Rhayader Church in W Primary School

School Development Plan

2021 – 2022

This document is based on the Welsh Government regulations 155/2014

Timeline	Date	Staff Members and GB
Planning	Oct 2021	All teaching staff Agreed by Governors
Reviewing	February 2022	Teaching staff and Governors
Reviewing	June 2022	Teaching staff and Governors

Contextual Information

Strategic Overview 2021 - 2022	
Workforce Planning: number of fte TEACHERS	9 Class teacher FTE 1 FTE Headteacher 1 unqualified teacher – PGCE salaried 1 12.5 hours PDG teacher (Welsh Stream) 1 0.8 FTE PDG teacher (Whole School – nurture focus)
Workforce Planning: number of fte SUPPORT STAFF	Level 4 (HLTA) 8 hrs Level 3 1 x27.5 hours -ALG, 8 x 27.5hrs FPA and ALN, 2 x 16.5hrs ALN

Grant Finance 2021-2022		
Source of Funding	**Purpose**	**Sum**
Education Improvement Grant	• Staffing for teacher PPA time • Release time for training for staff at all levels • Training costs	£19,170
Pupil Deprivation Grant	• Welsh Support teacher KS2 1-1 and small group • General support for independent learning in FP - TA • Intervention support for Key Stage 2 - TA • Emotional support throughout the school – 3 TAs Summer 2021, 2 TAs Autumn and Spring	£44,803
MEGRT	•	£ ?
CLA (Child Looked After)	• To fund resources and offset cost of TA time to support 2 pupils on roll – Learning Village subscription, Nessy subscription	£ 1,799
Accelerated Learning Grant (ALG)	• Teaching assistant to work within the Foundation Phase to support ALN and FSM pupils in small groups and individually if needed. • Teacher employed to support 3 pupils with ALN that require time out of class to avoid 'over stimulation' leading to unwanted behaviour impacting on peers.	£10,074 & £5,022.54

CONTEXTUAL INFORMATION	School Total	Information
Eligible for Free School Meals	23%	Increase every year for past 5 years (53 pupils)
Children in Need	1	
Looked After Children	2	
English as an Additional Language	%	
Special Educational Needs	12%	
School Action Plus	27	
Statement	1	ASD
Average Class Size	26	

School and Governing Body appraisal of the progress with 2020/2021 priorities

Six Essential Targets 2020-21 REVIEW	Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
• **Priority 1 Target- To increase the use of Welsh across the school and in the community and achieve the Siarter Iaith accreditation (WELSH STREAM & ENGLISH STREAM) – silver**				
• The accreditation for the Siartr Iaith has been suspended due to Covid. The Welsh Government has announced that Siartr Iaith and Campus Cymraeg are merging. The school has decided to put on hold the Criw Cymraeg work for the Summer Term. • A baseline questionnaire is being completed by Key Stage 2 pupils will be carried out before the end of the term. • From September the new Siarter Iaith will be in place and Criw Cymraeg can work towards the targets using the action plan based on this term' questionnaire results.				√
• **Priority 2: Ensure effective assessment for learning strategies that create independent and capable learners as part of the Blended Learning approaches adopted by the school**				
• Staff have reviewed and updated the Assessment and Feedback policy to include remote learning and online feedback. Additional edits are needed for codes to show support which is not from an adult. Many of the pupils needing additional support will use aids to help them such as Easy Spell rather than need TA support. • All staff have attended ERW Webinars to use J2E, Flipgrid, Adobe Spark, Teams and Google Classroom effectively and are providing these activities for all pupils. • Use of Mote for Welsh learners means Welsh is modelled for the pupils to maintain oracy levels of pupils		√		

Priority 3 **To improve pedagogy through the application of the blended learning. The policy was put in place for blended learning.**				
• Blended Learning plans were prepared by all classes in preparation for families or bubbles self-isolating. Timetables of Google Meets were shared with parents. • Whole staff training has been offered for AfL and generating success criteria. The EPIC (Everyone Planning In Class) is still continuing and is engaging the pupils. • WAGGOLL is used and step by step learning to ensure pupils can independently complete tasks are used by all staff. • Use of Success Criteria to help pupils complete their best work is used. • Sharing good examples of work on google classroom board encourages all to do their best and celebrates work being done at home and in class.		√		
Priority 4: **To support and to develop pupils' confidence and resilience, ensuring they feel safe and secure as schools reopen for all pupils in September 2020**				
• Risk assessment is being reviewed regularly. All pupils have returned to school for the Summer Term and attendance is good. 95.43% of pupils aged 5 and over attended school following the reopening of the school in March 2021. • Parents, staff and pupils report they feel safe in school and the school had no Covid outbreaks during this period.		√		

Priority 5: **Improving leadership at all levels (including governing body)**				
• Delegated leadership is clear in the school. TAs run training for others and teachers. Professional Learning Opportunities are available to all staff. Online platforms are used effective with governors and staff. School has a strength in upskilling staff through links with colleges and universities.			√	

Three-Year Priorities 2021 – 2024

	Inspection Area 1: Standards	Inspection Area 2: Wellbeing and attitudes to learning	Inspection Area 3: Teaching and learning experiences	Inspection Area 4: Care, support and guidance	Inspection Area 5: Leadership and management
2021-2022 (high level priorities	Back to basic Numeracy- overcoming the impact of school closure due to Covid. Back to basics Literacy- overcoming the impact of school closure due to Covid. Changes to assessment inline with New Curriculum	Next stage of Healthy Schools- Phase 5 with a focus on hygiene and Bach a Iach. Embed our behaviour policy. Promote physical well-being by introducing opportunities in school. Bach a Iach training. Staff and pupil well-being.How independent are our learners?	Rolling in new strands of the New Curriculum Review of outdoor learning- how much progress has been made?	Making changes in line with ALN reform. Impact of new teaching structure on learners' progress. How effective is our tracking? How well do we equip parents to support their children?	The school as a learning organisation. Supporting PGCE students (Aberystwyth University, OU PGCE part time and through employment routes) Development of NQT teacher. TA – 2 trainee placements HLTA assessments – 2 staff members

2022-2023 (high level priorities)	How well do staff identifyand address barriers to learning? How well do we understandprogression and moving a child from one progression step to the next?	Are families accessing Early Help Hubs when needed?	Review of teaching the New Curriculum including coverage and the 4 purposes. Where to next?	ALN Bill review of practice.	Review of staff development needs. Budget- Maintaining the school painting and school grounds.
2023-2024 (high levelpriorities)	How effective is assessment? Is it appropriate to raising standards with the new curriculum?	Review pupil attitudes to healthy eating and physical activity. Are pupils resilient and using growth mindset?	Fully embedding of Rhayader purposeful pupil led curriculum	Impact of ALN bill in school. Review the coverage of RSE (jigsaw) in school and the progression from reception up to year 6.	The school as a learning organisation. Review of training needs linked to New Curriculum.

