



**Where the journey to your future begins!**



Craigfelen Primary School  
School Development Plan 2022-23





**'Where Your Journey To Your Future Begins'**

Our curriculum is all about **enrichment, enjoyment and achievement**. Allowing our learners to be prepared for their journey through education and life whilst also being proud of their community and eager to add to it.

The curriculum includes these vital building blocks along the journey:

- Children are happy and motivated.
- Children are challenged and achieve.
- Children experience a fun and enriched curriculum.
- All members of the school community have equal learning opportunities.
- Our school community enjoys learning and growing together on their journey.

Our school values underpin the Craigfelen curriculum journey:

- Determination
- Perseverance
- Commitment
  - Tolerance
  - Confidence
  - Helpfulness
  - Enthusiasm

Our curriculum journey will allow our learners to become:

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



1 Head Teacher  
(10 Years in post)



4 single age Foundation Phase Classes  
Nursery- Year 2

1 class based Deputy Head  
(5 Years in post)



1 class based AENCO  
(27 Years in post)



Average Foundation Phase Class Size: 24  
children

5 Teachers

3 Mixed age Key Stage Two Classes

Average KS2 Phase Class Size:  
31 children

23 Teaching Assistants  
including 2 Apprentices

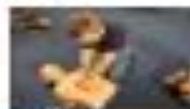


School Teacher to Pupil Ratio 1:23

5 Flying Start Childcare  
workers

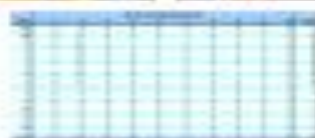
AM and PM Flying Start sessions

1 Pastoral Worker



202 pupils on role

102 Boys 100 Girls



Our locality is in the 25th most deprived area  
of Wales



There are  
currently 12  
statements in  
school

54% FSM

18.5% SA 5.9% SA

9.6% BAME

19 families have  
had Early Help  
Hub.  
93% of our  
children have  
Social Service  
involvement  
currently

10% of children  
have had Social  
Services  
involvement at  
some point.

# Context of School Development Plan

This Plan was written after consultation and input from the staff, governors, parents and pupils. The consultation was carried out through SDP Review, Twilight sessions, INSET days, questionnaires, parent workshops and pupil voice meetings. Due regard is given to the school's data and pupil outcomes when creating the plan.

*The plan is formulated as part of the school's self-evaluation procedures.* The duration of this plan is from September 2022 to October 2023. All grant funding referred to in this plan is to be spent by March 31<sup>st</sup> 2023 (unless grant provider allows carry forward).

The challenges we are facing over the next few years include -

- Curriculum and assessment Reform
- ALNET
- Continuity of Learning in response to the global pandemic
- Improving Attendance
- Addressing deprivation
- Digital Competency
- RSE
- RVE

## **Planning for Improvement**

Our school development plan has been formulated using the following self-evaluation strategies:

- Evaluation and Review of previous SDP with all staff and governors
- Craigfelen SAS system
- HT / SLT / Phase monitoring and Action Plans
- Performance Management process
- Data Analysis
- Consultation with all stakeholders (questionnaires to staff, pupils, parents and governors)
- Local and National priorities



Progress against the plan is reported in each Headteacher Report to Governors and through the work of the various governor committees. The plan is reviewed and updated annually. Copies of the plan are given to the Governing Body and every member of school staff. A summary is available to other stakeholders on request.

Timeline	Date	Staff Members and GB
Planning	September 2022	<b>SLT:</b> Alison Williams, Jamie Taylor, Alison Bowen Teaching staff and Teaching assistants <b>Governors:</b> Full Governing Body
Reviewing	Termly	<b>SLT:</b> Alison Williams, Jamie Taylor, Alison Bowen <b>Staff:</b> All teaching and support staff <b>Governors:</b> As above <b>Parents/members of the community:</b> Informed of progress via Newsletters, Twitter, Facebook, website.



