

Attendance is improving from a low baseline. Attendance meetings are being held in line with school policy and there has been a small reduction in numbers of persistent absentees. The school remains below pre-pandemic levels.

Opportunities for children to access a wider range of sporting experiences need further development and capacity has been increased within the HW Team to facilitate this.

Summer 2023: Further impact not yet evident.



	Funding used to release senior staff (HT / DHT) alongside wider SLT and Middle Leaders from September to ensure all monitoring focuses clearly on impact on learners and timely actions are identified and followed up.
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Section 50 Recommendation	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Create effective and detailed evaluation sheets for collective worship and religious education (RE)				
Rewrite the RE schemes of work to ensure pupils are engaged and challenged in lessons				
Develop the sensory garden into an inspiring spiritual area where staff and pupils can go for reflection in a special place				
Increase the role of the values team so they become more involved in planning and implementing the core Christian values being embedded in the school				
Set a more regular timetable for worship at the local church				
Make the worship table a more central focal point for worship				



Self-Evaluation of Progress with 2022-23 Priorities

Evaluation 2022-23				
Priority	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Embed a creative and sufficiently challenging curriculum, using a blend of approaches to support learning.	<p>Writing Journey approach is evident in all year groups. Nearly all classes have covered a good range of genres. Most FP staff using the Writing Journey approach effectively and all have shared evidence during staff meetings. Progression was clear in nearly all year groups and for nearly all learners. Nearly all classes are using green and pink to uplevel literacy work. Nearly all classes are differentiating literacy work to meet the needs of their learners. Not all learners are exploring sentence structures and types through the use of Alan Peat resource. Not all teachers are planning and delivering warm up sessions to keep skills on the boil. Independent use of phonic skills needs further development. The Literacy Lead has identified appropriate actions.</p> <p>Following research LLC lead implementing Accelerated Reading assessment. Training is still ongoing for the online reading assessments, but trials have begun.</p> <p>All KS2 staff enthusiastic to implement training from Cath Delve (Effective Classroom Practice). All staff are now developing their classroom environments to include curriculum 'stations'.</p> <p>New ipads, cases and chrome books purchased to support PS1 and 2 ICT skills. Review impact in summer term.</p> <p>A range of mathematical skills is being taught across the school. Excellence in Mathematics is mostly used effectively to support development of skills. In most classes tasks ensure appropriate progress is made. An appropriate level of challenge is provided for most learners across the school in mathematics. Tasks are mostly appropriately differentiated, but level of challenge needs to be improved in some classes. Consistency of coverage in number, geometry, algebra and statistics needs to improve across all progression steps. The frequency of application of maths skills across the curriculum needs to increase.</p>			



	Children are enthusiastic about Welsh and making progress. However, work is not always evidenced effectively to allow children to revisit learning and many learners continue to work below age-expected level. To ensure all Welsh oracy is recorded, Padlet to be used by all year groups.
Raise standards in writing.	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 is not clearly evident for all learners. Evidence of application of Read Write Inc skills in written work is developing in a majority of classes. Progress in emergent writing skills is not yet evident for many early writers.
Ensure next steps and gaps in learning are systematically and regularly addressed for all learners in literacy and number skills.	Nearly all learners sufficiently challenged in developing reading skills. Many learners are reading below age expectation according to new AR data. NT data indicates 71% of children are at or above age expectations while 29% are below. However, the percentage below reduces from 46% in Y2 to 25% in Y6. Nearly all learners demonstrating a positive attitude towards reading. Wide range of texts available for all learners via MyOn, however learners have had limited opportunities to access these at this early stage. Pupil work demonstrates sufficient coverage of a range of mathematical skills, knowledge and experiences. The majority of learners working below, at and above age expectation are clearly identified and targeted. Nearly all learners appropriately supported and challenged to address gaps and progress through next steps. The Impact of 'What Matters in Maths' training is limited. Many learners working at age expectation or above. Learners are not yet sufficiently empowered to develop own understanding of mathematical concepts.
Revise and rebuild pupils' Welsh language skills and confidence. (Added in Spring following Estyn inspection.)	Welsh language taught in context evident in all pupil books. In KS2 Welsh is in Welsh books if it does not link with topic. There is evidence of emerging links to topic. A majority of pupils accessing work at the expected level (Welsh continuum) by end of summer term. There is limited evidence to show pupils working within Progression Step 2 and above making progress in Welsh reading. Nearly all pupils enjoying Welsh texts. There is limited evidence of pupils once again able to independently use Welsh oracy patterns at age-expected level.
Ensure assessment approach impacts on learner progress and school evaluation.	Action research has been undertaken across the school and a consistent approach to marking and feedback has now been agreed. Progress evident in nearly all learner work (cause for concern raised where not). A majority staff understand importance of depth in learning. Many staff have appropriately challenging expectations for all learners. Assessments have been sourced to provide useful data and support learner progress across all AoLEs. Assessments for LLC support identification of learners needing support and targeting of appropriate support. Secondary schools receive clear data to support transition.



<p>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>	<p>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. A majority of Upper KS2 pupils make choices about appropriate resources to complete a given task. In listening to learners, many learners are aware of the four purposes and able to articulate progress towards them. Adequate budget for digital provision maintained. Learners need to develop a wider range of digital skills in line with Progression Step expectations, to include data handling. A majority of learners in Year 2 able to use a keyboard independently. All learners experience regular music lessons at an appropriate level of challenge. RVE teaching and learning linked to theme is at an emergent stage in all classes. Nearly all pupils are engaged and appropriately challenged in RVE lessons, however, these need to be taught more frequently. RVE teaching and learning develops learners as objective and critical thinkers, demonstrating respect for a range of religious and non-religious philosophical worldviews.</p>
<p>Improve standards of health and wellbeing across the school, ensuring the needs of individuals are met.</p>	<p>Staff are deployed appropriately to support learners as required. The FEO has increased school's capacity to support families. TIS and Team Teach strategies are being used consistently by ALN support and SLT staff members. Appropriate plans are in place for all learners with ALN; implementation of EDUKey (currently being trialled by staff) will strengthen these. Universal provision is developing in classes.</p> <p>Attendance is improving from a low baseline. Attendance meetings are being held in line with school policy and there has been a small reduction in numbers of persistent absentees. The school remains below pre-pandemic levels.</p> <p>Opportunities for children to access a wider range of sporting experiences need further development and capacity has been increased within the HW Team to facilitate this.</p>
<p>Ensure vulnerable learners are identified and supported.</p>	<p>Parents and pupils report feeling supported by the school and knowing who to turn to for help. All learners receive appropriate and effective challenge and support. Gap closed between performance in Year 4 compared with other year groups: a 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. 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. Many 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. Attendance has improved but remains below pre-pandemic levels. Persistent absenteeism reduced. Attendance action plans in place for all pupils causing concern. Nearly pupils aware of importance of regular attendance.</p>



<p>Implement the ALN Code for the benefit of all learners.</p>	<p>School compliant with requirements of ALN reform. All staff meeting needs of learners with ALN. Appropriately challenging and supportive plans in place 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. Classroom environments and shared areas meeting needs of most learners through universal provision. However, universal provision is not yet 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. EDUKey not yet used to ensure 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. Many staff beginning to use EDUKey to access a 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. Nearly all ALN learners making progress through appropriate targets.</p>
<p>Improve standards of health & wellbeing for all learners.</p>	<p>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. Nearly all learners respect diversity within the school community. Teaching and learning experiences comply with the legal requirements of the RSE Code. Nearly all parents reassured about RSE teaching and learning in Wales. Many children feel that worship is engaging and supports their wellbeing. However, children are not yet sufficiently actively involved in planning and leading worship.</p>
<p>Develop staff as leaders of learning, identifying and addressing professional learning needs and securing increasing impact on all learners.</p>	<p>SDP progress and targets are regularly shared with all staff. Middle leaders are increasingly involved in monitoring and evaluation activities to secure improvement. Standards of teaching are sustained, where already at least secure, or improving for the majority of staff. Action plans are in place for all teaching staff to secure improved performance. All staff have clear areas for development. Support is in place as required. Impact of pupil voice groups is variable between groups and needs further development.</p>



<p>Increase the impact of leaders.</p>	<p>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 progression step leads and receive appropriate support and intervention. All MER activities focus on the impact on learners with clear actions addressed within an appropriate time scale. Clear actions and timescales need to be recorded on all FADEs. 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.</p>
<p>Empower staff to take an active role in professional development.</p>	<p>Improved staff wellbeing and reduced workload. Improved standards of teaching and learning for nearly all staff (tracked using staff development overviews). 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. The majority of teaching has secure impact on learning or better. Many staff, including non-teaching support staff, are increasingly aware of the impact their role has on pupils and how to improve this impact. Nearly 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 reflect on the impact of professional learning and take increasing responsibility for their own professional development.</p>
<p>Increase the impact of pupil leadership.</p>	<p>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.</p>



School Development Plan

Key Priorities 2023-2026

Year 1 2023-2024	Priority
1	Secure progress in literacy skills for all learners.
2	Ensure mathematics and numeracy learning experiences meet the needs of all learners.
3	Further develop the impact of leaders at all levels to establish the unique Church in Wales ethos, improving provision and pupil outcomes.
4	Establish a whole school approach to progression and assessment.

Year 2 2024-2025	Priority
1	Further develop progression in Welsh language skills for all learners.
2	Further develop progression in mathematics through use of manipulatives and targeted intervention.
3	Increase opportunities for independent discovery-based learning.
4	Develop learner reflection, self-assessment and response to teacher feedback through use of Digital Portfolios.