TARGETS 2021 - 2022

<u>PRIORITY 1</u> – **To implement the ALN Transformation effectively across the school.**	**Related to the:** **4 purposes** ● **Ethical, informed citizens** ● **Ambitious capable learners** ● **Healthy, confident learners** ● **Enterprising, creative learners** **12 Pedagogical Principles** ● maintains a consistent focus on the overall purposes of the curriculum ● sets tasks and selects resources that build on previous knowledge and experience and engage interest ● creates authentic contexts for learning ● supports social and emotional development and positive relationships encourages collaboration. **Schools as Learning Organisations** ● Dimension 1: Developing a shared vision centred on the learning of all learners ● Dimension 2: Creating and supporting continuous learning opportunities for all staff. ● Dimension 3: Promoting team learning and collaboration among all staff ● Dimension 4: Establishing a culture of enquiry, innovation and exploration ● Dimension 5: Embedding systems for collecting and exchanging knowledge for learning ● Dimension 6: Learning with and from the external environment and wider learning system ● Dimension 7: Modelling and growing learning leadership. **<u>Success Criteria -</u>** ● Nearly all staff are confident and effective in identifying ALN and supporting pupils with ALN ● Parents/carers feel confident in supporting their child's ALN ● Many pupils are happy with the ALN provided ● Maintain collaborative working with Outside Agencies and the Local Authority relating to developments

Very good progress		Strong progress		Satisfactory progress		Limited progress	

	SDP Focus and Expected Outcome	Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Prof. Dev. Needs and resources	Source of Finance and Cost
1	**New ALN changes reflected in school policies.** **All stakeholders to be informed about the new changes to the ALN system in Wales.** **School paperwork reflects changes in the ALN Code of Practise** **Development of the 'Tyfu' IDP system** **Intervention record keeping**	**SLT** **All staff & ALNCO** **ALNCO**	ALN Policy to be updated to reflect the changes to the ALN system Staff to complete online e-learning course for ALN. Staff meeting to discuss Powys plans for new ALN code. ALN decision meeting flowcharts shared with staff ALNET (2018) act training shared with ALN governor ALNCo to attend training on new IDP system ALN Concern form generated – this to be shared with ALNCO when ALN concerns present. For pupils in R, Y1, ALN information to be transferred	Any other policies that make reference to the old ALN system updated as and when appropriate Termly ALN meetings to revisit new ALN systems Key ALN documents available to staff via ALN channel on teams or other central storage area (drive?) For pupils in Y5, ALN information to be transferred to new IDP system.	Any other policies that make reference to the old ALN system updated as and when appropriate Parents signposted to most recent information about new ALN system. For pupils in Y3, ALN information to be transferred to new IDP	ALN Act ALNCO time ALN act for all staff and govs ALNCo time	Non contact time ALNCO & SLT Non-contact time for staff and ALNCO ALN resource ALN training – external eg. SEND station

	Staff are informed about Tyfu - what it does and how to use it **Staff clear about procedure for referrals**	**ALNCO & All staff**	to new IDP system. OPP & IDP's to be prepared for these pupils A detailed provision plan prepared for each class highlighting interventions taking place. ULPP & IDP's created (Powys template) that highlight frequency & objective of sessions. Timetables of interventions in place Staff join the ALN community of Hwb. & check Tyfu section regularly Staff are set up with a username and password for accessing Tyfu Tyfu bulletins shared in a central place for staff to	OPP & IDP's to be prepared for these pupils A detailed provision plan prepared for each class highlighting interventions taking place. ULPP & IDP's created (Powys template) that highlight frequency & objective of sessions. Timetables of interventions in place Staff given time to look at the training materials on the ALn community including playlists by EP service ALNCo fora's attended by ALNCo and headteacher termly to keep up to date with newest developments of Tyfu	system. OPP & IDP's to be prepared for these pupils A detailed provision plan prepared for each class highlighting interventions taking place. ULPP & IDP's created (Powys template) that highlight frequency & objective of sessions. Timetables of interventions in place ALNCo fora's attended by ALNCo and headteacher termly to keep up to date with newest developments of Tyfu		

	Children requiring additional input uploaded onto Tyfu		access and refer to as necessary Tyfu userguide shared in a central place for people to access and refer to as necessary. ALNCo fora's attended by ALNCo and headteacher termly to keep up to date with newest developments of Tyfu Tyfu user guide shared in a central place for people to access and refer to as necessary. Referral forms stored centrally for staff to access as needed. Tyfu drop in sessions are attended if concerns are had or advice needed. Children receiving additional support that is readily available to all are uploaded to Tyfu at ULP level. Children who are receiving bespoke support which is not readily available to all are uploaded onto Tyfo at School IDP level Profiles are completed as	ALNCo fora's attended by ALNCo and headteacher termly to keep up to date with newest developments of Tyfu	ALNCo fora's attended by ALNCo and headteacher termly to keep up to date with newest developments of Tyfu OPP completed for all children who staff have emerging concerns about which are uploaded onto TYfu at OPP level.		

