



Where the journey to your future begins!



Craigfelen Primary School
School Development Plan 2023-24





'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:

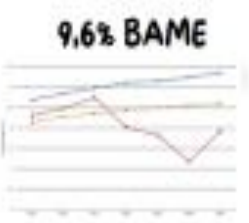
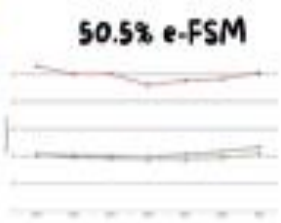
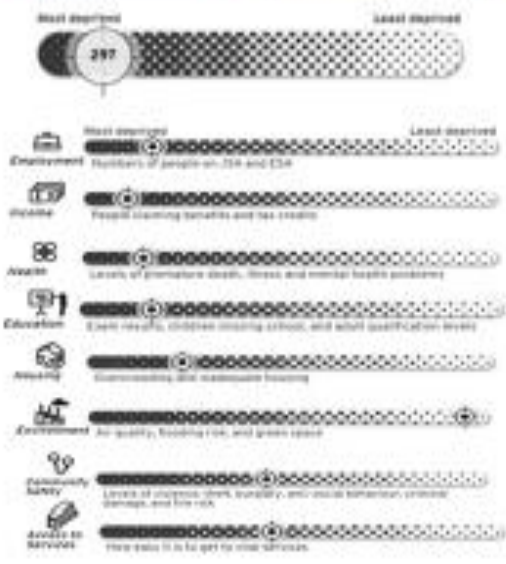
- Ambitious, capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
 - Ethical, informed citizens



- 1 Head Teacher (12 years in post)
- 21 Teaching Assistants (including 3 apprentices)
- 3 Class Based Deputy Head Teachers (7 years in post)
- 1 Pastoral Officer
- 1 Class Based Foundation Phase Lead (7 years in post)
- 1 Admin Officer
- 1 Class Based ALNCO (27 years in post)
- Budget per pupil £5,044
- 5 Class Teachers
- 5 Flying Start Workers



- 3 Single Age Classes (Year 5)
- Average single age class size 25
- Pupil to Teacher Ratio 18:1
- 2 Mixed Age classes (Year 4/5 and Year 5/6)
- AM and PM Flying Start sessions
- Average Mixed age class size 36
- 210 Pupils on Roll
- 18 families have had Early Help Hub.
- 18% of children have had Social Services involvement at some point.



8% of our children have Social Service involvement currently

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 31st 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 2023	SLT: Alison Williams, Jamie Taylor, Alison Bowen Teaching staff and Teaching assistants Governors: Full Governing Body
Reviewing	Termly	SLT: Alison Williams, Jamie Taylor, Alison Bowen Staff: All teaching and support staff Governors: As above Parents/members of the community: 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.

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	Learning and Teaching	Curriculum	Well-being, Equity and Inclusion
<p><u>Sustain</u></p> <ul style="list-style-type: none"> Stakeholder questionnaires Schools values and rewards systems. Access to high quality CPD for staff. Role of phase teams <p><u>Adapt</u></p> <ul style="list-style-type: none"> How we present school values on day to day basis Community Hub Recording of CPD, impact of CPD and sharing of CPD <p><u>Start</u></p> <ul style="list-style-type: none"> Monitoring pupil behaviour to show progress, link to kindness crew Establish Phase Leads and time to develop each stage of learning. 	<p><u>Sustain</u></p> <ul style="list-style-type: none"> Phase and stages of learning Range of opportunities children get Pupil input to innovation tasks <p><u>Adapt</u></p> <ul style="list-style-type: none"> Peer observations Outdoor learning Current assessments Self and Peer assessment EPIC plans In the moment planning in Reception Identifying Integral skills and assessment of these Approach to using Principles of Progression <p><u>Start</u></p> <ul style="list-style-type: none"> Skills audits in Progression step 3 	<p><u>Sustain</u></p> <ul style="list-style-type: none"> Stages of learning Trust in staff to experiment and research Innovations <p><u>Adapt</u></p> <ul style="list-style-type: none"> EPIC plans Assessment RE Welsh RSE <p><u>Start</u></p> <ul style="list-style-type: none"> Pledge Principles of progression linked to stages of learning Whole School Cymefin Project 	<p><u>Sustain</u></p> <ul style="list-style-type: none"> Pupil Voice Safeguarding approaches <p><u>Adapt</u></p> <ul style="list-style-type: none"> Rights Ambassador roles Provision maps Attention Autism Community Hub (Cwtch Craigfelen) Think Equal Poverty Proofing Transition between classes Wellbeing and Family work <p><u>Start</u></p> <ul style="list-style-type: none"> Milo School wellbeing dog. Develop RSE and PSD Scheme from Year 2-6 Rights Ambassadors roles into Year 2

