



Ysgol Cae'r Gwenyn



School Development Plan

2023 - 2024

Our Vision Statement

Hand in Hand - together we can



We aim to create:

- *A caring and happy learning environment where all achievements are celebrated*
 - *A family school where all are welcomed*
- *A place where curiosity and independence are encouraged – where learning is fun!*

The School Development Plan is influenced by:

- The school's self-evaluation process
- The review of last year's School Development Plan
- Priorities set with the whole staff, members of the governing body and in consultation with the GwE SIA
- Recommendations following Estyn inspection – June 2023.
- Priorities as set out by Welsh Government, GwE and Wrexham County Borough Council
- Parents input through questionnaires and suggestions
- Evidence from observations, record keeping and tracking throughout the school
- The Early Years Foundation Learning / Welsh Curriculum
- Appraisal and Performance Management



Evaluation of 2022 -2023 School Development Plan

Area identified for improvement	Progress / Impact	Other comments / next steps
<p>➤ To further improve outcomes for all pupils through the full implementation of the Welsh Curriculum.</p>	<p>Stakeholders have continued to familiarise themselves with the report through provision of reading materials, workshops and discussions. Assessment materials have been revised and redrafted, ready for implementation in September 2023.</p> <p>New staff have attended training courses.</p> <p>Policies reviewed and ratified.</p> <p>School continues to plan and deliver fun, motivating activities for all learners. Lessons adapted to reflect needs and learning styles of children. New classroom resources have been purchased to support curriculum areas.</p> <p>Preparations in place for Seesaw app to record pictures and videos of pupil's achievements.</p> <p>Sensory activities loan library established for Nursery pupils.</p>	<p>Estyn Inspection in June 2023, recognised that <i>'The school provides an engaging curriculum based on developing the children's language skills'</i>. It also states that, <i>'The school's curriculum has suitable breadth and enables pupils to develop their skills and knowledge at an appropriate level.'</i></p> <p>Next steps: Continue to focus on aspects of the Welsh Curriculum. Ensure that new staff become familiar with Welsh Curriculum guidance.</p> <p>Need to ensure that new members of staff receive training opportunities.</p> <p style="color: red;">Progress made – Good</p>
<p>➤ To develop the expertise and skills of all practitioners in order to best support pupils with ALN.</p>	<p>ALN continues to be included on the agenda of every Governing Body meeting. ALNCo ensured that Governors have been kept informed and updated on all ALN issues and Improvements. Governor contribution to ALN is valued. SMT regularly attends courses and training events which are then disseminated through staff meetings. ALN is an agenda item at each meeting'.</p> <p>Parents offered meetings on Teams as well as face to face meetings. Practitioners have participated in these meetings if they 'know the child best'.</p> <p>ALNCo attends all SENCO forum meetings. ALNCo represented school on ALN working parties – Early Years and Specialised.</p> <p>All staff have conducted online research on ALN Code of Practice. All staff have attended training workshops led by ALNCo's.</p> <p>ALN documents revised and redrafted by SMT.</p> <p>Resources purchased to support children's communication skills.</p>	<p><i>Estyn report 2023 – 'Teacher's and support staff are well trained and highly skilled'</i>.</p> <p>Continue to ensure that new staff receive external and internal support. Ensure that new staff have opportunities to attend courses and training events in order to develop their skills and expertise.</p> <p style="color: red;">Progress made – Very good</p>