			fully as possible for children recorded on Tyfu				

How can the wider community of the school enrich the priority?		
● If current COVID guidelines allow, invite parents in for face-to-face meetings, parent workshops, hold ASD/ALN cuppa and chat sessions ● Regular visits by the designated governor with responsibilities for the ALN to conduct monitoring visits. ● Work collaboratively with other schools in the cluster		
● **ADDITIONAL RESOURCES:** Non contact time, training for staff, resources to share with parents and for Universal Learning Provision in class eg. Coloured paper, Clicker Writer, ReaderPens		
MONITORING REPORTS AND EVALUATIONS: Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the SLT and Governing Body to produce a termly IMPACT ASSESSMENT REPORT		
AUTUMN TERM 2021 – IMPACT ASSESSMENT	**SPRING TERM 2022 – IMPACT ASSESSMENT**	**SUMMER TERM 2022 – IMPACT ASSESSMENT**

Priority 2: To increase the use of Welsh across the school and in the community and achieve the Siarter Iaith accreditation (WELSH STREAM & ENGLISH STREAM) – silver

Key Question and Quality Indicator: IA1 – IA3 - IA5

Related to the:

4 purposes

- **Ethical, informed citizens**
- **Ambitious capable learners**
- **Healthy, confident learners**
- **Enterprising, creative learners**

12 Pedagogical Principles

- maintains a consistent focus on the overall purposes of the curriculum
- sets tasks and selects resources that build on previous knowledge and experience and engage interest
- creates authentic contexts for learning
- supports social and emotional development and positive relationships
- encourages collaboration.

Schools as Learning Organisations

- Dimension 1: Developing a shared vision centred on the learning of all learners
- Dimension 2: Creating and supporting continuous learning opportunities for all staff.
- Dimension 3: Promoting team learning and collaboration among all staff = Staff are aware of the Welsh language requirements of the New Professional Standards and they work as a team to develop and fulfil the silver / gold award criteria
- Dimension 4: Establishing a culture of enquiry, innovation and exploration
- Dimension 5: Embedding systems for collecting and exchanging knowledge for learning - Staff regularly discuss and evaluate whether actions towards the Siarter Iaith objectives have had the desired impact and change course if necessary.
- Dimension 6: Learning with and from the external environment and wider learning system
- Dimension 7: Modelling and growing learning leadership.

Internal Accountability: **Linda Crockett**	**Accountability to the Governing Body:** **Welsh Language Governor - Guto Carrod** **Linda Crockett - Headteacher**

Success criteria in terms of standards or quality:

- School leaders model headteacher's vision for Welsh at the school by actively using Welsh and promoting the Welsh culture and heritage. The school has an active Criw Cymraeg that are encouraged to proactively lead on the development of the Siarter Iaith.
- The school achieves the silver accreditation by July 2022

Rationale for this priority:

- to ensure that learners are confident in using their Welsh language skills
- foster positive attitudes towards the language
- increase the use of the language inside and outside school.

The principles set out in the Siarter Iaith are in keeping with the Curriculum for Wales 2022 guidance and the 'Cymraeg 2050 Miliwn o Siaradwyr' guidance.

Very good progress		Strong progress		Satisfactory progress		Limited progress	

Actions	Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
1. Leadership at all levels: (a) SLT showing a clear commitment to develop Welsh and Welshness at a whole school level. (b) All the workforce understand the aims of the Siarter Iaith and their role in implementing the Siarter	HT / SLT All staff Co-ordinator and all staff / leaders	Developing the Welsh language is an integral part of the school's vision and is effectively shared with all stakeholders. All parents have received	Questionnaires, listening to learners and wall trawls evidence that the importance of the Siarter Iaith and the use of Welsh is	The school receives the Siarter Iaith silver or gold award.	Internal training on the aims and objectives of the Siarter Iaith for all staff and pupils. ERW training for the GB on the aims and objectives of the Siarter Iaith – provided by the ERW Lead on	No cost No cost

	(c) All learners / young people understand the importance of the Siarter Iaith and their role in supporting the action plan (d) All parents and the wider community understand the importance of the Siarter Iaith and their role in supporting the action plan (e) Governors ensure that the Siarter Iaith is a central part of the school's plans and support its implementation / action plan. A Governor to be the Siarter Iaith link governor is appointed by the full GB. (f) Governors / Staff and learners (ks2 and older) to watch the video: 'Long Shadows' (SLO, Dimension 7): https://resources.hwb.wales.gov.uk/VTC/2014/09/03/EinHiaith/Cysgodion%20Ddoe%20-%20Long%20Shaddows.mp4	Co-ordinator GB	a pamphlet/information about the Siarter Iaith. The aims and objectives of the Siarter Iaith are effectively shared and understood by ALL staff, learners and parents. All governors receive training on the aims and objectives of the Siarter Iaith and support the school's action plan effectively.	well established at the school and is understood by all stakeholder. Governors are actively involved and have an impact on the school's Siarter Iaith plans All ks2 learners have confidently completed the quiz based on the 'Long Shadows' video: https://resources.hwb.wales.gov.uk/VTC/2014/09/03/EinHiaith/Quiz.swf		Siarter Iaith	

	2. **Learners and young people take ownership of the Welsh language and understand its relevance to everyday life** (a) The workforce able to discuss the language with the learners and young people (b) Criw Cymraeg is established as part of the pupil voice forum (c) Guidance provided for the Criw Cymraeg on how to discuss the benefits of bilingualism / Welsh language and influence peers etc (d) Learners / Young people having the opportunity to discuss the language and its relevance to everyday life. (e) Learners / Young people encourage and support each other to take responsibility for the language. (f) Staff and learners to watch videos from the HWB resource 'Ein Hiaith' to become aware of their Welsh identity (SLO, Dimension 7). 'Living Language' Video: https://resources.hwb.wales.gov.uk/VTC/2014/09/03/EinHiaith/Iaith%20Fyw%20-%20A%20Living%20Language.mp4 '20 Voices' video: https://resources.hwb.wales.gov.uk/VTC/2014/09/03/EinHiaith/20%20Llais%20-%2020%20Voices.mp4		Learners have been selected to be the Criw Cymraeg and are actively involved in holding fortnightly meetings to evaluate and develop the Siarter Iaith initiatives. Criw Cymraeg have studied and analyzed the data from the most recent Siarter Iaith questionnaire. Results and an action plan are effectively communicated with all pupils and stakeholders. Criw Cymraeg are leading innovative and exciting initiatives to increase the	All learners and staff are part of the school's Siarter Iaith journey and they understand the role of the Criw Cymraeg. They are kept informed of progress made and understand which areas need to be improved. Criw Cymraeg have made a virtual presentation to the school Governors / other schools through TEAMS on their progress with the	Criw Cymraeg have made an effective presentation to parents on their progress with the language charter. As a result most parents understand the value of the language charter and the benefits of bilingualism(evidenced via a questionnaire) All ks2+ learners have confidently completed the quiz based on the 'Living Language'	Whole staff meetings / twilight sessions to share the vision for the Welsh language and identify any professional development needs and opportunities. Governors to be trained in the expectations of the Siarter Iaith by the ERW lead (Rhodri Siôn)	No cost Release time for the Welsh co-ordinator - £800 (1.5 days per term) No cost