Review of Previous SDP Targets

<p>Priority 1- To revise our approach to assessment of the integral skills during the innovation stage of learning.</p>	<p>Priority 2- To explore how the principles of progression fit within each phase of learning.</p>	<p>Priority 3- To develop our whole school approach to emotional and mental wellbeing and reduce the impact of poverty linking specifically with the 'Cwtch' to develop our co-constructed community plan.</p>
<p>What has been Achieved?</p> <ul style="list-style-type: none"> ✓ All stages have now identified what innovation and the integral skills look like. ✓ All Staff have created a bank of innovation provocations. ✓ Listening to Learners has shown that nearly all children are familiar with the innovation stage of the curriculum and can talk confidently about their innovations. ✓ 75% of parents are now aware of how the stages of our curriculum work. ✓ 85% of parents say they have seen a change in their child's ability to be creative or innovative. ✓ Staff have evaluated innovation provocations to ensure they are working successfully ✓ Staff have created a bank of provocations to support the innovation stage of learning. 	<p>What has been Achieved?</p> <ul style="list-style-type: none"> ✓ Whole cluster INSET about progression ✓ All staff are aware of principles of progression and what this looks like in each AoLE ✓ School has begun the journey of collecting evidence for each Progression Step in each AoLE as temperature checks. ✓ A plan for a new Progression Step Lead has been unveiled. ✓ A deeper understanding of how the principles of progression of proficiencies in mathematical development link with our pedagogical approaches. 	<p>What has been Achieved?</p> <ul style="list-style-type: none"> ✓ 9% more people are now proud to live in Craigmfelen. ✓ 12% more people think there are things to do in Craigmfelen. ✓ 16% more people think there are things for young people to do. ✓ 5% of people now think there are places to meet in Craigmfelen. ✓ 9% more people are interested in joining the Craigmfelen Residents Group. ✓ 84% of people surveyed have visited the Cwtch. ✓ 93% of people surveyed think the Cwtch is providing activities for residents. ✓ School attendance increased 1% but Y56 attendance increased 4% ✓ Early Help Hub referrals are slightly down on this time last year.

<ul style="list-style-type: none"> ✓ 83% of learners say they get the opportunity to plan their learning at the innovation stage. ✓ 90% of learners find their topics interesting. ✓ A clear plan has been devised for what innovation looks like in each stage of learning. ✓ Staff have been invited to share our approach to innovation and creativity at a conference and at other schools. 		<ul style="list-style-type: none"> ✓ The number of reported anti social crimes in the same period is down 43-40 ✓ Parental Engagement at events is currently at around 98% ✓ In the same period MyConcern reports were down. ✓ 98% of children now want to help their community compared to 89% last year. ✓ 53% of children in Y56 now have a reading age higher than their actual age.
<p><u>To further develop or embed</u></p> <ul style="list-style-type: none"> • We now need to look at how we will assess the Innovation stage and what this will look like. • Continue to work on promoting our curriculum with parents and stakeholders to increase understanding. 	<p><u>To further develop or embed</u></p> <ul style="list-style-type: none"> ✓ Progression step lead will be responsible le for demonstrating the ✓ To create opportunities to assess how the teaching and learning policy, through the 4 stages of learning, reflect our understanding of the principles of progression 	<p><u>To further develop or embed</u></p> <ul style="list-style-type: none"> ✓ Develop the role and scope of the community voice group so that the community is upskilled to support itself. ✓ Develop a role for a new Family Engagement Officer.