Year 3 2025-2026	Priority
1	Improve curriculum planning to make links between English, Welsh and international languages and support development of language skills.
2	Refine the curriculum to further celebrate Welsh language and culture, diversity and the Church ethos.
3	Develop the role of middle leaders to improve impact on learner wellbeing and achievement.
4	Further develop assessment, tracking and improvement processes for pupil progress and attendance.

Links to National, Regional, Local Priorities and National Mission for Wales

National Mission:

Objective 1: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future. What we will do: Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.

Objective 2: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work. What we will do: Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.

Objective 3: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances. What we will do: Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.

Objective 4: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged. What we will do: Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.

Objective 5: Community-based learning, with strong institutions engaging, integrating and being empowered by their communities. What we will do: Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally.



Objective 6: Cymraeg belongs to us all, giving every learner equal access to the language and the opportunity to reach their potential. What we will do:
Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.

LA Priorities:

Improve outcomes for all learners, particularly in secondary schools.

Ensure leaders facilitate high quality self-evaluation and improvement planning processes.

Ensure all Torfaen schools have a clear strategy for improving the quality of teaching and learning with particular focus on the development of literacy, numeracy, digital, personal and social skills across the curriculum.

Ensure that Curriculum for Wales is effectively implemented.

Develop a shared understanding of learner progression by all stakeholders.

Support schools to raise the rates of attendance and reduce the rates of exclusions.

LA SSE Focus:

Autumn: Teaching and Learning – challenge, differentiation and expectation that meets the needs of all learners.

Spring: Teaching and Learning – How effective feedback at improving learning? Does teaching and learning encourage learners to reflect on progress being made?

Summer: Learner progress – How good is learner progress in LLC?

Torfaen LA County Plan:

We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives.

We will encourage and champion children, young people and families so they can thrive.

We will tackle inequality by focusing on early identification and prevention activities that support people to live independent and fulfilling lives.

Priority 1

Secure progress in literacy skills for all learners.

Estyn Recommendation Link – Improve pupils’ extended writing.

National Mission – Objective 2; Objective 6.



Priority Lead: Heidi Wilson Key Staff: Languages, Literacy & Communication Team Governor Lead: Janet Jones Pupil Groups involved in monitoring priority: Criw Cymraeg				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<ul style="list-style-type: none"> Implement RWInc, Nessy and NLS spelling programme weekly across the school, and further develop use of spelling strategies in lessons. 	<ul style="list-style-type: none"> Nearly all learners making expected (for each individual) or better progress towards targets in spelling. Nearly all learner voice and work evidence secure application of spelling skills. Classroom environments and /or timetables evidence use of spelling supports. 	RWInc 12months = £143 (additional training) Nessy = £1298 (59 pupils) LLC Lead Release = ½ day per half term (HLTA cover)	Experiment – October 2023 Expand – January 2024 Embed – April 2024	Schonell Spelling May 24 Extended Write June 24
<ul style="list-style-type: none"> Improve handwriting and formation for all learners; introduce joined handwriting of vowel digraphs from Year 2 and key words from Year 3. 	<ul style="list-style-type: none"> Improved formation / handwriting evident for many learners (Feb 24), most (June 24). Handwriting in line with year group expectation for a majority of learners (Feb 24), many learners (June 24). Listening to learner book look activities evidence clear weekly handwriting focus. 	N/A LLC Lead release = ½ day per half term (HLTA cover)	Explore – September 2023. Experiment – October 2023. Expand – January 2023. Embed – April 2024.	Extended Write Feb & June 24



<ul style="list-style-type: none"> Implement Teaching Talking Intervention Programme in Foundation Phase. 	<ul style="list-style-type: none"> All children requiring speech and language intervention clearly identified by ALN Team and receiving weekly intervention from October 23. Nearly all children receiving intervention making expected progress or better. Children not making expected progress referred for further support. 	<p>ALN Team member release = ½ day per term from Autumn 2</p>	<p>Embed – November 2023.</p>	<p>ALN Team intervention impact reviews Autumn 2, Spring 2, Summer 2</p>
<ul style="list-style-type: none"> Continue to develop practice in RWInc (daily), Teach a Monster to Read, Corrective Reading and Accelerated Reader (weekly), ensuring learners are on the correct programme for their needs. 	<ul style="list-style-type: none"> Listening to learner activities evidence daily reading. Most children making expected progress or better in reading. All children requiring reading intervention clearly identified by ALN Team and receiving daily / weekly intervention (as appropriate) from October 23. Children not making expected progress referred for further support. 	<p>RWInc 12 months = £143 (additional training) Teach a Monster to Read = £0 Intervention Lead TA = Grant funding Accelerated Reader 12 month = £4500 (with MyON)</p> <p>LLC release = ½ day per half term</p>	<p>Expand - October 2023. Embed – February 2024.</p>	<p>LLC Lead & ALNCo Reading Reviews Spring 1, Summer 1. Termly AR data analysis. ALN Team intervention impact reviews Autumn 2, Spring 2, Summer 2</p>
<ul style="list-style-type: none"> Increase the impact of the Writing Journey approach through the use of quality feedback linked to bespoke success criteria. 	<ul style="list-style-type: none"> Extended writes reflect skills practised and developed through build up activities. Build up activities link to genre and are appropriate to learner stage and next steps. Learner voice and learner work evidence teacher feedback moving learning forward and effectively closing gaps. 	<p>5x staff training sessions with Cath McMahon.</p> <p>Curriculum Lead non-teaching ½ day per week.</p>	<p>Expand (new staff) – September 2023. Embed – January 2023.</p>	<p>Extended Writes October, December, February, April, June.</p> <p>LLC Writing Journey Impact reviews x3.</p>



		Joint monitoring between Curriculum Lead and LLC Lead = 1 day per term.		
<ul style="list-style-type: none"> Ensure all classes complete at least 2 literacy journeys linked to Welsh authors, events or figures. 	<ul style="list-style-type: none"> Many learners aware of the impact of Welsh writers. Nearly all learners have positive Welsh role models. 	<p>Curriculum Lead non-teaching ½ day per week to support.</p> <p>Staff meeting to share practice.</p>	<p>Experiment – October 2023.</p> <p>Expand – January 2024.</p> <p>Embed – April 2024.</p>	<p>SLT ½ termly book looks (linked to year groups).</p> <p>Extended Writes October, December, February, April, June.</p> <p>LLC Writing Journey Impact reviews x3.</p>
<ul style="list-style-type: none"> Increase use of Welsh through individual year group focus on phrase of the week; daily Welsh oracy activities and Welsh reward sticker system; playground Welsh games. 	<ul style="list-style-type: none"> Learner voice and learner work evidence increased enthusiasm and confidence in Welsh language use between Autumn 1 and Summer 2. Many children speaking Welsh in line with age expectation (Summer 2). Many pupils have a positive attitude towards learning Welsh. 	<p>Welsh Lead release 1 day per term.</p> <p>Joint monitoring between Welsh Lead and Curriculum Lead / DHT.</p>	<p>Experiment – October 2023.</p> <p>Expand – February 2024.</p>	<p>Welsh Language Reviews 1 per term.</p> <p>Silver Award progress reviews ½ termly.</p>
<ul style="list-style-type: none"> Monitor and review learner progress in Welsh through weekly recording of Welsh oracy, reading or writing, and termly recording of individual, paired and group oracy activities assessed against continuum. 	<ul style="list-style-type: none"> Accurate assessment data for ability of all children in Welsh language. Evidence of progress in Welsh language. Children requiring additional support in Welsh identified and included in Welsh booster intervention group fortnightly. 	<p>Welsh Lead release 1 day per term.</p> <p>Joint monitoring between Welsh Lead and Curriculum Lead / DHT.</p>	<p>Expand (Following previous practice in Y6) – October 2023.</p>	<p>Welsh Language Reviews 1 per term.</p>



		2xTA released ½ day fortnightly for Welsh booster clubs.		
Progress Towards Actions in Priority 1				
Autumn 2023				
Spring 2024				
Summer 2024				

Priority 2				
Ensure mathematics and numeracy learning experiences meet the needs of all learners.				
Estyn Recommendation: R3 Challenge all pupils through consistent and effective teaching. National Mission Link – Objective 2, Objective 4.				
Priority Lead: Alison Coombs Key Staff: Mathematics & Numeracy Team Governor Lead: Liam Cowles Pupil Groups involved in monitoring: School Council				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<ul style="list-style-type: none"> Re-introduce mathematics packs in all classes from Reception – Year 6 and ensure children have independent access to additional equipment. 	<ul style="list-style-type: none"> Improved resilience and increased independence evident for many learners in learning walks and learner voice. 	<ul style="list-style-type: none"> 1x Twilight session for TAs with DHT. 1-day joint monitoring per term for 2x Maths Leads with DHT 	<ul style="list-style-type: none"> Expand (new staff and lapsed practice) – November 2023. Embed – May 2024. 	<ul style="list-style-type: none"> Maths & Numeracy Impact Reviews x3.