	Handbook: https://resources.hwb.wales.gov.uk/VTC/2014/09/03/EinHiaith/Y%20prif%20bwyntiau%20dysgu%20-%20Main%20learning%20points.pdf		use of Welsh in the school and secure a strong Welsh ethos. As a result, many pupils are becoming enterprising, creative contributors.	Siarter Iaith	video: https://resources.hwb.wales.gov.uk/VTC/2014/09/03/EinHiaith/Quiz.swf School Council have discussed the Siarter Iaith / Welsh language at least THREE times during the year and progress / impact has been effectively evaluated		
	3. **Schools encouraging the learners / young people to use the language outside the classroom and offer Welsh experiences and Welsh across the curriculum.** (a) Learners / Young people use the Welsh language in a range of situations in the school	Criw Cymraeg / School Council Co-ordinator All staff	Targets agreed and shared by the Criw Cymraeg and these are effectively shared with all learners and stakeholders.	Governors have visited the school to complete monitoring activities and can evidence the	Most learners use the Welsh language purposefully with peers, adults, staff and visitors in the classroom,	School to school collaboration – share good practice and work with the 'Pencampwyr Iaith' to monitor the impact of the Siarter Iaith against the criteria of the silver / gold award	

	(b) The workforce ensuring that they use Welsh across the curriculum (English stream) (c) Rich activities and experiences planned in order to develop the use and the learners' enjoyment of the Welsh language. (d) Workforce encouraging the use of Welsh outside the classroom. (e) Pupils / Criw Cymraeg / Ambassadors encourage their peers to increase the use of Welsh outside the classroom. ***These activities will ensure that pupils are ethical, informed citizens and are healthy, confident individuals.***		Governors understand the school's data with the Siarter Iaith and have a firm understanding of the school's targets for improvement.	progress of the school with their agreed Siarter Iaith targets	on the corridor, in the dining hall and on the yard. Most learners can discuss the advantages of bilingualism confidently and effectively		
	4. School staff develop their Welsh language skills and use Welsh with their colleagues and with the learners / young people. **(a)** A clear commitment in the SDP to improve the Welsh language skills of the workforce **(b)** The workforce taking advantages of the opportunities to develop their Welsh language skills, aligned to the professional standards.		Information about any professional development is shared with all staff. Parents have been informed about any Welsh lessons in the community Criw Cymraeg	The school is making strong progress against the agreed Siarter Iaith targets	Many pupils use Welsh effectively outside the school e.g. in the local shops / participate in community events / arrange concerts / gigs etc in the community	**The school is taking advantage of any sabbatical courses and the 10 hour free online course for teachers and support staff to further their Welsh language skills. https://learnwelsh.cymru/work-welsh/work-welsh-courses/teachers-part-1/**	

	(c) Pupils supporting the school's workforce to develop and use their Welsh language skills. **(d)** Learners / Young people use the Welsh language outside of the school **Resources:** Hanesyrlaith (1).pptx Cardiau Gemau Buarth Siarter Iaith.p CardiauCinio.pptx		are actively involved in promoting the use of Welsh by all staff and provide effective support and guidance to staff that lack confidence.		to promote the Welsh language Siarter Iaith questionnaire shows strong progress on the language web. Any areas for improvement are effectively identified and targeted.		
	5. Learners / Young people use the Welsh language outside of the school **(a)** Guidance given to the learners / young people regarding the opportunities to use the Welsh language outside of the school. **(b)** Guidance to parents in order to encourage them to support the use of the Welsh language outside of the school **(c)** Encouragement and support for learners / young people to use their Welsh through technology and social media **(secondary schools)**		Cluster plans an activity to promote the Siarter Iaith. The Criw Cymraeg plan activities and share ideas on how to promote the use of Welsh in their community e.g. a survey of the use of	The school is making effective use of external agencies such as Meter Iaith / Urdd to increase the use of Welsh in the community. As a result, many pupils	The school gains the silver accreditation due to the impact on an increased use of Welsh in the community.	As above – share good practice across schools	

	(d) School community and community partners, including cluster of schools, plan and collaborate to offer activities and opportunities for children and young people to use the Welsh language outside of the school		Welsh in the local shops/pubs/garage etc and actively support and encourage an increased use of Welsh	are confident in using the Welsh language and understand the benefits. .			

How can the wider community of the school enrich the priority?

- If current COVID guidelines allow, invite visitors e.g. authors, singers, artists to lead workshops in the school (SLO 6)
- Regular visits by the designated governor with responsibilities for the Welsh Charter to conduct monitoring visits and talk about the advantages of bilingualism.
- If current COVID guidelines allow, arrange visits to various attractions in Wales and participate in local community and national events e.g. Eisteddfod yr Urdd; St David's events etc
- Work collaboratively with other schools in the cluster e.g. observe good practice in a school that has achieved the 'Silver Award' (SLO 6) and make effective use of the 'Pencampwyr Iaith' to share ideas and to provide capacity for evaluating the school's impact towards achieving the relevant accreditation

- **ADDITIONAL RESOURCES:**

MONITORING REPORTS AND EVALUATIONS:
Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the SLT and Governing Body to produce a termly IMPACT ASSESSMENT