Priority 1	Increase the opportunity and range of cross curricular and real life numeracy across the school.				
Link to national priority: Curriculum for Wales 2022 Raising Standards					
Rationale Data – Why is this a priority?		Evaluation of data	Success Criteria – What will success look like?		
Recent book looks, listening to learners and other monitoring activities have identified that there are not enough opportunities for cross curricular and real life numeracy across the school. Staff feedback indicated that children were unable to use their knowledge of number in a range of contexts. Online reasoning results supported this view.		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"> • Number of opportunities for cross curricular and real life numeracy have increased. • The opportunities for real life and cross curricular numeracy enhance the progress of the child and learning journey and are not just an add on. • Children are positive about their experience of numeracy at Craigfelen. • A numeracy rich environment has been created throughout the school. 		
Actions that will lead achievement of priority, Highlighted refer to governing body direct involvement/ requests	Lead Person/ Accountability & evidence source (*)	Start	Finish	Cost	Evaluation / Milestone
Audit current practice	AW / BD	Sept 23	Sept 23	-	BD has audited current practice and spoken to all class teachers to develop a maths action plan.

Audit resources	AW / BD	Sept 23	Sept 23	-	BD has audited current school resources and staff have comiled a list of resources they would like. These have now been ordered.
Order new resources needed	AW / BD	Oct 23	Oct 23	£500	New resources have been ordered.
Staff training in proficiencies of number and early number	AW	Oct 23	Jul 24	-	All staff received training from Kate Andrews (Partneriaith) in early number.
TA training on early number	AW	Nov 23	Jul 24	-	
Each class to come up with key questions they think is an area to improve e.g. If this is the answer what is the question?	AW / BD	Dec 23	Mar 24	£150	
Question Cards for staff- to help identify next steps and challenges	BD	Dec 23	Feb 24	£100	
Learning walk to look at numeracy in the school environment.	AW / BD	Nov 23	Jul 24	-	
Staff to enhance the numeracy within their classes looking at independent provision.	All staff	Dec 23	Jul 24	£300	

Staff to explore abstract nature of numeracy e.g. what do you see?	BD	Jan 24	May 24	-	
Real Life Maths Audit	AW / BD	May 24	May 24	£300	
Café set up and running	AW / JW	Oct 23	Oct 23	-	Café open every Friday.
Children exposed to real life maths through weekly café sessions.	AW / JW	Oct 23	Jul 24	-	6 Teams of children will work in café on weekly basis. All teams have now worked at least one shift in the café. JW also works with pupils to teach spreadsheet skills and for ordering and marketing.
Member of staff responsible for running of the café.	JW	Sept 23	Oct 23	-	JW now in charge of café and working well with pupils. Good practice shared with Waun Wen.
Peer observations based around cross curricular and real life numeracy	AW / JT / AB	Jan 24	Jul 24	-	
TA triads to look at questioning in Numeracy	AW / BD	May 24	Jul 24	-	

Monitoring of cross curricular maths through book looks and listening to learners	AW/ JT / AB	Nov 23	Jul 24	-	
Visit other settings to view good examples of cross curricular and real life numeracy	AW	Nov 23	Jul 24	£150	
Governor sub committee visit to look for opportunities for real life and cross curricular numeracy	AW	Dec 23	Jul 24		Sub committee visit one has taken place where they met with BD (See Sub Com minutes)

Priority 2	To develop our shared understanding of progression at each step and stage of learning.				
Link to national priority: Curriculum for Wales 2022 Raising Standards					
Data – Why is this a priority?	Evaluation of data	Success Criteria – What will success look like?			
Recent book looks, listening to learners and other monitoring activities have identified that as our curriculum has developed we need to look at progression in a more holistic approach where we look at it through each progression step. We have also identified the need to look closely at how we show progression in the integral skills during the innovation stage of learning.	FP data, KS2 data, book scrutiny and listening to learners	<ul style="list-style-type: none"> Nearly all staff will have a better understanding of progression within our curriculum Nearly all pupils will have a better understanding of what they are good at and what they need to do to improve. Pupils will be able to articulate how they learn and show links between stages of learning. We will be able to show progress in pupil’s integral skills and thinking. 			