# Wellbeing

**Well-being supports academic attainment and wider benefits to community and society, both in the here and now as well as in the future. Well-being is at the heart of our curriculum. Promoting [well-being](#) is a prominent feature of our strategic planning.**

The Framework on embedding a whole-school approach to emotional and mental well-being was issued in March 2021. It aims to address the emotional and mental well-being of all children and young people, as well as school staff. In Craigfelen Primary School, the appointed, named person to lead the implementation of the framework is Mrs Alison Williams

The school's leadership team ensure that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- Our whole-school approach should be viewed as central to the success of learning about health and well-being and the four purposes of the new curriculum.
- It is the responsibility for all school staff to take a whole-school approach to the promotion of good mental health and emotional well-being is universal and integral to a successful school environment.
- Our whole-school approach to emotional and mental well-being is achievable through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.
- Our whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.
- Our whole-school approach promotes equity for all, reducing variation and using evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions.

# Summary of School Development Priorities 2021-2024

2021-2024			
Leadership	Learning and Teaching	Curriculum	Well-being, equity and inclusion

Our SAS provides the useful link between our self evaluation system and our school development plan. All stakeholders feed in to our SAS document.



### Leadership

#### Sustain

- Clear school vision and ethos
- School open door policy
- Stakeholder questionnaires
- Schools values and rewards systems.
- Access to high quality CPD for staff.

#### Adapt

- How we present school values on day to day basis
- Role of phase teams
- How we ensure the school works in a circular economy principle.

#### Start

- Community Hub
- Monitoring pupil behaviour to show progress
- Recording of CPD. impact of CPD and sharing of CPD

### Learning and Teaching

#### Sustain

- Current assessments
- Phase of learning
- Range of opportunities children get
- Range of trips and experiences
- Approach to teachers knowing the best way to teach their pupils.

#### Adapt

- Peer observations
- Self and Peer assessment
- Outdoor learning
- EPIC plans
- Pupil input to Innovation tasks
- In the moment planning in reception

#### Start

- Using principles of progression

### Curriculum

#### Sustain

- Stages of learning
- Trust in staff to experiment and research

#### Adapt

- Innovations
- EPIC plans
- Assessment
- Progression
- RE
- Welsh
- RSE
- Our approach to sustainability and circular economy within the curriculum

#### Start

- Pledge
- Principles of progression

### Well-being, Equity and Inclusion

#### Sustain

- Pastoral work
- APP meetings
- Safeguarding approaches

#### Adapt

- Pupil voice
- Rights Ambassador roles
- Provision maps
- Attention Autism

#### Start

- Community Hub
- Think Equal
- Transition between classes
- Poverty Proofing training
- Milo School wellbeing dog.
- Restorative Rangers



# Review of Previous SDP Targets

<p><b>Priority 1-</b> To develop the speaking and listening skills of pupils from Nursery to Year 6 to create confident and accurate speakers, building vocabulary that will impact upon both reading and writing.</p>	<p><b>Priority 2-</b> To revise our approach to assessment in line with the Curriculum for Wales and our school based curriculum.</p>	<p><b>Priority 3-</b> To develop our approach to community engagement to support the lifelong chances of our learners.</p>
<p><b>What has been Achieved?</b></p> <ul style="list-style-type: none"> <li>✓ Staff have received oracy training</li> <li>✓ Craigfelen Oracy toolkit created and embedded into school</li> <li>✓ More opportunities for oracy identified within the curriculum</li> <li>✓ Vocabulary Ninja introduced to upper KS2</li> <li>✓ Member of staff developing oracy at playtimes</li> <li>✓ Peer observations focussed on sharing good practice in oracy</li> <li>✓ Most parents have seen an improvement in their pupils oracy skills.</li> </ul>	<p><b>What has been Achieved?</b></p> <ul style="list-style-type: none"> <li>✓ Staff training in assessment and progression led to a better understanding</li> <li>✓ Increase in quality of observations in Phase 1 following staff training</li> <li>✓ Maths and Literacy targets reviewed and use adapted</li> <li>✓ Craigfelen Pledge created and virtually launched</li> <li>✓ Activities within pledge mapped out</li> <li>✓ Wellbeing questionnaire developed and in use.</li> </ul>	<p><b>What has been Achieved?</b></p> <ul style="list-style-type: none"> <li>✓ Pupil voice groups restarted</li> <li>✓ Planning for low cost shop is in place</li> <li>✓ Uniform swap shop created</li> <li>✓ Staff visited and created virtual links with other settings in areas of high deprivation.</li> <li>✓ Transition arrangements for Y6 pupils improved</li> <li>✓ Reading Champions and Reading buddies restarted</li> <li>✓ Community Voice group created and initial meeting held.</li> <li>✓ Community plan created and shared following survey of our community</li> </ul>
<p><b>To further develop or embed</b></p> <ul style="list-style-type: none"> <li>✓ Oracy assessment</li> <li>✓ Vocabulary ninja in year 2 and year 3/4</li> <li>✓ How we store oracy evidence</li> <li>✓ Continue to develop staff oracy skills</li> </ul>	<p><b>To further develop or embed</b></p> <ul style="list-style-type: none"> <li>✓ Pledge to have official launch</li> <li>✓ Reflection diaries to be created and used by pupils</li> <li>✓ Staff training in metacognition</li> <li>✓ KS2 to explore the use of success criteria for assessment</li> </ul>	<p><b>To further develop or embed</b></p> <ul style="list-style-type: none"> <li>✓ Open the Cwtch Craigfelen once we have received keys from City and County of Swansea</li> <li>✓ Restart Community café</li> <li>✓ Open Low cost shop</li> <li>✓ Create parental groups</li> <li>✓</li> </ul>