<ul style="list-style-type: none"> Model and guide use of manipulatives through warm-up activities and provide weekly opportunities for the use of manipulatives in mathematics and numeracy tasks, including reasoning. 	<ul style="list-style-type: none"> Most lessons demonstrate active learning during warm up sessions with high levels of engagement for most learners. Most learners able to independently use manipulatives appropriately to solve a range of problems. Most mathematics and numeracy lessons demonstrate secure or high impact on learners. Staff feel more confident in planning and facilitating effective maths and numeracy tasks. 	<p>Staff training with Lynwen Barnsley = £300</p> <p>Staff training with Ceri Waters = TBC</p> <p>Curriculum Lead non-teaching ½ day per week and available to model / offer further support.</p>	<p>Explore – December 2023. Experiment (element per focus group) - January 2024. Expand (share practice) – March 2024.</p>	<p>Curriculum Review – Maths & Numeracy focus.</p>
<ul style="list-style-type: none"> Ensure all learners have fortnightly opportunities to apply mathematics and / or numeracy skills in rich learning tasks. 	<ul style="list-style-type: none"> Nearly all Learning Journals evidence fortnightly application of skills in rich tasks. Learner voices evidence regular purposeful use of mathematical and numeracy skills. 	<p>3x staff meetings sharing practice.</p> <p>Curriculum Lead non-teaching time for L2L.</p>	<p>Expand – October 2023. Embed – April 2024.</p>	<p>Maths & Numeracy Impact Reviews x3. Staff meetings minutes.</p>
<ul style="list-style-type: none"> Provide fortnightly opportunities for all learners to tackle reasoning tasks. 	<ul style="list-style-type: none"> National Numerical Reasoning Tests evidence progress in reasoning skills for most learners in Year 2- Year 6. Learner voices evidence increase confidence in tackling reasoning tasks. 	<p>3x staff meetings sharing practice.</p> <p>Curriculum Lead non-teaching time for L2L.</p>	<p>Expand – October 2023. Embed – April 2024.</p>	<p>Maths & Numeracy Impact Reviews x3. Staff meetings minutes.</p>
<ul style="list-style-type: none"> Implement 10DD, bespoke maths catch-up and Freckle, ensuring programmes are used correctly to meet learner need. 	<ul style="list-style-type: none"> All children requiring mathematics and numeracy intervention clearly identified by ALN Team and receiving weekly intervention from October 23. Nearly all children receiving intervention making expected progress or better. Children not making expected progress referred for further support. 	<p>Freckle - £2706</p> <p>M&N Leads release ½ day per term.</p>	<p>Expand interventions – November 2023. Explore Freckle – October 2023.</p>	<p>Freckle data analysis. ALN Team intervention impact reviews Autumn 2, Spring 2, Summer 2</p>



	<ul style="list-style-type: none"> Learner voices evidence learner knowledge of progress made, and skills mastered. Freckle data evidences expected progress or better for most learners in Year 2- Year 6. 		Experiment Freckle – November 2023. Expand Freckle – January 2024.	
Progress Towards Actions in Priority 1				
Autumn 2023				
Spring 2024				
Summer 2024				

Priority 3				
Further develop the impact of leaders at all levels to establish the unique Church in Wales ethos, improving provision and pupil outcomes.				
Estyn Recommendation Link: R4 Ensure that relevant professional learning improves provision and pupils' outcomes. National Mission Link – Objective 1; Objective 3; Objective 4.				
Priority Lead: Claire Crew & Hilary Roberts Key Staff: ALN Team, Science & Technology Team, Health & Wellbeing Team, Expressive Arts Team, Humanities Team Governor Lead: Heather Watkins Pupil Groups involved in monitoring: Sports Ambassadors; Heddlu Bach				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<ul style="list-style-type: none"> Develop leadership skills of SLT teachers in area of school improvement to enable SLT to further establish unique school ethos. 	<ul style="list-style-type: none"> Senior Leaders impacting upon learner wellbeing, provision, progress and standards. Senior Leaders effectively supporting Middle Leaders to impact upon learner 	Dr Simon Brakespear EAS Leadership Training 3x£350.	Explore – November 2023. Experiment – March 2024.	Termly SDP impact review.



	<p>wellbeing, provision, progress and standards.</p> <ul style="list-style-type: none"> Senior Leaders effectively managing own areas of SDP and MER cycle with clear actions and impact identified. 	Weekly SLT release time available for staff with teaching responsibilities.		
<ul style="list-style-type: none"> Develop upstairs corridor area to facilitate independent learning through skill development, research and experimentation: Investigation Area; Digital Skills Area; Creativity Area; Production Area; Library; Food Preparation Area. 	<ul style="list-style-type: none"> Learner Voice in Y3-Y6 reports improved levels of wellbeing and independence. Curriculum reviews evidence wide range of skills developed for all learners in Y3-Y6 including research, creative and investigative skills. Increased opportunities to develop data handling skills and improved coverage of DCF. 	<p>Building pot - £2000</p> <p>Opportunities for Intervention Team TAs to visit other school environments.</p> <p>Training in enabling learning environments linked to specific AoLEs. Cost TBC.</p>	<p>Explore – October 2023.</p> <p>Experiment – January 2024.</p> <p>Expand – July 2024.</p>	Learning Environment Review x2
<ul style="list-style-type: none"> Introduce play equipment in shared outdoor area to facilitate learning through play for all year groups. 	<ul style="list-style-type: none"> Learner voice reports improved levels of wellbeing linked to outdoor learning and play. Reduction in incidents of antisocial behaviour in the community involving learners and increased evidence of learners playing outside of school. Reduction in number of behaviour incidents in outdoor area during break and lunchtimes. Improved attendance. 	<p>Outdoor play equipment - £500</p> <p>Opportunities for Intervention Team TAs to visit other school environments.</p> <p>Training in enabling learning environments linked to specific AoLEs. Cost TBC.</p> <p>Torfaen Play facilitating play training - £TBC</p>	<p>Explore – January 2024.</p> <p>Experiment – April 2024.</p> <p>Expand – July 2024.</p>	<p>Learner wellbeing surveys.</p> <p>Behaviour data.</p> <p>Listening to learners.</p>



<ul style="list-style-type: none"> Establish Behaviour Intervention Team to support learning behaviour and social development for all learners, including running TIS, Drawing and Talking, Mental Health First-Aid, Team Teach, literacy, numeracy and wellbeing interventions, and facilitating learning experiences in upstairs corridor, outdoor areas and leisure centre. 	<ul style="list-style-type: none"> Improved attendance. Reduction in number of physical interventions. Vulnerable learner reviews evidence increased levels of wellbeing and school engagement for target learners. Reduction in incidences of disengagement for target learners. Improved levels of staff wellbeing. 	<p>6x staff timetabled for support and intervention.</p> <p>PL budget for individual training.</p> <p>Designated TIS and breakout spaces.</p>	<p>Expand – September 2023.</p>	<p>Vulnerable learner reviews x2.</p> <p>Wellbeing data x2.</p> <p>Vulnerable learner progress meetings between intervention staff and SLT member.</p> <p>Staff surveys – termly.</p>
<ul style="list-style-type: none"> Establish 3x TIS Therapy / Mental Health First-Aid areas to support children across the school. 	<ul style="list-style-type: none"> Improved attendance. Reduction in number of physical interventions. Vulnerable learner reviews evidence increased levels of wellbeing and school engagement for target learners. Reduction in incidences of disengagement for target learners. Improved levels of staff wellbeing. 	<p>Repurpose existing spaces and resources – no additional cost.</p>	<p>Expand – September 2023.</p> <p>Embed – December 2023.</p>	<p>Vulnerable learner reviews x2.</p> <p>Wellbeing data x2.</p> <p>Vulnerable learner progress meetings between intervention staff and SLT member.</p> <p>Staff surveys – termly.</p>
<ul style="list-style-type: none"> Further develop class enquiry question investigations across the school to include a range of significant Welsh, Christian and diverse figures. 	<ul style="list-style-type: none"> Many learners are knowledgeable about the impact of Christianity and Christians in the local community and wider world. Many learners knowledgeable about the impact of Welsh people and Wales in the wider world. Many learners able to celebrate diversity and the positive impact people from a wide range of cultures, faiths, viewpoints and backgrounds have in the local community, Wales and the wider world. 	<p>Curriculum Lead non-teaching ½ day per week to support.</p> <p>Staff meetings to share practice x3.</p>	<p>Expand – September 2023.</p> <p>Embed – February 2024.</p>	<p>Curriculum Reviews x3.</p> <p>SLT ½ termly book looks (linked to year groups).</p>



<ul style="list-style-type: none"> Establish the Worship Team and train the team in use of I Sing Pop for collective worship and Prayer Spaces to enhance prayer spaces fortnightly. 	<ul style="list-style-type: none"> All learners have access to quality worship and prayer spaces. Children are actively involved in planning and leading worship. 	I Sing Pop Prayer Spaces for Schools	Explore – October 2023. Experiment – November 2024. Expand – December 2024.	Section 50 self-evaluation (awaiting new framework).
Progress Towards Actions in Priority 1				
Autumn 2023				
Spring 2024				
Summer 2024				

Priority 4				
Establish a whole school approach to progression and assessment.				
Estyn Recommendation Link: R2 Ensure that the quality of teachers’ feedback targets the next steps in pupils’ learning effectively. National Mission – Objective 2; Objective 5.				
Priority Lead: Anna Britten Key Staff: SLT Governor Lead: Sarah Curtis Pupil Groups involved in monitoring: Digi Leaders				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<ul style="list-style-type: none"> Implement agreed whole school approach to marking and feedback, following learner feedback and 	<ul style="list-style-type: none"> Marking consistent and inline with school policy in all classes. 	1x staff training day (aspect of) – Autumn 1.	Expand – September 2023.	SLT ½ termly book looks linked to year groups.