	<p>Planning / delivery of curriculum has been developed to ensure that it meets the needs of the child.</p> <p>Good collaboration with SALT therapists and technicians, Educational Psychologists and Physiotherapists to support children.</p> <p>Drop in sessions led by Ysgol Cae'r Gwenyn staff, held for colleagues in local schools. Continued involvement with Primary STEPs service.</p>	
<p>➤ To promote effective collaboration in order to enrich our practice, raise standards and improve learner outcomes.</p>	<p>Coordinator roles have been developed further including role of Well being champion.</p> <p>Parent workshops have been held on a range of subjects. Staff have met with Parent Governor as part of our self evaluation process. Staff gave suggestions and ideas for school improvement based on gathered views and opinions of parents / carers. Home School Link Coordinator made phone calls to all parents asking their views and ideas for school improvement.</p> <p>Staff visited resourced class in Llay CP to look at resources / behaviour strategies etc. Llay staff visited Ysgol Cae'r Gwenyn.</p> <p>Joint working with staff from Noddfa PRU.</p> <p>Some difficulties arose with staff collaborative projects due to staff shortages and family commitments.</p>	<p>Further develop role of Home/School Link Coordinator in September 2023.</p> <p>Further develop collaboration with parents and professionals – possible due to increase in members of staff.</p> <p>Appoint Community Coordinator to develop community links.</p> <p>Inclusion in next year's SIP – 2023 -2024</p> <p>Progress made – Good</p>
<p>➤ To promote the emotional health and well-being of all members of the school community.</p>	<p>Mel Jones was made Well being Champion / coordinator at the start of the Autumn Term. She has conducted research into all aspects of well being and attended a number of courses and training events as part of her role. Mel is an enthusiastic and committed Well being Champion. She has supported the well being of children, parents and staff. Sara Williams, our Home School Link Coordinator has continued to provide support to parents.</p> <p>Staff have attended a range of courses on emotional health and well being. Liz Jones now working towards a diploma in Trauma Informed Practice. Forest Area improved to create a more calm and relaxing green space. Resources purchased to support children's well being eg hammocks, fidget toys and lights. ELSA sessions fully entrenched in curriculum. Music therapy and choir team building sessions for staff took place in the Autumn Term.</p> <p>Relevant policies redrafted and revised.</p>	<p>Estyn Inspection Report June 2023 – ‘ <i>The Well being of pupils is at the heart of everything at the school.</i>’</p> <p>Need to ensure that new staff receive training in Trauma Informed Practice and in all aspects of emotional health and well being.. Need to ensure that staff are given non contact time to support their health and well being.</p> <p>Liz Jones ALNCo undertaking a Diploma in Trauma Informed Practice.</p> <p>Further develop in next year's SDP – 2023-2024</p> <p>Progress made – Very good</p>



Areas identified for improvement in our Self Evaluation Report – 2022 / 2023

1. Learning

- To enhance all pupils' levels of attainment in speech, language and communication through targeted programmes with individual children.
- To further develop and refine assessment procedures informed by Curriculum for Wales guidance.
- To monitor and evaluate results of assessments thereby helping to identify next steps in progression and aiding the teaching and learning process.
- To further develop practitioners' observational and recording skills in the classroom.
- To further develop the skills and confidence of staff in the use of the Welsh Language.
- To extend Speech, Language and Communication training for existing and new members of staff.
- To develop opportunities for children to use and apply their numeracy skills across all areas of learning and in the outdoor environment.

2. Well being and attitudes to learning

- To provide further training in positive behaviour strategies for taxi escorts and drivers.
- To ensure that key staff utilise their ELSA training with targeted support for both Nursery and Reception children.
- To further develop staff skills in the use of the Welsh language through school support and training opportunities.
- To ensure that Reception and Year 1 pupils receive a curriculum that is ambitious and challenging.
- To further develop the use of iPads to aid the communication skills of children.
- To work towards achieving the Eco Silver award.

3. Teaching and Learning experiences

- To ensure that pupils continue to have the opportunity to hear live music within the school.
- To extend bespoke music therapy sessions for identified pupils.
- To introduce art therapy sessions for all children.
- To ensure that all staff receive continued training in DCF and the HWB Learning Platform.
- To ensure that staff receive training in Speech, Language and Communication.
- To further develop the outdoor classroom and wildlife area.
- To ensure that all staff have opportunities to visit other schools and settings to observe good practice.
- To continue developing networks of professional practice within the county.



- To continue to work with colleagues from within Wrexham County and in North Wales as part of ALN bill.
- To improve monitoring procedures from all stakeholders.
- To help develop independence in all children.

4. Care, support and guidance

- Through the use of training courses and meetings, for all staff to be familiar with the systems and procedures used in meeting the needs of children with ALN.
- For all members of staff to access further training opportunities in ALN.
- For new staff to develop their Makaton skills.
- To ensure that all staff are trained on the impact of trauma and how to recognise its signs and symptoms.
- To ensure that policies are in place which help to support the school in becoming a mentally healthy place for all.
- To further develop the skills, knowledge and expertise of staff working with children with complex needs.
- To ensure that all staff are involved in implementing the ALN Code of Practice.
- To continue to offer parents / carers the choice of virtual or face to face ALN meetings.
- To ensure that new members of staff have the opportunity to attend in house ALN workshops and meetings.