<b>Priority 1</b>	To revise our approach to assessment of the integral skills during the innovation stage of learning.			
Link to national priority: Curriculum for Wales 2022 Raising Standards				
<b>Rationale</b> <b>Data – Why is this a priority?</b>	<b>Evaluation of data</b>	<b>Success Criteria – What will success look like?</b>		
As we continue our implementation of our Curriculum staff observations and evaluations have led us to look at the importance of the integral skills in the innovation stage of learning. We feel that our pupils will have a chance to showcase these skills in pupils led innovation provocations. Staff have evaluated they need to develop their understanding of what the integral skills look like in each phase of learning and how we can show progress with the integral skills. We would like the pupils to fully understand what the integral skills are and how well they are developing them. Our curriculum is based upon a balance of topic knowledge and using skills to showcase this knowledge.	FP data, KS2 data, book scrutiny and listening to learners, staff questionnaires, INSET evaluations, external targets, pupil questionnaires, pupils reflections	<ul style="list-style-type: none"> <li>• Staff have a better understanding of what the integral skills look like in each age phase.</li> <li>• Staff have designed and created innovation provocations in collaboration with pupils that allow for the showcasing of integral skills.</li> <li>• Pupils will be able to talk about how they have developed integral skills in listening to learners</li> <li>• Teachers planning will show opportunities for development of the integral skills</li> <li>• Pupils reflections will talk about how they have used their integral skills during each topic.</li> </ul>		
<b><u>Milestones</u></b> – Actions <b><u>Milestones in bold and underlined, Highlighted</u></b> refer to governing body direct involvement/ requests	<b>Lead Person/ Accountability &amp; evidence source (*)</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Research good practice in using and teaching the integral skills	AW / JT / AB / All Staff	Sept 22	Jul 23	-

Visit other settings to see good practice in the integral skills.	AW / JT / AB	Sept 22	Jul 23	£150
Staff training about Integral Skills	AW	Nov 22	Mar 23	£300
Staff to have time to plan their innovations and map out the integral skills in innovations	JT	Nov 22	Jul 23	-
Pupil questionnaires to gather views of how they would like to impact upon planning	JT / School Council	Jan 23	Jan 23	-
Pupils to begin helping to plan innovation projects	All staff	Oct 22	Jul 23	-
Staff to develop school approach to EPIC planning in Foundation Phase	AB	Oct 22	Jul 23	-
Staff to explore how we will capture integral skills and pupil thinking in the innovate stage of learning.	AW / JT	Sept 22	Jul 23	-
Regular reflection time to be implemented in to class timetables	JT	Dec 22	Jul 23	-
Explore how integral skills can be included within success criteria.	JT	Dec 22	Jul 23	-
Explore the use of EcoComp and its links to the integral skills and how it can be used for assessment.	JT	Sept 22	Jul3	£150
Governors sub committee to contribute to actions and milestones and visit school to view progress	AW	Sept 22	Jul 23	-