reflection on approaches trialled in 2022-23.	<ul style="list-style-type: none"> Learner voices evidence nearly all learners aware of how teacher feedback helps them to make progress. 	3x staff meetings to share practice and agree next steps.	Embed – November 2023.	3x L2L with DHT and Curriculum Lead.
<ul style="list-style-type: none"> Implement new assessment cycle linked to Curriculum for Wales, and valuing and supporting progress in all AoLEs. 	<ul style="list-style-type: none"> Progress of all learners in all AoLEs accurately assessed and celebrated with appropriate actions taken to support further progress. 	1x staff training day (aspect of) – Autumn 1.	Embed – September 2023.	Monthly monitoring by Curriculum Lead.
<ul style="list-style-type: none"> Re-introduce use of success criteria checklists for learners to support effective self and peer assessment. 	<ul style="list-style-type: none"> Nearly all learners aware of next steps and what they need to do improve. Progress evident for nearly all learners in learner books. 	1x staff training day (aspect of) – Autumn 1.	Experiment – October 2023. Expand – November 2023. Embed - February 2024.	Monthly monitoring by Curriculum Lead.
<ul style="list-style-type: none"> Introduce bespoke BHVC Tracker to provide an accurate picture of individual learner progress and achievement, and learner wellbeing, that can be shared with all stakeholders and used in transition. 	<ul style="list-style-type: none"> Progress of all learners in all AoLEs accurately tracked, reported, monitored and reviewed termly, with appropriate actions taken to support further progress. Individual learner profiles accurate and able to be shared with key stakeholders. 	1x staff meeting (training session) Autumn 1.	Explore – September 2023. Experiment – October 2023. Expand – February 2024. Embed – July 2024.	Pupil Progress updates termly. Tracker data reviews termly.
<ul style="list-style-type: none"> Work with the cluster to establish digital portfolios for learners in Year 4-Year 6 to introduce individual learner reflection and celebration of achievement. 	<ul style="list-style-type: none"> Cluster approach to progression and assessment developing. Consistent data shared with secondary school. Individual learner success celebrated for all learners in Year 4 – Year 6. 	6x EAS bespoke cluster training sessions (1 per staff group).	Explore – September 2023. Experiment – October 2023. Expand – July 2024.	Pupil Progress updates termly.



	<ul style="list-style-type: none"> All learners in Year 4 – Year 6 able to identify progress in learning and successes. Increased evidence of learner progress towards DCF skills. 			
Progress Towards Actions in Priority 1				
Autumn 2023				
Spring 2024				
Summer 2024				

Section 50 Self-Evaluation – November 2023

Evaluation 2022-23	
1. How well does the school, through its distinctive Christian character, meet the needs of all learners?	
1.1 Impact of the school's Christian character on learners' achievement.	<p><i>Attitude to Learning</i></p> <p>"Teachers promote a positive and inclusive atmosphere, and the pupils embrace the opportunities to develop positive working relationships with their teachers and other staff." "All staff promote a positive ethos of support for pupils. This motivates pupils to care for each other's feelings and it encourages nearly all pupils to behave well. This contributes to pupils' positive attitudes to learning. It promotes resilience and perseverance when attempting challenging tasks as individuals, in pairs and in groups. As a result, the school helps pupils to become confident, whilst also respecting the feelings of others." "Most pupils listen well to adults and each other. The youngest pupils' oracy skills are developing</p>



successfully and, by Year 2, they speak confidently about their work and experiences. Most older pupils develop their oracy skills well in English. They communicate effectively and contribute purposefully to class discussions, expressing their views maturely.” “Nearly all pupils’ well-being and attitudes to learning are a strength. Most pupils show great pride in themselves, their school and their work. They feel a strong sense of belonging to the school and its staff and articulate clearly that the school is an important part of the community.” Estyn Inspection Report December 2022

Learner Progress

Pupils make good progress from their starting points and over time.

From entry to Year 6:

- 28.2% increase on pupils working on or above age expectation in LLC.
- 15.4% increase on pupils working on or above age expectation in Maths.
- 10.2% increase on pupils working above age expectation in LLC.
- 2.6% increase on pupils working above age expectation in Maths.
- Pupils working below in year 6 had either IDP or OPPWT.
- 3 pupils more working below age expectation in LLC than maths in year 6 all had communication and language difficulties and were supported by LA SPLD.

For 2022 – 2023:

- Percentage of FSM pupils achieving personal targets is comparable with that of Non-FSM pupils.
- Most pupils with social service intervention are achieving their personal targets.
- The progress made in English and Maths was comparable, with the exception of year 1.
- Year 4 progress dip has been addressed by increasing intervention support, and changing pupil groupings. This can be seen in Year 5 books.
- Many pupils not making appropriate progress in 2022/2023 towards their personal targets are now receiving intervention in maths and literacy.
- A minority of pupils not achieving personal targets are MAT. New MAT coordinator working with MAT pupils on specialised projects.
- Of the pupils in Key Stage 2 receiving literacy intervention, 100% made progress. 8% need no further intervention. 38% need no further reading intervention but are now receiving some spelling intervention. 46% are continuing with the programme and continuing to make progress. 4% have moved schools and 4% have been moved to a more intense intervention support programme.



	<p><i>Wellbeing</i></p> <p>2022-2023 Wellbeing data shows improved wellbeing for many pupils between Autumn 1 and Summer 1. The Flourish Project is used particularly effectively with Year 6 pupils to develop wellbeing through a Christian values-based programme.</p> <p>The school runs two nurture provisions and has a full-time Trauma Informed School Lead. This enables the school to effectively support vulnerable learners with challenging behaviour in an inclusive school environment. All staff recognise the importance of extending the Christian love and grace, and the school will explore all options before issuing an exclusion. For example, in 2022.23, the school worked with the Local Authority to secure a place for a Year 6 in a pupil referral unit, normally reserved for pupils of secondary school age, to avoid an exclusion during the summer term and ensure continuation of education provision. This clerk for the meeting commented that it was the most positive exclusion meeting she had ever attended.</p> <p>“Staff create a warm and caring learning environment where pupils feel valued and safe. They provide a range of successful nurture programmes that support pupils' emotional and well-being needs effectively, such as drawing and talking sessions. Staff ensure that pupils with more specific needs have bespoke care plans and packages, which personalise the support effectively. All pupils with ALN have purposeful one-page profiles and these contain important information about their personal qualities, their needs and how best to support them. Teachers and support staff use the profiles effectively in class to support pupils' learning.” Estyn Inspection Report December 2022</p> <p><i>Attendance</i></p> <p>Attendance figures for the school dropped significantly after the pandemic. The school has an action plan to improve attendance and the actions have already raised the attendance in the new academic year from 88% to over 90%. Any persistent absences are monitored thoroughly, and instances of bullying are addressed well by the school. The school has robust arrangements in place to safeguard pupils. Staff ensure that learning experiences help to develop pupils' understanding of how they can keep themselves safe, for example, when they are working online and whilst making blogs and podcasts.</p> <p>The impact of the Family Engagement Officer's focus on attendance is clear. Through joint working with the senior leadership team, Education Welfare Officer, Attendance Officer, TIS Lead, ALNCo and external agencies, the most vulnerable families are supported to improve attendance and data is used effectively to identify patterns and review the</p>
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	<p>impact of strategies. Attendance for Reception to Year 6 for Autumn 1 2023.24 is 3% higher than at this point last year (2022.23), increasing from 89.21% to 92.57%. Attendance for 2022.23 was 89.67%.</p>
<p>1.2 Christian Values</p>	<p>“All staff work effectively with pupils to develop a positive awareness of the school’s values. As a result, nearly all pupils develop a clear understanding that respect and tolerance towards others is an important feature of a caring society. Staff ensure that pupils consider the importance of values, such as honesty, sustainability and respect regularly, through a varied and rich pastoral curriculum. Additionally, the school provides beneficial opportunities to develop pupils’ moral and spiritual understanding during vibrant assemblies and well-planned classroom activities. Staff deal with issues sensitively during these sessions and encourage pupils to take part and to lead worship sessions.” Estyn Inspection Report December 2022. Staff take time to meet with families of other faith traditions to discuss shared values and how these can be supported.</p> <p>The school focuses on 12 values over a 2-year cycle. This year, the cycle is under review with staff and pupils determining which value they feel needs to be focussed upon each half term. Through collective worship, values are placed in a Christian context for example while focussing on respect, people are taught about how God respects each and everyone of us. Pupils are beginning to make links between the school’s values and Biblical teaching. For example during the respect value, pupils were told of the story from Kings 1, Elijah and the widow, where they both respected God and each other. Christian values are focussed upon in all classes within lessons and in setting classroom expectations. For example, pupils in Year 1 consider how they are demonstrating peace as they work and play together in their classroom “Most pupils develop as ethical and informed citizens. For example, the pupils’ Values Team worked with staff to secure a grant from the local authority. This led to a whole school art project focused on community cohesion that celebrated equality and diversity. They also created a banner to celebrate the Christian values of the school, which they presented to the local church community.” Estyn Inspection Report December 2022.</p>
<p>1.3 Spiritual, moral, social and cultural development</p>	<p>In all decisions and policies, the school considers its vision statement, “Opening the door to your future... with God all things are possible”, practically seeking innovative solutions to support the most vulnerable pupils, and using financial and human resources to ensure the school meets the needs of pupils and the wider community. All visitors to site comment on the warm welcome received, a key measure for the school in determining its impact as a Christian community.</p> <p>The school effectively offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives. Including the context of the local community and contemporary Wales,</p>



through its newly developed Religion, Values and Ethics curriculum. However, RVE monitoring activities in the summer term indicated that pupils find it difficult to identify how a person’s beliefs and values determine their actions. This has been discussed with staff and is now a focus for RVE lessons in 2023.24. “Nearly all pupils have a sound understanding of the values that underpin the school rules and this helps to develop the school’s nurturing and caring environment. Nearly all pupils feel that they are treated fairly and are listened to by staff. As a result, they show a high level of respect for their peers and adults in the classrooms and in the extensive outdoor areas. Most pupils embrace the warmth of the school ethos and the culture of inclusivity that exists across the school. Nearly all pupils feel safe and secure at school and in most cases, their behaviour is exemplary in lessons and at breaktimes. They move around the school calmly and respectfully and demonstrate care for each other in the stairwells and the enclosed outdoor play area.” Estyn Inspection Report December 2022 “Nearly all pupils are polite, welcoming and courteous to visitors and are happy and confident to engage in conversations about their learning. As they progress through the school, most pupils develop attitudes and behaviours that help them to become successful learners. Many pupils are resilient and determined to do their best. They share their workbooks confidently with each other and adults and many are ambitious to succeed in tasks. They understand that persevering in their learning will benefit them in later life.” Estyn Inspection Report December 2022