AUTUMN TERM 2021 – IMPACT ASSESSMENT	SPRING TERM 2022 – IMPACT ASSESSMENT	SUMMER TERM 2022 – IMPACT ASSESSMENT

Priority 3: Develop a more robust approach to learning Mathematics that ensures pupils have the tools and means to be successful when working towards the 4 key purposes of the new curriculum. **Key Question and Quality Indicator: IA1 – IA3 - IA5**	**Related to the:** **4 purposes** ● **Ethical, informed citizens** ● **Ambitious capable learners** ● **Healthy, confident learners** ● **Enterprising, creative learners** **12 pedagogical principles** ● maintains a consistent focus on the overall purposes of the curriculum ● sets tasks and selects resources that build on previous knowledge and experience and engage interest ● creates authentic contexts for learning ● supports social and emotional development and positive relationships ● encourages collaboration. **Schools as Learning Organisations** ● Dimension 1- Develop an understanding of the foundational building blocks of maths ● Dimension 2- Develop critical thinking through building problem solving skills ● Dimension 3- Develop a meaningful context by bringing maths to life through real-world problems ● Dimension 4- Developing personal learning that allows children to learn in their own styles. ● Dimension 5- Securing basic learning to ensure children are adaptable and able to apply skills in other curriculum areas.

		Success criteria in terms of standards or quality: • Many books show that pupils are able to use place value and number systems accurately • Improved consistency across the school for mental maths and problem solving activities. Many books show similarities in tasks across year groups. • Improved book monitoring amongst staff. Termly book monitoring by Numeracy Team and staff meeting allocated to sharing folders.
Internal Accountability: SLT team Numeracy team	**Accountability to the Governing Body:** Feedback findings from book scrutiny Share evidence and findings to the Governing Body	

Rationale for this priority:

Rationale behind this School Development Target is ensuring that our learners have the skills they need to make them confident in using Mathematics in a variety of contexts in their everyday usage.

Very good progress		**Strong progress**		**Satisfactory progress**		**Limited progress**	

Actions	**Who?**	**Milestone Term 1**	**Milestone Term 2**	**Milestone Term 3**	**Professional Development Needs**	**Source of Finance and Cost**
Develop a consistent approach with regard to the teaching of Mathematics across the school. Ensure that staff have access to agreed planning format. Develop curriculum and identify skills that need to be taught discreetly and what needs to be taught directly to learners.	All staff SLT Numeracy curriculum Team	Discuss scheme to be adapted with staff Ensure all staff have resources needed to teach the curriculum effectively	Book monitoring to ensure consistency of learning across the school. Ensure staff have time to meet to discuss books.	Identify areas of the Numeracy 'What matters statements' that need to be tight directly to pupils. Plan and map discrete teaching of Numeracy-	Training for staff to complete effective book monitoring.	Time during staff meetings to share good practice.

					identifying other curriculum links.		
	Ensure effective tracking and monitoring is taking place across the school. Use standardised tests to track and monitor progress across the academic year. Baseline October 2021 Identify areas for development for learners based on standardised scores linked to reports produced.	SLT Numeracy curriculum Team	Assess pupils using the standardised score in October as the baseline. Compare pupils against summer scores to gain a picture Share findings with staff and link to Pupil Progress Meetings (PPM)	Complete standardised tests again in February and compare against October. Ask teachers to look at batch reports for pupils and identify areas for development for their pupils.	Complete standardised tests again in the summer. Compare results across the academic year. Target of 90% to have made progress across year 2- year 6. Use PPM's to identify areas of development for learners.		Time for staff to analyse data from the standardised tests.
	Ensure that pupils have the basic skills to apply in both Numeracy lessons and other curriculum areas. Embed Mental maths focus with pupils, teachers and parents. Use a planning outline to ensure a consistent approach to learning. Use Doodle maths to focus learning for pupils in preparation and evaluation of learning. TTRockstars in KS2 to challenge and develop times	SLT Numeracy curriculum team Staff	Share outline of mental maths teaching focus with staff. Ensure staff understand what the expectations are here. Agree timetable for mental	Track and monitor usage of Doodle maths and impact of progress of learners against standardised ages on program.	Track and monitor usage of Doodle maths and impact of progress of learners against standardised ages on program. Discuss		Staff meeting to discuss mental maths with teachers Identify areas of development with staff

	tables beyond DoodleTimesTables		maths teaching Discuss during staff meetings to ensure staff able to follow outline for planning	Questionnaire to parents asking for feedback from mental maths targets with learners.	mental targets with learners.		
	Investigate different approaches to developing improved mental maths strategies that learners could apply.	SLT Staff members Numeracy curriculum team	Investigate mental maths schemes available. Speak to other schools about what they use and the impact they feel it has in their own school.	Speak to different companies about what their products offer and the impact that it has.	If suitable and beneficial for learners, adopt new scheme and provide training for staff.	Provide training for staff.	

How can the wider community of the school enrich the priority?

- **ADDITIONAL RESOURCES:**

MONITORING REPORTS AND EVALUATIONS:
Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the SLT and Governing Body to produce a termly IMPACT ASSESSMENT

AUTUMN TERM 2020 – IMPACT ASSESSMENT	SPRING TERM 2021 – IMPACT ASSESSMENT	SUMMER TERM 2021 – IMPACT ASSESSMENT

Priority 4: To ensure all learners have the language skills to be able to access all of the curriculum and share their ideas and opinions in a variety of forms to various audiences.

Key Question and Quality Indicator: IA1, IA3, IA5

Related to the:

4 purposes

- Ethical, informed citizens
- Ambitious and Capable learners
- Healthy, confident individuals

12 Pedagogical Principles

- maintains a consistent focus on the overall purposes of the curriculum
- sets tasks and selects resources that build on previous knowledge and experience and engage interest
- creates authentic contexts for learning
- supports social and emotional development and positive relationships
- encourages collaboration.

Schools as Learning Organisations

- Dimension 1: Developing a shared vision centred on the learning of all learners
- Dimension 2: Creating and supporting continuous learning opportunities for all staff.
- Dimension 3: Promoting team learning and collaboration among all staff =
- Dimension 4: Establishing a culture of enquiry, innovation and exploration
- Dimension 5: Embedding systems for collecting and exchanging knowledge for learning
- Dimension 6: Learning with and from the external environment and wider learning system
- Dimension 7: Modelling and growing learning leadership.