5. Leadership and management

- To ensure that the ALN Code of Practice is fully implemented and processes and procedures understood by all members of the school community.
- To ensure continued leadership training opportunities for senior staff.
- To further develop Governor knowledge and skills through tailored courses, workshops and learning walks.
- To ensure that new Governors are made fully aware of national priorities and Improvements – Welsh Curriculum, Digital Competence Framework.
- To continue addressing national priorities such as Digital Competency and HWB.
- To further enhance the school's performance management system in order to reflect changes to the context and nature of the school and to provide a clear focus on improving teaching and learning.
- To ensure that new parent governors benefit from an induction period ensuring that they fully understand all aspects of their specific role.
- To ensure that all staff receive fire safety training.
- To continue developing partnerships and Networks of professional practice with local schools.
- To ascertain the views of Early Education parents /carers in order to further inform the self evaluation process.
- To continue to seek the views of visiting professionals in order to identify strengths and areas for Improvement.
- To further develop the role of the Governing Body sub committees.
- To ensure that governors are familiar with ALN systems and procedures and with Improvements such as the new ALN Code of Practice.
- To ensure that all Health and Safety risk assessment procedures are in place for both buildings and that systems are organised and accessible to all.
- To ensure that funding, following changes to the cohort eg full time pupils, is fair and transparent.

School's Three Year Priorities

Strategic Overview

Year 1 2023 - 2024	Year 2 2024 - 2025	Year 3 2025 -2026
<ul style="list-style-type: none"> • Address recommendations made following Estyn Inspection. • To further develop a whole school approach to emotional health and wellbeing. • Ensure that new staff receive training in Trauma Informed Practice and that all staff are trained on the impact of trauma and how to recognise its signs and symptoms. • To ensure that a Trauma Informed Policy is in place in order to support the school in becoming a mentally healthy place for all. • Ensure that new staff receive training in aspects of ALN. • Educational resources purchased for new Resourced Base - Dosbarth Gwyddfif. • To develop the expertise and skills of all practitioners in order to best support pupils with ALN. • Staff visits to other ALN schools and settings • Conduct audit of infrastructure of ALN provision. • Review staffing structure • Ensure sustainability is fully embedded throughout school 	<ul style="list-style-type: none"> • To work towards becoming a more sustainable, environmentally and eco friendly community • To further improve outdoor play area and wildflower meadow. • To purchase new iPads • To extend collaborative working with local organisations. • To look at the school's staffing needs in the light of proposed changes to the school structure. • To ensure that all staff contracts are reviewed and where applicable revised. • To develop the knowledge and skills of the Governing Board, so that they are well-placed to monitor, support and challenge appropriately. • To review assessment and reporting arrangements. 	<ul style="list-style-type: none"> • To further develop the skills, knowledge and expertise of staff working with children with complex needs. • To look at professional needs of staff in relation to changes in school structure and personnel. • To look at the outdoor classroom provision, ensuring that resourcing supports the curriculum and the needs of pupils.

Key Improvement Priorities for 2023 - 2024

1. To further improve outcomes for all pupils through effective practice, monitoring and support.
2. *To further develop opportunities for pupils to make choices during their play. (Estyn recommendation 1)*
3. *Develop opportunities for pupils to engage in visits within the locality to enhance their learning experiences. (Estyn recommendation 2).*
4. To further develop a whole school approach to emotional health and wellbeing.



Key Priority 1

To further improve outcomes for all pupils through effective practice, monitoring and support.

What is our vision? What do we want our children to achieve?

- To improve the skills, knowledge and expertise of all staff.
- To continue to maintain high standards of teaching and learning.
- To identify and share expertise, through active engagement with colleagues in other schools and settings.
- To further develop more flexible and bespoke assessment procedures, in line with the Successful Futures report.

Improvement Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
<p>To further improve outcomes for all pupils through effective practice, monitoring and support.</p>	<ul style="list-style-type: none"> • To develop new staff's professional learning through attending courses and training sessions and through observing good practice in other classrooms and schools. • To develop and refine new assessment procedures, ensuring that they are effective and fit for purpose for the unique requirements of our school. • To review and moderate assessments to ensure consistency of application across the school. • To develop a supportive monitoring system of teaching and learning which monitors and evaluates the classroom experiences of the children through observations and discussions. • To devise an observation pro forma for the purpose of assessing the quality of teaching and learning, helping to identify any support needed. 	<p><u>Finance / Resources</u></p> <p>Supply cover costs if necessary</p> <p><u>CPD needs</u></p> <p>Training Courses / Visits -</p> <p><u>Meetings</u></p> <p>To share information, ideas and research conclusions.</p> <p>Progress and achievements recorded and analysed.</p>	<p>September 2023 – July 2024</p> <p>Ongoing</p> <p>Pro forma - November 2023</p>	<p>HT</p> <p>Curriculum and Assessment Coordinators - L.J. and R.H.</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>New staff, skilled and confident in working with pupils with ALN.</p> <p>Improved learning experiences of pupils through a monitoring system that is based on trust and cooperation.</p> <p>An assessment system appropriate to all pupils' needs.</p> <p>Evidence of the use of assessment to inform quality planning, leading to improved attainment.</p>

Record of Monitoring and Evaluation					
Monitoring/Review Notes			Evaluation (making judgements against the defined success criteria)		
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this. Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team. Analysis of professional discussions.</p>			<p>Report on outcomes / impact. Refer to success criteria. Use judgements made to update Self Evaluation report</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria. Use judgements made to update Self Evaluation report.</p>		



Key Priority 2

To further develop opportunities for pupils to make choices during their play

What is our vision? What do we want our children to achieve?