The school offers a wide range of extra-curricular clubs, including ethical enterprise, eco, various sports and creative clubs. Pupils have opportunities to pro-actively develop the Christian ethos of the school by joining the Worship Team, Digi Leaders, School Choir or School Council. The Worship Team take responsibility for enhancing Prayer and Reflection Areas. Digi Leaders provide technical support for collective worship. The School Choir lead worship weekly and participate in community services. The School Council partners with local organisations to ensure the school is a force for good in the community. “Many pupils, including those eligible for free school meals and pupils with additional learning needs, relish opportunities to take on leadership roles through joining a variety of pupil voice groups at the school. These include Pupil Leadership, Criw Cymraeg, Heddlu Bach and the Eco Council. As a result of the work of these groups, most pupils speak positively about the impact of their work and their support to the school community, including organising the collection and disposal of litter around the town. This enables most pupils to show a clear understanding of their responsibilities within their community. It also gives them valuable opportunities to play a developing role in making decisions, which have a positive effect on the school’s provision.” Estyn Inspection Report December 2022

Pupils have daily opportunities to engage in prayer and reflection in all classrooms. The school works closely with the local Food Bank, and the Bethlehem Chapel partnership with Front Row Food, to provide for the most needy in the community. Pupils have chosen to support a range of local charities, demonstrating their Christian values. For example, pupils in Year 2 chose to support a local homeless charity, providing them with their largest financial donation to date. “The school’s



	<p>provision for personal and social education develops pupils' understanding of their own well-being and identity successfully. For example, staff and pupils have developed successful links with a local residential home to promote intergenerational learning. Additionally, teachers integrate aspects of diversity into the planning skilfully, such as studying elements of racism in the early days of the space programme in America." Estyn Inspection Report December 2022.</p> <p>The school takes its role as the only Church in Wales school in the Abersychan cluster and one of only three Church in Wales schools in the borough seriously. The headteacher is the primary school representative on the local SACRE and offers support and guidance to other schools on aspects of collective worship and implementation of the new RVE syllabus.</p>
<p>1.4 Character of the whole school community</p>	<p>"The headteacher and senior leaders focus on placing the school at the centre of its community and set the well-being of pupils and their families at the heart of this vision. The governors and staff support this philosophy and implement it into their roles effectively. As a result, leaders ensure that a caring and supportive ethos exists throughout the school, which the pupils embrace wholeheartedly. This promotes inclusivity successfully, which has a positive effect on pupils' attitudes to learning and their care for each other." Estyn Inspection Report December 2022</p> <p>Well-being of staff and pupils is discussed in every full governing body meeting with consideration of actions taken and further action needed to support high levels of well-being. The headteacher has recently completed a masters, concluding that relationships, efficacy, time and autonomy are key ingredients for developing staff wellbeing, and ensures mutual support is provided for all staff through the development of positive professional relationships and support networks, and the provision of time to engage with these. "All members of staff have highly positive working relationships with pupils, which support their well-being and learning successfully. They encourage respect and courtesy, which promotes the school's supportive and caring ethos. One of the school's most notable elements is the staff's thorough knowledge of pupils' individual needs, which contributes strongly to a positive and productive learning environment. This supports many pupils to overcome challenges, which helps to develop their emotional well-being effectively." Estyn Inspection Report December 2022</p> <p>"Leaders keep in close contact with the wider school community and with vulnerable families. They build on the strong relationships that exist with parents and carers and support them empathetically. This includes accompanying them in meetings with health workers and other support agencies." Estyn Inspection Report December 2022</p> <p>Pupils' ability to articulate the link between their behaviour and the values of the Gospel is underdeveloped. This is being addressed through collective worship.</p> <p>"Pupils recognise the care and support from staff as a strength of the school." Estyn Inspection Report December 2022</p>



<p>1.5 Understanding of and respect for diverse Communities</p>	<p>The school’s RVE curriculum enables pupils to understand Christianity as a global faith in a variety of cultural contexts. For example, Year 6 pupils will study anti-racist RVE, looking at Christianity’s engagement with and opposition to slavery. Pupils in Year 5 will consider different expressions of worship with Christianity. In Year 2, pupils will consider how Jesus inspires people both in their local area and throughout the wider world. Pupils also hear first-hand about the impact of Christians in different cultures. For example, a pupil led a collective worship about her personal experience of working with Christians in Botswana.</p> <p>In RVE lessons pupils study a range of religious and non-religious philosophical views. Nearly all pupils are confident in sharing their own views and respect ones another’s beliefs. Pupils have a developing understanding of the role of the Christian church at a local, national and international level. The school partners with local churches for community and charity events, such as the Remembrance Service and the Christmas dinner for the vulnerable of the town. However, understanding of the particular role of the Church in Wales is limited. This will be a focus for collective worship in 2023.24.</p> <p>“The school knows its pupils, their backgrounds, and the needs of the local community well. All staff place a high priority on the well-being of pupils and this strong focus on improving pupils’ well-being is a key aspect of the school’s provision. All staff work effectively with pupils to develop a positive awareness of the school’s values. As a result, nearly all pupils develop a clear understanding that respect and tolerance towards others is an important feature of a caring society. Staff ensure that pupils consider the importance of values, such as honesty, sustainability and respect regularly, through a varied and rich pastoral curriculum.” Estyn Inspection Report December 2022</p>
<p>1.6 Religious Education (Religion, Values & Ethics)</p>	<p>The school’s curriculum is distinctly Christian in character. A two-year cycle focuses on whole-school themes linked to 6 Christian hymns / songs: All things bright and beautiful; Who put the colours in the rainbow?; Let there be peace on Earth; One more step along the world I go; You make me brave. The school’s comprehensive RVE curriculum effectively develops pupils’ understanding of and respect for diverse faith and non-religious world views. The RVE curriculum includes use of Understanding Christianity as a central theme for all year groups and complies with both the locally agreed syllabus and the Church in Wales agreed syllabus as both Torfaen SACRE and Monmouth Diocese have adopted the Welsh Government Curriculum for Wales RVE guidance in full.</p> <p>“Preparation for the new curriculum is thorough and inclusive and takes account of the school's vision and values. Leaders are managing the transition well to equip the staff with the knowledge and understanding of how the curriculum is</p>



	changing. An effective feature of the new approach to planning is that selected topics result in a celebration that pupils share with the wider community. For example, an art project culminated with an exhibition of pupils' work in the local church. Teachers' sensible application of the principles of curriculum reform develops a clear understanding of how the curriculum creates a continuous learning journey for pupils. This leads to a wide range of experiences that are interesting and innovative." Estyn Inspection Report December 2022
2. What is the impact of collective worship on the school community?	
2.1 Impact of collective worship	Members of the school's community see the importance of worship in the life of the school and are able to talk about what it means to them. A majority of staff feel encouraged and enabled to join with worship events in the local community as a result. "Additionally, the school provides beneficial opportunities to develop pupils' moral and spiritual understanding during vibrant assemblies and well-planned classroom activities. Staff deal with issues sensitively during these sessions and encourage pupils to take part and to lead worship sessions." Estyn Inspection Report December 2022
2.2 Central attributes of collective worship	For 2023.24 the school community have developed and adopted a new worship policy, to ensure collective worship aims to support the Christian vision and aims of the school, while supporting pupils' spiritual development, in line with the requirements of Curriculum for Wales. Estyn described collective worship as vibrant, praising how they effectively develop pupils' moral and spiritual understanding, as well as how staff encourage pupils to participate and lead. The impact of collective worship is monitored and feedback is acted upon appropriately. Collective worship provides opportunities to understand and celebrate a range of religious festivals and seasons in the Church's year, including Saints Days, Advent and Lent. The introduction of coloured crosses representing different times in the Church calendar will further support this. Evidence gathered from Prayer and Reflection areas indicate that many pupils understand the value of personal prayer and reflection.
2.3 Centrality of prayer and reflection	All classes have a Prayer and Reflection area. For 2023.24, these are enhanced weekly to support pupils and staff in personal prayer and reflection. An area in the school entrance provides opportunity for parents and visitors to site. Newsletters often include a Bible verse, encouraging parents and carers to reflect. Whole class prayers are said daily before lunch and at the end of the day.
2.4 Theological basis for collective worship	Whole school collective worship begins with the greeting 'The Lord be with you' and a candle is lit. The worship ends with the dismissal, "Go in peace to love and serve the Lord". Blessings are discussed and pupils are at times encouraged to lift their hands to receive a blessing. There is a focal point and colours are used to signify times in the Church calendar. Thus, collective worship reflects Church in Wales traditions and practices. In keeping with the context of the local community