Actions that will lead achievement of priority, Highlighted refer to governing body direct involvement/ requests	Lead Person/ Accountability & evidence source (*)	Start	Finish	Cost	Evaluation / Milestone
Staff to become familiar with the principles of progression	AW / JT	Sept 23	Jul 24	-	Staff have begun their journey on the understanding of the Principles of Progression.
Principles of progression mapped to Four Stages of Learning	AW / JT / AB	Dec 23	Mar 24	-	
Principles of Progression training for staff	AW	Oct 23	Oct 23	£300	Staff have received Principles of Progression training from Alun Jones (WAG) and Debbie Moon (Partneriaith) Most staff are now familiar with the Principles of Progression and will begin to look at these within their phase/class.
Continue to develop the four stages of learning in our curriculum	JT	Sept 23	Jul 24	-	We continue to develop our 4 stages of the curriculum and inking progression through these. All staff are aware of the 4 stages of learning and the importance of each stage.
New Teaching and Learning Policy	JT	Sept 23	Dec 23	-	Teaching and Learning Policy has been created to reflect our approach to Curriculum for Wales. This will go before the governing body at the next meeting and sub committee meeting.
Pupils and parents aware and understand	JT	Sept 23	Jul 24	-	Curriculum Launch held and attended by some parents. Need to create a curriculum

the four stages of learning					video to inform parents and stakeholders of how our curriculum works. Currently 74% of parents are aware of how our curriculum works and 83% of pupils are aware of the Four Stages of Learning.
Create Curriculum Video	JT	Jan 24	Jan 24	-	
Craigfelen Pledge fully embedded	JT	Sept 23	Jul 24	-	Pledge launched but classes now need to start sticking stickers into passport regularly. All pupils now have a passport.
Advertise for Progression Step Lead	AW	Oct 23	Oct 23	-	Advert has been sent to staff. 2 applicants have sent in letters to apply for the role of progression step lead.
Appoint Progression Step Lead	AW	Dec 23	Dec 23	-	Interviews held and new progression step lead appointed to take on the role of leading phase ?
Progression Step 3 Innovation- Develop success criteria to guide children through their thinking and to aid with assessment	JT	Sept 23	Jul 24	-	
Work with Professor Penaluna to develop the Progression step 2 and 3 approach to innovation books.	JT / AB	Sept 23	Jul 24	£150	As part of working with Careers Wales and Professor Penaluna JT has had regular conversations about what innovation looks like and how we can develop our approach. We are now going to look at success criteria linked to integral skills and innovation and skills audits to show progress of children.

Skills audits for pupils in Progression Step 3	JT	Nov 23	Mar 24	-	
Develop the role of innovation in challenges and EPIC planning in Progression Step 2.	AB	Jan 24	Jul 24	-	
Develop the role of innovation in focussed tasks and how this looks in the Floor Books	LN / DA	Jan 24	Jul 24	-	
Develop our approach to Assessment for Learning	JT	Jan 24	Jul 24	-	
Develop our approach to peer and self assessment	JT	Jan 24	Jul 24	-	
New Feedback Policy	JT / AB	Mar 24	Jul 24	-	
Governor sub committee visit to explore innovation and conduct book looks and listening to learners.	AW	Sept 23	Jul 24	-	Sub committee visit one has taken place where they met with JT to undertake a book look to see the stages of innovation (See Sub Com minutes)

Priority 3	To extend the role of the community in our co-constructed plan to reduce the impact of poverty, make positive changes within our locality and develop links to learning experiences throughout our curriculum.
Link to national priority: Emotional and Mental Wellbeing and Reducing the Impact of Poverty	