- To secure high quality provision for children
- To continue to develop the skills, knowledge and expertise of staff working with children with ALN.
- To support children to become more independent learners, promoting their confidence and self esteem and fostering their self reliance.

Improvement Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To further develop opportunities for pupils to make choices during their play	<ul style="list-style-type: none"> • Conduct indoor and outdoor classroom audits to ensure that the environment is safe, secure and challenging. • To work collaboratively with colleagues in order to best support pupils to make choices. • Experienced staff to spend time in each classroom, supporting practitioners and demonstrating examples of excellent practice. • To visit different schools / settings to observe different practices /successful strategies used to enable young children to make choices. • To create resources to support choosing and decision making in the classroom. 	<u>Finance / Resources</u> Stationery costs / Resource costs Supply staff cover if necessary <u>Meetings</u> Senior Management Meetings Staff meetings Meetings with professionals and colleagues from other schools and settings.	September 2023 - ongoing Ongoing	R.H. S.W.	All tasks / activities will have been successfully completed and evaluated. Monitoring activities leading to clearer actions. Improvement in children's capabilities and skills in making choices. Improvement in practitioners' classroom skills and approaches.
Record of Monitoring and Evaluation					
Monitoring/Review Notes			Evaluation (making judgements against the defined success criteria)		
Identify if tasks are on track or if there is a variation and what the reasons are for this. Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.			Report on outcomes / impact. Refer to success criteria. Use judgements made to update Self Evaluation report.		

Professional discussion

To ascertain views of professionals to provide information for future Improvement.

The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.



Key Priority 3

Develop opportunities for pupils to engage in visits within the locality to enhance their learning experiences.

What is our vision? What do we want our children to achieve?

- To enhance children's personal and social development.
- To enhance pupil's learning and understanding.
- To provide memorable and enjoyable experiences for the children.
- To have a positive impact on how the children feel both mentally and physically.

Improvement Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
Develop opportunities for pupils to engage in visits within the locality to enhance their learning experiences.	<ul style="list-style-type: none"> • Appoint a Community and Experiences Coordinator to organise visits and experiences. • To ensure that Health and Safety practitioner undergoes EVC training. • To plan 'real life' experiences that take place in the classroom. • To establish a Community Focus Group, in order to further develop community links and to help establish a register of suitable visitors and places to visit. 	<p><u>Finance / Resources</u></p> <p>Resources for real life experiences – budget - £200</p> <p>Supply cover costs</p> <p><u>CPD</u></p> <p>EVC Training - TG</p> <p><u>Meetings</u></p> <p>To discuss arrangements</p>	<p>September 2023 – July 2024</p> <p>Ongoing</p>	<p>HT</p> <p>Community and Experiences Coordinator – K.W.</p> <p>Health and Safety Coordinator- EVC – T.G</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>Children having greater confidence to access the world outside school and a better understanding of the links between different environments and their everyday lives.</p>

Record of Monitoring and Evaluation	
Monitoring/Review Notes	Evaluation (making judgements against the defined success criteria)
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this. Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team. Analysis of professional discussions.</p>	<p>Report on outcomes / impact. Refer to success criteria. Use judgements made to update Self Evaluation report</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria. Use judgements made to update Self Evaluation report.</p>



Key Priority 4

To further develop a whole school approach to emotional health and wellbeing.

What is our vision? What do we want our children to achieve?

- A mentally healthy school for all stakeholders.
- A safe and supportive environment where mental health can be talked about openly.