	<p>and to support the Christian backgrounds of some pupils, representatives from other churches are often invited in to lead collective worship.</p> <p>Collective worship often includes teaching about the person of Jesus Christ and pupils have an understanding of his important place in worship. Pupils understanding of God as Father, Son and Holy Spirit needs further development. Collective worship effectively develops personal spirituality within the school community and this is supported by enhancements in the prayer and reflection areas. Collective worship is nearly always linked to a Bible verse, passage or story, ensuring the Bible has a significant place in worship.</p>
2.5 Leadership and management of collective worship	<p>Collective worship is planned to follow a values cycle, in keeping with the Christian calendar with links to biblical passages, and in response to school needs and local and global events. Appropriate supportive resources are provided to enable staff and pupils to plan and lead worship, and to avoid repetition. A log is kept ensuring continuity, variety and sufficient focus on Christian theological concepts and beliefs, while allowing staff to adapt worship to meet the needs of the pupils. Surveys are undertaken to monitor the impact of collective worship and planning documents enable pupils to contribute to and eventually plan collective worship. Governors and community representatives have attended worship and contributed to evaluation and development through oral feedback.</p> <p>Pupils experience worship led by all class teachers, a designated worship leaders from the local church community, visiting representatives of two local churches and the headteacher and deputy headteacher. Pupils also enjoyed a worship session led by an international group of Christians who shared with them about their missionary work and introduced the pupils to a global Christian artist.</p>
4. How effective are the leadership and management of the school as a church school?	
4.1 Impact of Christian leadership	<p>The school's vision is 'Opening the door to your future... with God all things are possible'. Senior leaders apply this vision in the day to day running of the school. Having high expectations and aspirations, and striving to support all pupils and staff in fulfilling their potential.</p> <p>The school effectively uses its resources to help pupils overcome educational, economic, social and emotional disadvantage. To support pupils and families, the school has a non-teaching deputy headteacher and deputy designated senior person, a Family Engagement Officer, and Attendance Officer, a non-teaching Additional Learning Needs Co-ordinator, a designed Trauma Informed School Lead, two nurture provisions with highly skilled staff and designated rooms for therapies, interventions, and meetings with parents.</p> <p>"Leaders evaluate the school's work to plan for improvements rigorously. The new headteacher provides strong and effective leadership. Recent changes to monitoring and evaluation processes highlight her determination to ensure</p>



	<p>success for the pupils and the community. The senior leadership team, the staff and the governors share her clear vision, and they work together cohesively to ensure that the school improves.” Estyn Inspection Report December 2022</p> <p>“The headteacher and senior leaders focus on placing the school at the centre of its community and set the well-being of pupils and their families at the heart of this vision. The governors and staff support this philosophy and implement it into their roles effectively. As a result, leaders ensure that a caring and supportive ethos exists throughout the school, which the pupils embrace wholeheartedly. This promotes inclusivity successfully, which has a positive effect on pupils' attitudes to learning and their care for each other.” Estyn Inspection Report December 2022</p> <p>“Leaders allocate resources in the classrooms effectively and use the pupil development grant wisely to provide specific interventions across the school by adults. As a result, the support staff provide beneficial support to move pupils forward with their learning.” Estyn Inspection Report December 2022</p>
<p>4.2 Evaluation of strategic planning</p>	<p>“The headteacher, who began her role in September 2022, has worked diligently with the school’s senior leadership team to implement improvements in the school’s strategic and day-to-day practices. In a short space of time, she has identified important areas to develop in the school’s monitoring and evaluation practices and in the school’s provision. Leaders allocate roles of responsibility effectively and the headteacher is beginning to hold staff to account effectively for the quality and impact of their work. Leaders and staff use the findings of detailed monitoring and evaluation practices to improve provision. Leaders focus specifically on refining the quality of teaching and instilling a common understanding of professional values among staff. As a result, they can ensure that many pupils make effective progress from their individual starting points.” Estyn Inspection Report December 2022</p> <p>“Leaders' processes to evaluate the effectiveness of provision are thorough and based on a wide range of first-hand evidence. Since the beginning of this term, systems to improve quality include detailed scrutiny of pupils’ books and analysing internal and external data on pupils’ progress. Additionally, in recent weeks, leaders gather the views of other stakeholders about the school to inform their practice. For example, they consider the views of parents and carers and act on any findings purposefully, such as making the school more accessible to parents so that they can attend social events with their children. The evaluation and review of the school, conducted by the headteacher and senior leaders since her appointment, provide leaders with a clearer picture of the school's strengths and areas for development. The link between self-evaluation activities and improvement planning is purposeful. As a result, leaders prioritise their findings effectively and set reliable and challenging targets to move the school forward. In addition, leaders share the school's safeguarding culture with all staff robustly and adaptations to the school’s entry systems to manage risk are effective.” Estyn Inspection Report December 2022</p>



	<p>“Governors are knowledgeable and their regular input creates systematic improvements throughout the school. They are very supportive of the new headteacher and work with her and other senior leaders sensibly, questioning the impact of their work as critical friends. The headteacher informs governors about pupils' learning regularly and since her appointment, advises them realistically and candidly on how to improve provision, such as the need to improve pupils' writing skills and the quality of feedback to pupils. Governors develop a first-hand understanding of the school's activities and they undertake learning walks and discuss pupils' work to measure its quality alongside teachers. Governors monitor the budget carefully and ensure that spending decisions are in line with the school's priorities for improvement, such as investments in digital reading and mathematics programmes.” Estyn Inspection Report December 2022. The school has a full Governing Body including two foundation governors and an ex-officio diocesan representative. These governors take a particularly active role with one foundation governor leading on Curriculum, one leading on Governing Body self-evaluation and the ex-officio undertaking the headteacher’s performance management and leading on RVE. Leaders and governors monitor the extent to which the issues in ‘Focus for Development’ from the last inspection have been addressed, while acknowledging that development needs have changed since the time of the last Section 50 inspection.</p>
<p>4.3 Leadership development</p>	<p>“The headteacher shares responsibilities effectively among the senior leadership team and she is beginning to develop purposeful professional learning opportunities for staff. This is at an early stage of development; however, it ensures that staff feel valued for their contributions to school life.” Estyn Inspection Report December 2022 The deputy headteacher has undertaken the Church Schools Leadership Course and the headteacher has mentored acting and aspiring church school heads. The RVE Lead has undertaken specific training for RVE Leads provided by the Diocese and the headteacher and RVE lead engage with all Diocesan meetings ensuring key messages are fed back to staff and implemented across the school. The RVE Lead has a relevant degree and is competent in supporting staff to effectively deliver RVE and understand key terms and themes. There have been limited opportunities for wider staff to access professional learning linked to RVE outside of school, so this has been provided in house. The headteacher has delivered RVE training to Torfaen headteachers and all teaching staff within the school. The RVE Lead has delivered initial training on prayer spaces to all staff. The school has also provided the cluster with an RVE curriculum.</p> <p>“The headteacher ensures that staff are beginning to access effective learning opportunities to support their professional development and match their individual needs. These link closely to school improvement priorities. However, well-planned and purposeful professional learning opportunities for staff are at an early stage of development. The school shares effective practices with local schools and this supports the school's capacity for continuous improvement</p>



	<p>appropriately. It provides valuable opportunities for teachers to compare and share their effectiveness with other professionals.” Estyn Inspection Report December 2022</p> <p>Developing the leadership skills of staff at all levels is a priority for the school, with all staff undertaking a specific role in leading an aspect of an AoLE and conducting and presenting action research to conducts. Pupil leadership skills are also developed across the school, including specifically to drive the Christian ethos. “The school’s approach to providing and drawing upon a wide variety of pupil voice groups is effective. For example, pupils arrange visits, alongside staff, to sing to the residents of a nearby nursing home. This type of purposeful provision creates valuable learning opportunities to enhance pupils’ independence and their understanding that making sensible decisions will improve their school community. Overall, it generates positive attitudes to learning amongst pupils and ensures that they experience a powerful sense of achievement when their plans succeed.” Estyn Inspection Report December 2022</p>
<p>4.4 Partnership with key stakeholders</p>	<p>“Leaders and staff have developed a range of effective systems to ensure that pupils and their families receive beneficial support, which encourages them to trust the school and to play a full part in school life. For example, the school employs staff to deliver specific support to identified pupils, which includes involving their parents. This includes home visits and attending meetings with health professionals and external agencies, both during and outside school hours.” Estyn Inspection Report December 2022</p> <p>“The school is making effective progress towards the national approach to ALN reform. Leaders have ensured that there are robust procedures in place to identify pupils’ additional needs and they monitor the impact of regular interventions thoroughly. There is swift identification and support for pupils with ALN and tailored provision to meet their individual needs in the classroom and in support groups. The school provides a wide range of beneficial support to help pupils emotionally and in their learning. For example, pupils experience the calming effect of counselling sessions and they have access to the ‘Sunshine Room’ and ‘St Peter’s Room’, where staff support emotional and behavioural needs effectively. Additionally, the school engages successfully with a wide range of external agencies to address the needs of the pupils and their families.” Estyn Inspection Report December 2022</p> <p>“Leaders keep in close contact with the wider school community and with vulnerable families. They build on the strong relationships that exist with parents and carers and support them empathetically. This includes accompanying them in meetings with health workers and other support agencies.” Estyn Inspection Report December 2022</p> <p>The school previously had close links with the local vicar, who attended school weekly to work with pupils. Since his retirement in January 2023, and while awaiting the appointment of a successor, the school has strengthened links with other local churches that are attended by members of the school community: Victory Church, Blaenavon and Noddfa</p>



Church, Talywain. Through the foundation governors and visiting church representatives, the school is involved in a number of community and church-based events. For example, some pupils had the opportunity to lead worship with a Grammy nominated Christian artist, and many pupils and families join with churches together for the Blessing of the Crib. The school and church host an annual joint carol service in Saint Peter's Church.