Data – Why is this a priority?		Evaluation of data	Success Criteria – What will success look like?		
Review of stakeholder feedback, national priorities, Poverty Proofing Audit has shown we need to support our community to ensure a reduction in the effects of poverty on attainment.		FP data, KS2 data, book scrutiny and listening to learners, parent questionnaires.	<ul style="list-style-type: none"> • Pupil progress increases- RA/SA/CA all increase. • Pupils feel part of a healthy community they are proud of. • Stakeholders feel proud of their community. • SS referrals reduce. • Anti social behaviour within the community reduces. • Attendance increases • Stakeholders feel there are things to do within the community and a meeting place. 		
Actions that will lead achievement of priority, Highlighted refer to governing body direct involvement/ requests	Lead Person/ Accountability & evidence source (*)	Start	Finish	Cost	Evaluation / Milestone
Research good practice in to community focussed schools.	AW, JT	Sept 23	Jul 24	£250	AW and JT continue to research CFS and good practice.
Create advert for Family Engagement Officer	AW	Sept 23	Sept 23	-	Advert for Family Liaison Officer sent out. Number of people applied and 5 invited for interview.
Appoint Family Engagement Officer	AW	Nov 23	Nov 23	-	New FLO appointed after 3 candidates interviewed for the post. FLO to start mid January.
Training for Family Engagement Officer.	AW / JT	Jan 24	Jul 24	£500	
Half Termly Community Voice Meetings	EJ / AW / JT	Sep 23	Jul 24	-	

Community Voice Board created	EJ / AW / JT	Sep 23	Feb 24	--	
Community Voice Group set up as a charity	EJ / AW / JT	Sep 23	Jul 24		
Community Voice Group organising own events	EJ / AW / JT	Jan 24	Jul 24	-	
Youth Club set up	EJ / AW	Sep 23	Jul 24	-	Initial meeting has been held with interested parties.
Food Bank set up	JT / EJ	Sep 23	Jul 24	-	
Community Survey	JT	May 24	May 24	-	
Review community plan	JT	Jun 24	Jun 24	-	
Jigsaw Health and Wellbeing Scheme purchased	AW	Sep 23	Nov 23	£800	Jigsaw H&W scheme purchased. Staff logins handed out and training planned for January.
Jigsaw Health and Wellbeing Scheme training for staff	AW	Jan 24	Jan 24	-	
Jigsaw Health and Wellbeing Scheme in use in school	AW / AB	Jan 24	Jan 24	-	
Jigsaw Health and Wellbeing Scheme evaluated	AB	Jul 24	Jul 24	-	
Research in to No More Outsiders to use in Progression Step 3	AW / JT	Jan 24	Jul 24	-	
Think Equal training for Y1 staff	AB	Sep 23	Jul 24	-	Staff invited to take part in Think Equal Training.

Think Equal introduced in to Y1	AB	Jan 24	Jul 24	-	
Introduction of Kindness Crew	AW	Sep 23	Oct 23	£50	New Kindness Crew boards placed on FP and KS2 yard. Children made aware of what kindness is in Monday assemblies and informed of nominations. Children nominated for the crew each week. Children also aware of housepoints for increased kindness.
Weekly Kindness assemblies and rewards	AW	Sep 23	Jul 24	-	Kindness crew announced weekly in Monday assemblies and reward of hot chocolate with AW during week. Kindness crew picture book being kept as record.
Team around the child meetings termly	AW / JP / DA	Sep 23	Jul 24	-	Autumn term TAC meeting has taken place with new resources ordered and staff aware of recording expectations. These will be reviewed in mid December.
Explore, evaluate and adapt universal provision approaches	AW / JP / DA	Sep 23	Jul 24	-	

Outline plan a Summer Term Cynefin Project	AW / JT / DA	Oct 23	Nov 23	-	Staff have met in Adds session to develop a plan for a Summer Term Cynefin Project focussing upon our locality of Clydach. Detailed plan of Cynefin project will take place in Spring Term.
Detailed plan of Summer Term Cynefin Project	AW / JT /DA	Feb 24	Mar 24	-	
Carry out our Cynefin project	AW / JT	May 24	Jun 24	£500	
Hold Express event in the community	AW	Jun 24	Jun 24	£500	
Evaluate our Cynefin project	AW	Jul 24	Jul 24	-	
Governor sub committee visit to explore community and community voice group	AW	Sep 23	Jul 24	-	Sub committee visit one has taken place where they met with EJ/JT to see community progress and plans (See Sub Com minutes)