Autumn Term Review	Spring Term Review	Summer Term Review

<b>Priority 2</b>	To explore how the principles of progression fit within each phase of learning.	
Link to national priority: Curriculum for Wales 2022 Raising Standards		
<b>Data – Why is this a priority?</b>	<b>Evaluation of data</b>	<b>Success Criteria – What will success look like?</b>
Our approach to developing the new curriculum around the four purposes has had a huge impact in the last two years. After creating our new curriculum and beginning to teach it we will continue to look at how the principles progression fit in to each phase of learning and what they look like for each learner. Staff have identified that they are confident in using the principles of progression to show what good progress looks like in their classes. Staff have also identified they would like pupils to better understand what progression looks like and how pupils know they are progressing. Staff would like examples of what each principle of progression looks like in each phase of learning. As a cluster we have agreed this needs to be a next step so that we are all looking at a similar approach to progression.	FP data, KS2 data, book scrutiny and listening to learners	<ul style="list-style-type: none"> <li>• Leaders and staff will have a clear map of progression and what this looks like at Craigfelen.</li> <li>• Staff will be given time to better understand the principles of progression.</li> <li>• Pupils will be able to verbalise the progress they are making and how they know they are making progress.</li> <li>• Pupils will know what good learning and a good learner looks like and does.</li> <li>• As a cluster and school we will agree what the principles of progression look like at each progression step.</li> </ul>

<b><u>Milestones</u></b> – Actions <b><u>Milestones in bold and underlined, Highlighted</u></b> refer to governing body direct involvement/ requests	<b>Lead Person/ Accountability &amp; evidence source (*)</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Create a Principles of Progression book for each AoLE	JT	Sept 22	Oct 22	-
Staff to be given time to explore Principles of Progression for their classes	AW	Nov 22	Jan 23	-
School to carry out standardisations of principles of progression.	JT	Jan 23	Jul 23	-
Audit current self and peer assessment procedures	JT / AB	Nov 22	Dec 22	-
Staff training in peer and self-assessment	JT	Jan 23	Feb 23	£100
Staff training in progression	AW	Jan 23	Jul 23	-
Staff to explore metacognition in their phase teams	JT	Dec 22	Jul 23	£100
Phase teams to explore principles of progression and descriptions of learning.	All staff	Oct 22	Jul 23	£100
As a cluster we will work together to gain a shared understanding of progression and what it looks like.	AW / JT	Sept 22	Jul 23	-
Introduce reflection / innovation diaries	JT / AB	Nov 22	Jul 23	£300
Continue development of floor books in Nursery and Reception	DA / LN	Sept 22	Dec 23	-

Develop the Curiosity approach and In the Moment Planning in to Reception	DA / LN			£300
School council survey into pupil understanding of progression	JT	Dec 22	Jan 23	-
Staff to audit the provision of outdoor learning	BD	Nov 22	Jan 23	-
Long term planning for outdoor learning developed	BD	Jan 23	May 23	£150
Look at progression in sustainability across the school	BD / JT	Oct 22	Jul 23	-
Audit current Welsh curriculum and update schemes of work to ensure clear progression	DA	Sept 22	Oct 22	-
Set up monitoring system of pupil behaviour to show progress for individual pupils.	BD / JT	Oct 22	Jul 23	-
Governors sub committee to contribute to actions and milestones and visit school to view progress	AW	Sept 22	Jul 23	-
Develop our provision maps and evaluate review cycle	JP	Oct 22	Jul 23	-
Begin to explore and implement Impulse system into school	JP	Oct 22	Jul 23	£300
Develop a staff CPD tracking and evaluation tool	JT	Sept 22	Nov 22	-
Develop TA expertise to enhance universal provision	JP	Nov 22	Jul 23	£500