Section 50 Plan

Key Question 1				
Improve how well the school, through its distinctive Christian character, meets the needs of all learners.				
Section 50 Link: Rewrite the RE schemes of work to ensure pupils are engaged and challenged in lessons. Develop the sensory garden into an inspiring spiritual area where staff and pupils can go for reflection in a special place.				
Priority Lead: Jade Saunders (RVE Lead) Key Staff: Heidi Wilson (Curriculum Lead) Link Governor: Archdeacon Stella & Heather Watkins Pupil Groups involved in monitoring: School Council				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<ul style="list-style-type: none"> Increase RVE resources to include small world and role play equipment for use in enhanced provision in all FP classrooms and upstairs corridor area. 	<ul style="list-style-type: none"> Learner Voice reports improved levels of wellbeing and independence. Curriculum reviews evidence opportunities for learners to develop RVE knowledge through imaginative play. 	£500 Training in enabling learning environments linked to specific AoLEs. Cost TBC.	Explore – January 2024. Experiment – March 2024. Expand – July 2024.	Learning Environment Review x2



<ul style="list-style-type: none"> Develop outdoor resources to enhance use of outdoor garden area for prayer and reflection. 	<ul style="list-style-type: none"> Learner voice reports improved levels of wellbeing linked to outdoor learning and play. Reduction in number of behaviour incidents in outdoor area during break and lunchtimes. 	Outdoor reflection equipment - £100	Explore – January 2024. Experiment – April 2024. Expand – July 2024.	Learner wellbeing surveys. Behaviour data. Listening to learners.
<ul style="list-style-type: none"> Develop questioning to support pupil understanding of how a person's beliefs and values affect their actions. 	<ul style="list-style-type: none"> Many pupils are able to articulate how beliefs and values of significant figures affect their actions. 	Staff Meeting to determine prompts	Explore – July 2023. Experiment – September 2023. Expand – January 2024.	Curriculum Reviews. Listening to learners.
<ul style="list-style-type: none"> Further develop class enquiry question investigations across the school to include a range of significant Welsh, Christian and diverse figures. 	<ul style="list-style-type: none"> Many learners are knowledgeable about the impact of Christianity and Christians in the local community and wider world. Many learners knowledgeable about the impact of Welsh people and Wales in the wider world. Many learners able to celebrate diversity and the positive impact people from a wide range of cultures, faiths, viewpoints and backgrounds have in the local community, Wales and the wider world. 	Curriculum Lead non-teaching ½ day per week to support. Staff meetings to share practice x3.	Expand – September 2023. Embed – February 2024.	Curriculum Reviews x3. SLT ½ termly book looks (linked to year groups).
Progress Towards Actions				
Mid-Year				
End of Year				



Key Question 2

Develop the impact of collective worship on the school community.

Section 50 Link:

Create effective and detailed evaluation sheets for collective worship and religious education (RE).

Increase the role of the values team so they become more involved in planning and implementing the core Christian values being embedded in the school.

Set a more regular timetable for worship at the local church.

Make the worship table a more central focal point for worship.

Priority Lead: Alison Coombs

Key Staff: Anna Britten; Justin West; Jade Saunders

Link Governor: Archdeacon Stella

Pupil Groups involved in monitoring: Worship Team; Digi Leads

Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<ul style="list-style-type: none"> Implement new class teacher worship planning document. 	<ul style="list-style-type: none"> Increased opportunities for pupils in all classes to lead aspects of Collective Worship. Staff feel confident leading Collective Worship. A range of values, Bible stories, festivals and themes are covered in collective worship. 	iSingPop SPCK Twinkl Christian Aid Dai Woolridge YouTube	Explore – September 2023. Experiment – November 2023. Expand – February 2024. Embed – May 2024.	Listening to learners Staff surveys



<ul style="list-style-type: none"> Develop links with the Church in Wales: Podcast interviews with Bishop Cherry, Archdeacon Stella, Father Dominic and others. 	<ul style="list-style-type: none"> Improved learner understanding of the impact of the Church in Wales and significant figures within the church. 		Explore – January 2024. Experiment – March 2024.	Listening to learners
<ul style="list-style-type: none"> Focus one Collective Worship per half term on the work of the church, and in particular the Church in Wales. 	<ul style="list-style-type: none"> Improved learner understanding of the impact of the Church in Wales and significant figures within the church. 	Church in Wales websites	Experiment – November 2023. Expand – July 2024.	Listening to learners
<ul style="list-style-type: none"> Establish the Worship Team and train the team in use of I Sing Pop for collective worship and Prayer Spaces to enhance prayer spaces fortnightly. 	<ul style="list-style-type: none"> All learners have access to quality worship and prayer spaces. Children are actively involved in planning and leading worship. 	I Sing Pop Prayer Spaces for Schools	Explore – October 2023. Experiment – November 2024. Expand – December 2024.	Section 50 self-evaluation (awaiting new framework).
Progress Towards Actions				
Mid-Year				
End of Year				

Key Question 4
Increase the effectiveness of the leadership and management of the school as a church school.
Section 50 Link:
Priority Lead: Anna Britten Key Staff: Alison Coombs, Heidi Wilson, Claire Crew Link Governor: Ann Morgan



Pupil Groups involved in monitoring: School Council; Worship Team				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<ul style="list-style-type: none"> Develop leadership skills of SLT teachers in area of school improvement to enable SLT to further establish unique school ethos. 	<ul style="list-style-type: none"> Senior Leaders impacting upon learner wellbeing, provision, progress and standards. Senior Leaders effectively supporting Middle Leaders to impact upon learner wellbeing, provision, progress and standards. Senior Leaders effectively managing own areas of SDP and MER cycle with clear actions and impact identified. 	<p>Dr Simon Brakespear EAS Leadership Training 3x£350.</p> <p>Weekly SLT release time available for staff with teaching responsibilities.</p>	<p>Explore – November 2023. Experiment – March 2024.</p>	<p>Termly SDP impact review.</p>
<ul style="list-style-type: none"> Source, and where necessary develop, purposeful professional learning for staff linked to RVE and Christian ethos. 	<ul style="list-style-type: none"> Purposeful professional learning available for all staff. Increased staff understanding of the unique ethos of a church school. 	<p>Staff meeting time.</p> <p>Staff release to access training.</p>	<p>Explore – January 2024. Experiment – April 2024.</p>	<p>Staff surveys.</p>
Progress Towards Actions in Priority 1				
Autumn 2023				
Spring 2024				
Summer 2024				



Business Plan

Business Plan				
Improve the community campus environment for all stakeholders.				
National Mission Link – Objective 5.				
Priority Lead: Julian Smith Key Staff: SLT Governor Lead: Ann Morgan Pupil Groups involved in monitoring: School Council; Sports Ambassadors				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
<ul style="list-style-type: none"> Work with the local community to further develop use of leisure facilities outside of school hours. 	<ul style="list-style-type: none"> Leisure facility in use 6 days per week, including mornings. Community report leisure facilities meet user needs. Past pupils accessing leisure facilities on regular basis. Pupils and families able to enjoy a range of leisure activities outside of school hours. 	Additional staff member and recruitment campaign.	Explore – November 2023. Experiment – January 2024. Expand – April 2024. Embed – July 2024.	Community surveys termly.



<ul style="list-style-type: none"> Paint hallways and damaged walls in Foundation Phase classrooms. 	<ul style="list-style-type: none"> Calm, uncluttered learning spaces. 		By October 2023.	
<ul style="list-style-type: none"> Improve flooring in classrooms where carpet is threadbare. 	<ul style="list-style-type: none"> Welcoming, calm learning spaces. 		By April 2024.	
Progress Towards Actions in Priority 1				
Autumn 2023				
Spring 2024				
Summer 2024				



Action Summary

Partner	Action
<p><i>Adaptive Organisational Structures & Processes</i></p>	<p>Develop upstairs corridor area to facilitate independent learning through skill development, research and experimentation: Investigation Area; Digital Skills Area; Creativity Area; Production Area; Library; Food Preparation Area.</p> <p>Introduce play equipment in shared outdoor area to facilitate learning through play for all year groups.</p> <p>Establish Behaviour Intervention Team to support learning behaviour and social development for all learners, including running TIS, Drawing and Talking, Mental Health First-Aid, Team Teach, literacy, numeracy and wellbeing interventions, and facilitating learning experiences in upstairs corridor, outdoor areas and leisure centre.</p> <p>Establish 3x TIS Therapy / Mental Health First-Aid areas to support children across the school.</p> <p>Work with the local community to further develop use of leisure facilities outside of school hours.</p> <p>Establish the Worship Team and train the team in use of I Sing Pop for collective worship and Prayer Spaces to enhance prayer spaces fortnightly.</p> <p>Implement agreed whole school approach to marking and feedback, following learner feedback and reflection on approaches trialled in 2022-23.</p> <p>Implement new assessment cycle linked to Curriculum for Wales, and valuing and supporting progress in all AoLEs.</p>