Improvement Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To further develop a whole school approach to emotional health and wellbeing.	<ul style="list-style-type: none"> • To participate in the <i>My Happy Mind</i> programme, helping to build resilience and develop positive mental health in our children and staff. • To provide appropriate training for new staff in Trauma Informed Practice. • To create a calming and nurturing area in Building B. • To encourage team development opportunities ensuring that new staff are welcomed and fully integrated into all aspects of school life. • To offer bespoke art and music therapy style sessions for identified pupils. 	<p><u>Finance / Resources</u></p> <p>Resources – budget - £200</p> <p>Supply cover costs</p> <p><u>CPD needs</u></p> <p>Well being / Trauma Informed Practice training</p> <p><u>Meetings</u></p> <p>Induction Mentors to support new staff.</p>	<p>September 2023 – July 2024</p> <p>Ongoing</p>	<p>HT</p> <p>My Happy Minds / Well-being Champion – M.J.</p> <p>N. J. – Art Therapy</p> <p>R. S. –Music Therapy</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>Children who are happy and settled and who feel calmed, soothed and safe within the school environment.</p> <p>Staff who are familiar with Trauma Informed Practices, helping to implement trauma informed and mentally healthy practices within the school.</p> <p>Staff who are happy in their work and who feel valued and appreciated. New staff feeling part of a cohesive team.</p>
Record of Monitoring and Evaluation					
Monitoring/Review Notes			Evaluation (making judgements against the defined success criteria)		
Identify if tasks are on track or if there is a variation and what the reasons are for this.			Report on outcomes / impact. Refer to success criteria.		

Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.
Analysis of professional discussions.

Use judgements made to update Self Evaluation report

The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.

Use judgements made to update Self Evaluation report.



Monitoring Schedule 2023 - 2024

Autumn Term 2023	Spring Term 2024	Summer Term 2024
<p>LESSONS OBSERVATIONS – DOSBARTH LAFANT, DOSBARTH GRUG AND DOSBARTH GWYDDFID</p> <p>SENIOR MANAGEMENT TEAM– REVIEW OF OBSERVATIONS / LEARNING WALKS</p> <p>REVIEWING INITIAL ASSESSMENTS</p>	<p>LESSON OBSERVATIONS - NURSERY / RECEPTION / YEAR 1</p> <p>GOVERNING BODY AND S.M.T. – CONSISTENCY IN TEACHING STANDARDS / COLLABORATION</p> <p>LEARNING WALK- TEACHING AND LEARNING / WELL BEING</p>	<p>LESSON OBSERVATIONS - NURSERY / RECEPTION / YEAR 1</p> <p>LEARNING WALKS – ESTYN RECOMMENDATIONS</p>
<p>GOVERNING BODY: S.D.P. PRIORITIES</p> <p>SELF EVALUATION PROCESSES</p> <p>FEEDBACK OF AUDITS / REPORT FINDINGS - STAFF / FULL GOVERNING BODY</p> <p>REVIEWING PEER OBSERVATION PRO FORMAS</p> <p>LEARNING WALK – MEMBERS OF GOVERNING BODY – ESTYN RECOMMENDATIONS</p> <p>CLASSROOM MONITORING VISITS – DOSBARTH LAFANT, DOSBARTH GRUG AND DOSBARTH GWYDDFID</p> <p>ALN CODE OF PRACTICE UPDATE – STAFF MEETINGS / GOV. BODY MEETINGS</p>	<p>GOVERNING BODY AND SMT LEARNING WALK – PLANNING AND ASSESSMENTS</p> <p>GOVERNING BODY – FEEDBACK ON S.D.P. PRIORITIES INC ESTYN RECOMMENDATIONS</p> <p>COLLABORATIVE WORKING - REVIEW</p> <p>STAFF VISITS TO OTHER SCHOOLS / SETTINGS</p> <p>ALN – SYSTEMS AND PROCEDURES</p>	<p>GOVERNING BODY: EVALUATING IMPACT OF INITIATIVES ON CHILDREN'S OUTCOMES</p> <p>LEARNING WALK – GENERAL</p> <p>GOVERNING BODY - STAFF REPORTS / FEEDBACK ON S.D.P. PRIORITIES</p> <p>SMT FEEDBACK / STUDYING EXAMPLES OF ASSESSMENTS</p> <p>STAFF VISITS TO OTHER SCHOOLS / SETTINGS</p> <p>CLASSROOM VISITS</p> <p>SELF EVALUATION – CLASSROOM PRACTICE - STAFF AUDIT</p>

The School Improvement Plan will be monitored in the following ways:

- ❖ By the Senior Management Team: *The Senior Management Team regularly monitor and evaluate the SDP. Reports are prepared to share with the Governors, Staff and parents. A copy of the SDP will be placed online and paper copies placed in the Meeting room and staff room for easy reference by staff and parents.*
- ❖ By all staff: *All staff will be involved in the Monitoring and Evaluation system. This will enable everyone to take a full and active role in the SDP.*
- ❖ By the Governing Body: *The SDP will be placed on the Agenda for half termly meetings. The Headteacher will provide a report of progress on the SDP and will indicate future areas to be developed. As part of the monitoring progress, Governors are invited in to school.*
- ❖ By GwE - Will be discussed in termly meetings with our GwE SIA, Catherine McNamara.