Autumn Term Review	Spring Term Review	Summer Tem Review

<b>Priority 3</b>	To develop our whole school approach to emotional and mental wellbeing and reduce the impact of poverty.	
Link to national priority: Emotional and Mental Wellbeing and Reducing the Impact of Poverty		
<b>Data – Why is this a priority?</b>	<b>Evaluation of data</b>	<b>Success Criteria – What will success look like?</b>
When exploring our school community and creating a vision for our school and curriculum it quickly became apparent the huge link between the community and progress in school. You cannot do well at one without the other. As over 70% of our pupils live within the top 2 most deprived areas in Wales and at least 50% receive FSM, without the hiding families that live with poverty we feel that it is vital school plays a role in the community, giving people access to cheap food, access to literature and a place to meet. All stakeholders feel that we need to support families and provide opportunities for life-long learning and training. This would then have a knock on effect of our learners being ready for school and to learn. We also realised we need to raise the aspirations of not	FP data, KS2 data, book scrutiny and listening to learners, parent questionnaires.	<ul style="list-style-type: none"> <li>• Our Community Hub- the Cwtch Craigfelen is up and running supporting our families.</li> <li>• Regular sessions for our community and families are running in the Cwtch.</li> <li>• Staff have a better understanding of poverty and how school can impact upon poverty and help to prevent it.</li> <li>• Staff have a better understanding of supporting the wellbeing of all learners.</li> </ul>

<p>only our pupils but the wider community. As a school we feel we offer our pupils fantastic approaches to emotional and mental wellbeing but we know we can do more to support our learners and families. Staff feel they can better understand how they can support the wellbeing of all learners in their classes. Leaders also recognise the importance that staff have a good wellbeing and that school can actively improve that wellbeing.</p>			<ul style="list-style-type: none"> <li>• Leaders and all staff are aware of staff wellbeing and actively promote it within school.</li> <li>• Stakeholder questionnaires show and improvement in this area.</li> </ul>	
<b><u>Milestones</u> – Actions</b>	<b>Lead Person/ Accountability &amp; evidence source (*)</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
<b><u>Milestones in bold and underlined, Highlighted</u> refer to governing body direct involvement/ requests</b>				
Research good practice in to community focussed schools.	AW, JT	Sept 22	Jul 23	£250
Visit examples of community focussed schools.	JT	Nov 22	Jul 23	£500
Open the Cwtch Craigfelen	JT	Oct 22	Dec 23	£1000
Begin parent workshops at the Cwtch	JT / SJ	Oct 22	Jul 23	
Start our community café	JT	Nov 22	ongoing	£300
Start a Pay What You Can shop in the Cwtch	JT	Jan 22	ongoing	£500
Work with Birchgrove to offer older learners and families extra-curricular activities.	AW / JT	Oct 22	Jul 23	-
Work with external agencies to run parenting and other sessions in the Cwtch.	JT / SJ	Sept 22	Jul 23	-



All policies and procedures in place for the running of the Cwtch and for any lettings.	JT	Oct 22	Dec 22	-
Regular Community Voice Group meetings	JT / BD	Oct 22	Jul 23	-
Staff to receive Poverty Proofing Training.	AW / JT	Jan 23	Mar 23	-
School to carry out a poverty proofing audit.	AW / JT	May 23	May 23	£500
School to implement recommendations of poverty proofing audit.	AW / JT	Jun 23	Jul 23	£500
School to evaluate current PSE schemes of work.	NM	Nov 23	Dec 23	£100
PSE lead to develop our PSE scheme of work	NM	Jan 23	Jul 23	£200
Begin to implement Think Equal in Foundation Phase	LN	Oct 22	Jul 23	-
Staff to explore the new Swansea agreed syllabus for RE	JP	Jan 23	Jul 23	£250
Evaluate and update current SRE scheme and provision	NM	Nov 22	Jul 23	£250
Staff wellbeing questionnaires to be sent out	JT	Jan 23	Jul 23	
Create a wellbeing lead in the school	AW	Dec 22	Jan 23	
Create a staff wellbeing team	AW	Jan 23	Jan 23	
Introduce Milo the school therapy dog and begin his training	AW	Sept 22	Jul 23	£3000

Identify handlers and begin dog handler training	AW	Sept 22	Jul 23	
Look at and improve transition between classes in school.	JT / AB	Jan 22	Jul 23	
Develop the role of RRS ambassadors in school	AB	Sept 22	Jul 23	£300
Create a new pupil group the restorative rangers	LN	Nov 22	Jul 23	£200
Develop the role of playground friends into KS2.	LN / NM	Nov 22	Jul 23	£200
Governors sub committee to contribute to actions and milestones and visit school to view progress	AW	Sept 22	Jul 23	
Autumn Term Review		Spring Term Review	Summer Term Review	