	<p>Introduce bespoke BHVC Tracker to provide an accurate picture of individual learner progress and achievement, and learner wellbeing, that can be shared with all stakeholders and used in transition.</p> <p>Work with the cluster to establish digital portfolios for learners in Year 4-Year 6 to introduce individual learner reflection and celebration of achievement.</p>
<i>High-Impact Principal Leadership Practices</i>	<p>Train staff in use of manipulatives to support mathematics and numeracy, including reasoning.</p> <p>Develop leadership skills of SLT teachers in area of school improvement to enable SLT to further establish unique school ethos.</p> <p>Train support staff in delivering quality intervention programmes and facilitating impactful learning experiences.</p>
<i>Effective Mid-Level Leadership Practices</i>	<p>Implement Teaching Talking and /or COMIT Intervention Programme in Foundation Phase.</p> <p>Increase use of Welsh through individual year group focus on phrase of the week; daily Welsh oracy activities and Welsh reward sticker system; playground Welsh games.</p> <p>Monitor and review learner progress in Welsh through weekly recording of Welsh oracy, reading or writing, and termly recording of individual, paired and group oracy activities assessed against continuum.</p> <p>Re-introduce mathematics packs in all classes from Reception – Year 6 and ensure children have independent access to additional equipment.</p> <p>Implement 10DD, bespoke maths catch-up and Freckle, ensuring programmes are used correctly to meet learner need.</p> <p>Develop upstairs corridor area to facilitate independent learning through skill development, research and experimentation: Investigation Area; Digital Skills Area; Creativity Area; Production Area; Library; Food Preparation Area.</p> <p>Introduce play equipment in shared outdoor area to facilitate learning through play for all year groups.</p>



<p><i>Expert Teaching Practices</i></p>	<p>Implement RWInc, Nesy and NLS spelling programme weekly across the school, and further develop use of spelling strategies in lessons.</p> <p>Improve handwriting and formation for all learners; introduce joined handwriting of vowel digraphs from Year 2 and key words from Year 3.</p> <p>Continue to develop practice in RWInc (daily), Teach a Monster to Read, Corrective Reading and Accelerated Reader (weekly), ensuring learners are on the correct programme for their needs.</p> <p>Increase the impact of the Writing Journey approach through the use of quality feedback linked to bespoke success criteria.</p> <p>Increase use of Welsh through individual year group focus on phrase of the week; daily Welsh oracy activities and Welsh reward sticker system; playground Welsh games.</p> <p>Monitor and review learner progress in Welsh through weekly recording of Welsh oracy, reading or writing, and termly recording of individual, paired and group oracy activities assessed against continuum.</p> <p>Re-introduce mathematics packs in all classes from Reception – Year 6 and ensure children have independent access to additional equipment.</p> <p>Model and guide use of manipulatives through warm-up activities and provide weekly opportunities for the use of manipulatives in mathematics and numeracy tasks.</p> <p>Ensure all learners have fortnightly opportunities to apply mathematics and / or numeracy skills in rich learning tasks.</p> <p>Provide fortnightly opportunities for all learners to tackle reasoning tasks.</p> <p>Further develop class enquiry question investigations across the school to include a range of significant Welsh, Christian and diverse figures.</p> <p>Implement agreed whole school approach to marking and feedback, following learner feedback and reflection on approaches trialled in 2022-23.</p> <p>Implement new assessment cycle linked to Curriculum for Wales, and valuing and supporting progress in all AoLEs.</p>
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	<p>Re-introduce use of success criteria checklists for learners to support effective self and peer assessment.</p> <p>Introduce bespoke BHVC Tracker to provide an accurate picture of individual learner progress and achievement, and learner wellbeing, that can be shared with all stakeholders and used in transition.</p> <p>Work with the cluster to establish digital portfolios for learners in Year 4-Year 6 to introduce individual learner reflection and celebration of achievement.</p>
<i>Positive Learner Learning Behaviours</i>	<p>Improve handwriting and formation for all learners; introduce joined handwriting of vowel digraphs from Year 2 and key words from Year 3.</p> <p>Increase use of Welsh through individual year group focus on phrase of the week; daily Welsh oracy activities and Welsh reward sticker system; playground Welsh games.</p> <p>Re-introduce mathematics packs in all classes from Reception – Year 6 and ensure children have independent access to additional equipment.</p> <p>Ensure all learners have fortnightly opportunities to apply mathematics and / or numeracy skills in rich learning tasks.</p> <p>Provide fortnightly opportunities for all learners to tackle reasoning tasks.</p> <p>Re-introduce use of success criteria checklists for learners to support effective self and peer assessment.</p> <p>Work with the cluster to establish digital portfolios for learners in Year 4-Year 6 to introduce individual learner reflection and celebration of achievement.</p>



Staffing Structure

Senior Leadership Team

Anna Britten Headteacher DSP Prevent Lead	Alison Coombs Deputy Headteacher Deputy DSP CLA Lead Professional Learning Lead Upper Phase Lead NQT Lead			
Claire Crew Foundation Phase Lead Deputy DSP Environment Lead ST AoLE Team Nursery Class Teacher	Heidi Wilson Curriculum Lead Middle Phase Lead Year 2 Class Teacher	Hilary Roberts ALNCo	Nikki Westwood Eco Schools Lead Forest School Lead Strategic Equality Lead HLTA Nurture Lead	Louise White HLTA PPA Lead HW AoLE Team
Julian Smith Premises & Facilities Manager Business Manager	Justin West Digital Media Technician Digital Safety Lead			



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Non-Teaching Support Staff, Office Administration & Family Engagement Team

Leanne Mason Office Administrator Attendance Officer	Suzanne Challenger Family Engagement Officer HLTA PPA		
Shan Hart Caretaker 50%	Cheryl Lewis Caretaker 50%	Mandy Beale School Cook	Collette Finch Deputy Cook

Teaching Staff

Charlie Booth Year 6	Rhiannon Williams Year 6	Rory Wayne Year 5	Jade Saunders Year 5	Michelle Hall Year 4 Student Lead Mentor	Tia Cunningham Year 4
Carla Price Year 3	Leanne Jones Year 3	Peter Phillips Year 2	Laura Sutton Year 1	Claire Cox Year 1 (60%)	Kerry Hughes Year 1 (50%)
Rachel Davies Reception	Laura Smith Reception (50%)	Alys Paget Reception (50%)	Loran Tanner Student Teacher Year 5		

Teaching Support Staff



Andrew Turner Level 3 Junior Nurture	Kate Rondel Level 3 Junior Nurture	Charlotte Furnival Level 1 Junior Nurture			
Karen Beacham Level 3 Behaviour Team Year 6 Link	Alison Jones Level 3 TIS Lead Behaviour Team Year 6 Link	Ruth Heward HLTA PPA (40%) Level 3 (60%) Behaviour Team Year 5 Link	Chloe Richards Level 3 (40%) Behaviour Team Year 5 Link	Abigail Griggs Level 1 Classroom Support Year 5	
Bethany Scriven Level 1 Sports & Activities Behaviour Team Year 4 Link	Angela Davies Level 3 Classroom Support Year 4	Lesley Holland Level 3 Classroom Support Year 3	Nicola Kelso Level 1 PPA Support Year 3 Link		
Michaela Page Level 3 Year 2	Claire Harper Level 2 Year 2	Ruth Rusby Level 3 Year 1	Emma Watkins Level 1 Year 1		
Jo Daley Level 3 (60%) Reception	Julie Jones Level 3 (80%) Reception	Kim Donovan Level 3 (60%) Reception	Jo Breeze Level 3 Nursery	Yasmin Gedney Level 3 Nursery	Hannah Leach Level 1 Nursery
Julie White Level 3 Foundation Phase Nurture	Shan Hart Level 1 (50%) Foundation Phase Nurture				

PPA & Cover

Louise White HLTA 100%	Ruth Heward HLTA 40%	Suzanne Challenger HLTA 40%	Claire Cox Class Teacher 10%		
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Curriculum Teams

<p>Languages Literacy & Communication English – Laura Sutton Welsh – Carla Price International Languages – Claire Harper BSL – Jo Breeze & Yasmin Gedney Literacy Intervention – Nic Price, Ruth Rusby & Abigail Griggs</p>	<p>Mathematics & Numeracy Mathematics & Numeracy – Michelle Hall (3-6) & Rachel Davies (N-2) Numeracy Across the Curriculum – Rory Wayne Numeracy Intervention – Michaela Page & Karen Beacham & Angela Davies</p>	<p>Science & Technology Science – Rhiannon Williams & Hannah Leach Technology – Claire Crew Digital Technology – Justin West Technology (Practical) – Andrew Turner</p>
<p>Humanities RVE – Jade Saunders ESDGC & Geography – Nikki Westwood History – Kerry Hughes & Lesley Holland Collective Worship – Alison Coombs</p>	<p>Expressive Arts Art – Laura Smith & Alys Paget Music – Claire Cox & Ruth Heward Dance – Tia Cunningham Creativity – Jo Daley & Chloe Richards</p>	<p>Health & Wellbeing Physical & Trips – Charlie Booth Physical – Loran Tanner Mental & Emotional – Louise White RSE – Leanne Jones Healthy Eating – Julie Jones & Kim Donovan Play – Nic Kelso, Bethany Scriven, Emma Watkins & Shan Hart</p>
<p>ALN Team ALNCo – Hilary Roberts ALN Support– Peter Phillips</p>		



TIS – Alison Jones MAT – Heidi Wilson Attendance – Suzanne Challenger Environments – Kate Rondel, Charlotte Furnival & Julie White		
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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
WSA = Whole School Approach	NQT = Newly Qualified Teacher
HLTA = Higher Level teaching assistant	TIS = Trauma Informed Schools

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	What impact have we made and what have we learned? Evaluation involves: <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	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.
Action	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.
Success criteria	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.
Monitoring arrangements	The <i>who, what, where, when</i> of judging progress towards actions and success criteria. <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 Leaderships Framework) (Excellence in Teaching and Leaderships Framework) (Excellence in Teaching and Leaderships Framework) work scrutiny, learning walks, learner voice, data analysis. • When and how overall progress with the action plan will be evaluated during the year
Monitoring	Where the term 'monitoring' is used this is shorthand for monitoring and reflection, reviewing plans, providing support to improve.
Milestones	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.
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	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. Partners and stakeholders include: <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