Internal Accountability: **Linda Crockett – Language, Literacy and Communication Lead**	**Accountability to the Governing Body:** **Rebecca Unsworth**

Success criteria in terms of standards or quality:

- Value added for nearly all pupils from Sept/Oct baseline to June 2022 in work produced/INCERTS tracking
- Many books show that pupils are able to spell high frequency words accurately and make phonetically plausible attempts at unfamiliar words
- Improved consistency across the school for handwriting and spelling activities. Many books show similarities in tasks across year groups.
- Improved book monitoring amongst staff. Termly book monitoring by Literacy Team and staff meeting allocated to sharing folders

Rationale for this priority: 2 years of disrupted learning means some of the basics has been missed by many pupils. Summer Term 2021 review showed handwriting, spelling and reading had dipped over the lockdown periods.

Very good progress		Strong progress		Satisfactory progress		Limited progress	

Actions	Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
READING WM4- 'Literature Fires Imagination and Inspires Creativity' *Most lessons to include an element of reading (to fire imagination). Pupils to be shown WAGOLL. Engage reluctant readers- book audits in class, possible purchase on magazines/ comics/ short stories. Staff to read to pupils (leave on cliffhanger etc to evoke desire to carry on). Focus – Author of the month in classes and in the library (Year6 librarians to lead)	SLT All staff LLC Team/ ALNCO	Baseline assessments- Pupils to be tested October 2021. Reading and spelling results to be analysed. Pupils to be re-tested at end of academic year.	Analyse progress and the impact of the implementation of the 'Back to Basics' program. Feedback to staff WHOLE SCHOOL	Baseline Assessments - Pupils to be tested June 2022. Reading and spelling results to be analysed to see progression/ value added. Review	Training – SEND Station Staff meeting & INSET	Training costs £300 (max)

	ALNCO to provide/arrange training to help with strategies to help all learners – SEND station Alphabet Arc, Stareway to Spelling, Reciprocal Reading		Reading audit across the school.	READING CHALLENGE Pupil responses to adult reading activities.	findings to feed into Autumn planning and priorities for planning Literacy. Feedback to parents. Analyse data and review INCERTS data.		
	GRAMMAR/ PUNCTUATION/WRITING - 'Understanding Languages is Key to Understanding the World Around Us'. Focus on renewing the grammatical correctness in pupil's work. FP to enhance provision of phonics work. Re-introduce punctuation pyramids in all classes. Literacy lead to design learning continuum for punctuation. Embed Clicker Writer to help pupils struggling with writing. In lessons pupils to be shown WAGOLL and success criteria shared. Use of Easy Spell so pupils with ALN can orally communicate sentences they want to write	SLT All staff LLC Team	Staff meeting and LLC team meeting to prepare resources for punctuation and grammer. Audit of what we have on site and what happens in each class. Find and share good practice.	Analyse progress and the impact of the implementation of the 'Back to Basics' program. Feedback to staff	Baseline Assessments from work - reviewed June 2022. Review findings to feed into Autumn planning and priorities for planning Literacy. Feedback to parents. Analyse data and review INCERTS data.	Staff meeting	

	ORACY WM3- 'Expressing ourselves through Languages is Key to Communication'. Focus on speaking and writing. Whole school focus on picture books to encourage imagination and oracy opportunities. Pupils to be given more opportunities to express viewpoints. Build relationships with others through various forms of communication. Opportunities to express themselves to different audiences and for different purposes. Link to SDP- all staff given PM target linked to back to basics literacy. Pupils to reflect on missed learning and needs for the year ahead. Ensure all pupils have the 'foundations to language' and are able to communicate effectively through working closely with SALT and developing in school strategies for non-verbal/low level ALN pupils. Continue with subscription and training for Learning Village to support language acquisition for EAL pupils.	SLT All staff LLC Team/ ALNCO	Research training Bucket full of words – ASD Speechlink/Language link Termly meeting for Rhayader – TASS with Powys ALN and SALT	Analyse progress and the impact of the implementation of the 'Back to Basics' program. Feedback to staff	Baseline Assessments from work - reviewed June 2022. Review findings to feed into Autumn planning and priorities for planning Literacy. Feedback to parents. Analyse data and review INCERTS data.	Training for all staff on language acquisition	Up to £500 for resources and training (?) EAL - £250 Learning Village software – EAL funding (?)
How can the wider community of the school enrich the priority?							

Information shared with parents Cluster working to share good practice Powys ALN Team and SALT meetings for the School and pre school settings.
• **ADDITIONAL RESOURCES:** IPads, chromebooks with relevant software, training.
MONITORING REPORTS AND EVALUATIONS: Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the SLT and Governing Body to produce a termly IMPACT ASSESSMENT

AUTUMN TERM 2020 – IMPACT ASSESSMENT	**SPRING TERM 2021 – IMPACT ASSESSMENT**	**SUMMER TERM 2021 – IMPACT ASSESSMENT**

Priority 5: To ensure a whole school focus on Wellbeing and Mental Health for staff and learners

Key Question and Quality Indicator:

- 1A2-2.1 Wellbeing
- 1A2-2.2 Attitudes to learning

Focus areas:

- Relationships and the learning environment (Learners, Parents and Staff)
- Learning needs to take place in a context which recognises, develops and strengthens the wellbeing of the learner.
- Listening to learners and promoting personalised learning
- Continuing blended learning approaches to physical activity within the school day
- Continue to secure good attendance
- Support and further develop positive attitudes and learning behaviours

Relate to the 4 purposes

- Healthy, confident individuals ready to live fulfilling lives as valued members of society.

AOLE- Health and Wellbeing

- Developing the capacity of all learners to navigate opportunities and challenges in their learning by building resilience and decision making skills in relation to physical and mental health, emotional and social wellbeing.

Pedagogical Principles:

- Positive relationships supporting social and emotional development.
- Collaboration & blended learning strategies
- Deepening thinking and problem solving

Schools as Learning Organisations

- To continue to develop professional practice in relation to, recent training and developments in Trauma Informed Schools, Nurture, Mindfulness, Rights of the child.
- Using professional knowledge to create an environment that recognises and develops the wellbeing of all learners.
- To ensure the wellbeing of all staff members, acknowledging that in order to support learners, staff must be emotionally and mentally healthy.

Internal Accountability: Julie Rimmer	**Accountability to the Governing Body:** John Buchan and the Rev'd Lance Sharpe Linda Crockett -Headteacher

Success criteria in terms of standards or quality:

- Most/nearly all pupils report that they feel safe and secure in school
- Most pupils engage in tasks and events
- The behaviour of most pupils is consistently good

Rationale for this priority:

- General concern about learners and Staff as the Pandemic continues and therefore anxiety and uncertainty is still evident.
- A realisation that there are blocks of learning missing from learners experiences due to the amount of time away from face to face learning
- The need to plan for possible class closures, staff and pupil absence due to the continued Pandemic.
- Plans for the new Curriculum for Wales 2022 continue.

Very good progress		Strong progress		Satisfactory progress		Limited progress	

Actions	Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
To have regular staff meetings for both teachers and support staff, allowing a platform for discussion and support, reminding staff of available networks on HWB etc	HT/SLT	Staff meetings arranged Staff who need support are connected to external agencies	Review and evaluate effectiveness of the support	Review and evaluate effectiveness of the support	Staff meeting time and access to HWB, care first etc	No cost
Review success of mindfulness sessions available to staff and to evaluate pupil interventions (drawing and talking, ELSA, check in/outs, jigsaw, circle of friends)	SLT/staff meeting	Review all interventions offered and what we are doing for all learners in each	Evaluation of jigsaw	Pupil and staff questionnaire to evaluate	other opportunities available, fitness training, yoga etc – training to source	?

			class				
	To restart Healthy Schools Scheme whole school approach	Wellbeing team/pupil voice	Criteria reviewed by Well-being team and priorities shared with all staff Pupil Voice meeting to focus on healthy schools scheme Folder set up on drive for any related work	Checklist of evidence submitted – whole school healthy schools week to target areas not covered in classes already	Accreditation by Healthy Schools	Kate Williams – to meet with Pupil Voice and Well-being team for support	Non-contact time for Well-being lead - £200
	To explore Task and Reward systems in school to ensure fairness for all and that all learners feel valued.	Wellbeing team/Pupil voice	Well-being meeting for all staff Agree consistent approach across school	Review and evaluate task and reward initiatives – listening to learners	Pupil questionnaire and pupil voice feedback for Impact Assessment	Staff meeting time	
	Monitor use of Nurture areas and success of their use. Feedback from staff who have attended courses and embed Trauma Informed Schools and SEND courses and the Bach a Iach PE courses.	staff meetings	Well-being meeting for all staff Agree consistent approach across school	Review and evaluate Diploma for 2 members of staff TIS	Pupil and staff questionnaire and pupil voice feedback for Impact Assessment	Staff meeting time and training for 2 staff members – 6 days	Supply cover for training release resources – sand trays
	Completion of the national nurturing schools programme - Tracking social emotional development of pupils using the boxall profile/whole school training for	SLT RU Class teachers	Staff meeting about the 6 principles of nurture Boxall Profiles	Nurture display/working wall in staff room Parents	Case studies 1,2, & 3 complete Application	Staff training and staff meeting	supply cover to release class teacher PLG – Drawing and talking INSET £5,600

	Drawing and talking		completed for all	regularly updated about NNSP Class and individual targets set	form submitted for accreditation		
	Embed Jigsaw throughout school	SLT	introduced in all classes by October 2021 Information shared with parents	monitor progress/ staff meetings	find out how staff and pupils are finding this scheme	Staff meeting	Jigsaw purchase with EIG funding 2020-2021
	Outdoor Learning; continue development of further forest school area, timetable for use of existing areas	SLT All Staff	Extra Forest school areas set up to allow all classes to use weekly. Unconfident staff to attend Forest Schools with a group in Coed-Y-Wern	Monitor timetables and pupil feedback on sessions Training if needed for staff who are reluctant or unsure	Staff and pupil feedback to feed into Impact assessment	Staff meeting	?All WG funded ?if needed could bring in external trainer ?Bryntitli funding for resources £1000
	Learning for pupils to be purposeful and relevant to them informed by pupil voice EPIC planning. Staff to prepare real-life and authentic tasks that relate to the pupils own lives and experiences. Develop Rhayader Church in Wales Curriculum around local events – such as Project Penbont Wood, Arts Council for Wales BAME project, pupil voice link with town council	SLT All staff External links and Rhayader town council	EPIC planning in all classes – new staff mentored by SLT Contacts made in the local area Folders used to stop 'subject' mindset	New topics if needed Share good practice in staff meeting and across classes Cluster working	New topics if needed Share good practice in staff meeting and across classes Cluster working	Staff meeting to share work/ideas across the staff	No cost

			Review – what have we done?				
	Continue with the use of therapy dogs in school and develop their role across the school to include the 1:1 sessions with individual pupils and the use of PawPals and challenges offered to all and shared with families.	SLT All staff	Review of dog therapy success – pupil feedback	Review of dog therapy success – pupil feedback	Review of dog therapy success – pupil feedback	?Consider dog mentor programme	No Cost

How can the wider community of the school enrich the priority?

Sharing information with parents, working with external agencies, cluster working

ADDITIONAL RESOURCES: HWB - Health and Wellbeing resources;
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/,
https://www.ceop.police.uk/safety-centre/ ,
https://agenda.wales, www.sensecds.com ,
https://powys.gov.uk/en/childrens-services/find-support-and-advice-for-my-family/incredible-years/ ,
https://cypptraining@powys.gov.uk

MONITORING REPORTS AND EVALUATIONS:
Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the SLT and Governing Body to produce a termly IMPACT ASSESSMENT

AUTUMN TERM 2020 – IMPACT ASSESSMENT	SPRING TERM 2021 – IMPACT ASSESSMENT	SUMMER TERM 2021 – IMPACT ASSESSMENT

Other Priorities: To develop digital competency skills of all staff and pupils		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
	Develop a consistent approach to the teaching of Digital learning.	Staff members SLT	Ensure all staff are provided with a scheme of work. Ensure that staff have all the resources that they need to meet the needs of the scheme.	Scrutiny of work to ensure consistency across the school. Ensure staff have time to share good practice.	Provide evidence to showcase consistency across the school. Staff to evaluate the effectiveness of the scheme and address areas moving forward.	Appropriate staff training if and when required.	Time during staff meetings to share good practice.
	Establish digital leaders across the school Develop pupil led support of staff and peers	SLT Digital Team All staff	Identify pupils who have strong digital links Establish them as digital champions for their class (around 4-6 for each class)	Develop time for digital leaders to hold training sessions for pupils and staff, identifying areas of development whilst improving digital competency across the school.	Digital leaders to develop resources to support staff and peers. Digital leaders to create 'how to …' posters or videos that can be shared with staff, pupils and parents.	Training to be provided for digital leaders, so that they have the skills needed to help raise standards.	

	Ensure time for pupils to develop time for basic skills Using the scheme of work to ensure pupils have the skills required to complete a range of simple tasks.	All staff	Provide time for pupils to develop word processing skills. Ensure pupils are given opportunities to practice word processing skills.	Discussions with pupils around word processing skills. Pupil questionnaire to identify areas of development for pupils. Use this questionnaire to identify areas of development.	Continue to provide opportunities for learners to make progress. Questionnaire and listening to learners to assess the impact of the returning to basics.	Time to meet with pupils to identify areas for development. Staff training to ensure all staff members are comfortable and confident with their use of digital equipment.	
	To ensure that there is a strong focus on Christianity – as well experience of other world faiths - within the context of collective worship	**Who?**	**Milestone Term 1**	**Milestone Term 2**	**Milestone Term 3**	**Professional Development Needs**	**Source of Finance and Cost**
	To develop collective worship and reflective areas that include a focus on festivals in other world faiths, as well as Christianity.	Humanities Lead – LC All staff	Introduce Classroom worship Training SLT – October 2021 Festivals for other faiths calendar Other faiths – Peace Mala celebration day	Review classroom worship and festivals calendar Learning walk,listening to learners review	Review classroom worship and festivals calendar Learning walk, listening to learners review	Work with church school liaison officer	Resources to be purchased £250

			Dec 21				
	To implement 'Discovery RE' as it ensures coverage of all the six main religions, with the focus on Christianity	LC All staff	Introduce Discovery RE to all staff, resources on GoogleDrive	Review discovery RE Learning walk, book trawl, listening to learners review	Learning walk, book trawl, listening to learners review	Links with other church schools	
	To introduce a greater 'understanding of Christianity' into the school curriculum by developing a creative and imaginative approach to the Christian faith.	LC All staff	Review of Understanding Christianity Humanities Team to break down the big questions	Learning walk, book trawl, listening to learners review	Learning walk, book trawl, listening to learners review		?Possible grant for Artist to lead Christianity Art or work with Touchline
	Embed the school's core values through the curriculum	All staff	Learning walk, book trawl, listening to learners review	Learning walk, book trawl, listening to learners review	Learning walk, book trawl, listening to learners review	Staff meeting	
	Continue to liaise with Diocese Education Officer when monitoring collective worship	LC	Church PLC meeting	Visit to school	Visit to school	Staff meeting - termly	

Policy Reviews

2021 - 2022	2022-2023	2023-2024
Statutory	**Statutory**	**Statutory**
Annual policies – Child Protection Health and Safety Pay Review Policy Data Protection Performance Management Safeguarding Feedback Policy Complaints policy Curriculum Policies Strategic Equality Plan and ALN	Annual policies – Child Protection Health and Safety Pay Review Policy Data Protection Performance Management Safeguarding Feedback Policy Complaints policy Curriculum Policies ALN	Annual policies – Child Protection Health and Safety Pay Review Policy Data Protection Performance Management Safeguarding Feedback Policy Complaints policy Curriculum Policies ALN
Non-statutory	**Non-statutory**	**Non-statutory**
Staffing (Conduct & Capability)	More Able and Talented	Behaviour
Disciplinary/ Suspension	CCTV	ICT and E Safety Policies (including remote learning)
Inclement Weather	ESDGC	
Sickness Absence management	Governor Expenses	
Grievance		
Homework		

Other Continuing Aspects to be Improved

(e.g., Eco Schools, Healthy Schools, buildings…)

Aspect	Resources / personnel	Target Date and Evaluation
Peace Mala Gold Award (ongoing throughout daily work)	Linda Crockett	Award by September 2022
Provide opportunities for aspiring teachers and HLTA for TA	ERW - SLT	Throughout year see ERW dates
Provide support for families and workshops for parents – COVID permitting	Sian Protheroe and Well-being team	July 2022

Staff Development Plan

Priority	Focus of Improvement	Staff	Resources, Cost	Evaluation
1, 5	Well-being - Mental Health online training ALN - ~Precision Teaching Trauma Infromed Schools Drawing and talking – Foundation and Advanced Bach a Iach	All ALNCo and TAs 2 members of staff – cascade to all All staff Foundation and 2 for advanced All staff	No cost Online training Online training and non-contact time Online training Online training Online training	
3, 4	Precision teaching, Alphabet Arc, reciprocal reading	All	£150 Online training	
2	Welsh sabbatical	D Lewis	WG funded	

Checklist

Regulation	√
Raising standards in Literacy	√
Raising standards in Numeracy	√
Focus on minimising the effect of poverty on attainment	√
3-year plan	√
SDP approved by the Governing Body	√
Copy of SDP distributed to all staff and governors	√
Summary copy of SDP available through the school Governors Annual Report to parents	√
SDP monitored in each meeting of the full governing body	√
GB have reviewed and updated the SDP where appropriate	√
SC clear and quantifiable	√
Attention given to leadership development	√
Accountability noted clearer	√
Financial resources clearly recorded	√
Workforce development clearly noted	√
Development Needs of all staff clearly noted	√
Review of the previous SIP	√