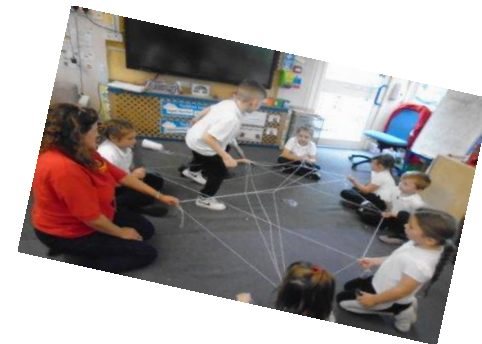
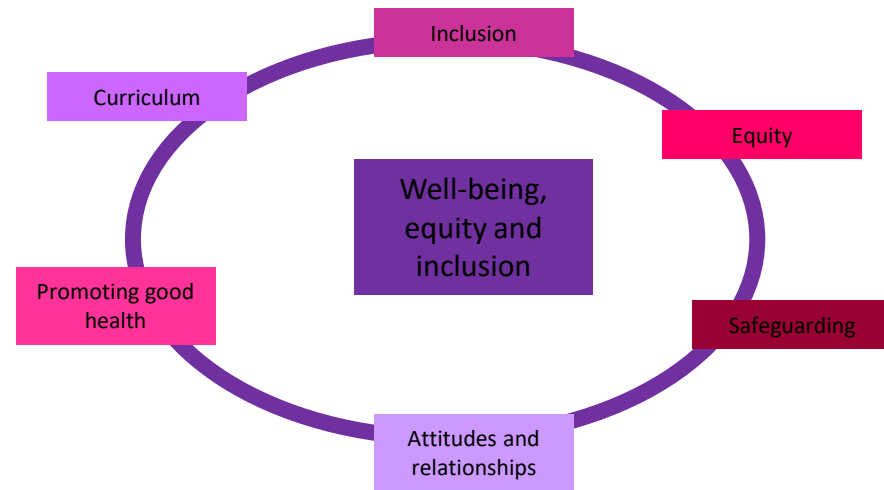
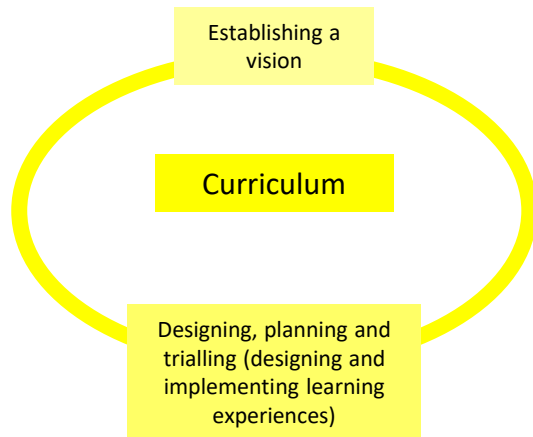
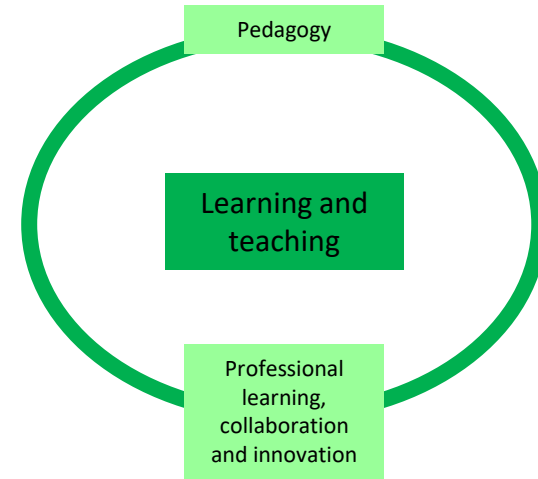
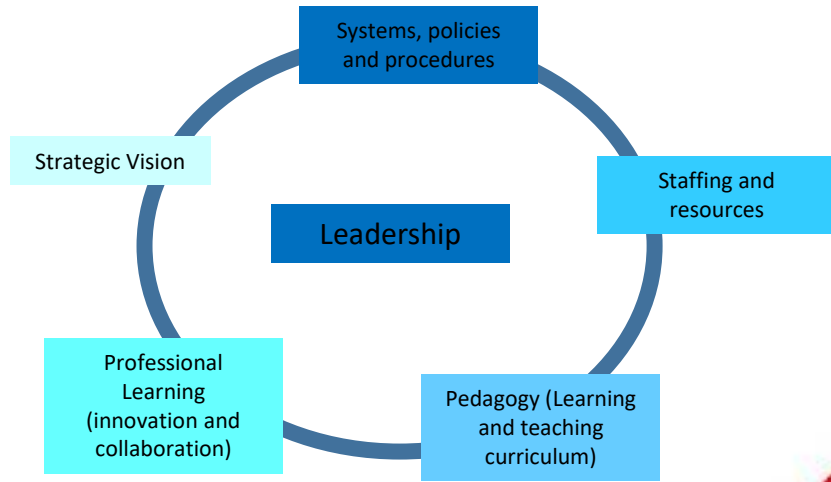




Craigfelen Primary School Self Evaluation Report 2022-23







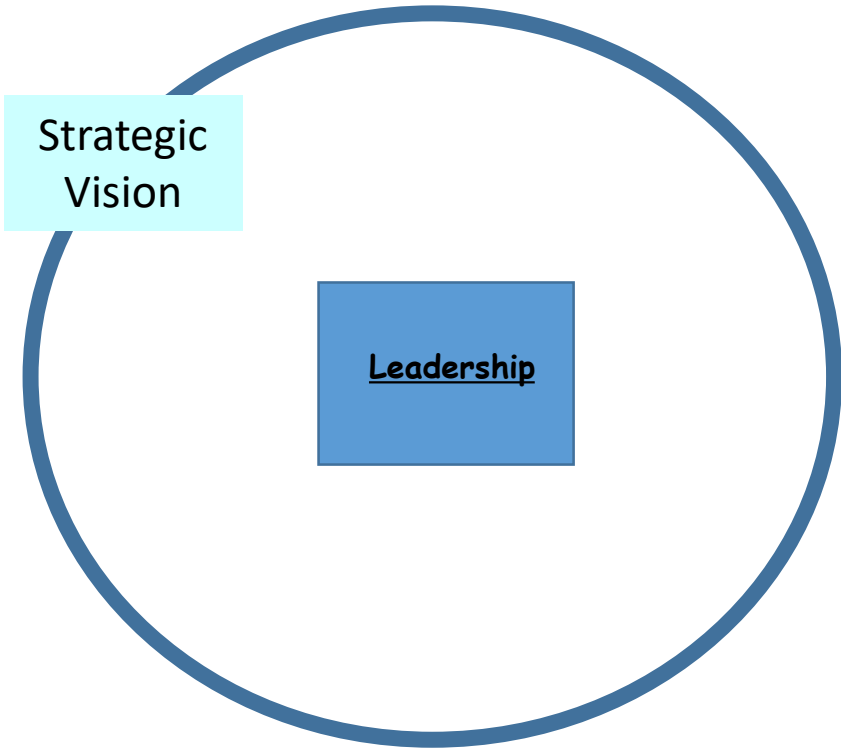
Annual questionnaires are completed by all stakeholders. Almost all questionnaires completed show a positive attitude towards the school and its vision. **The most recent questionnaire showed that a number of parents were not aware of school sanctions and rewards, as a result we have installed news sings to inform parents.**

As part of our vision we are committed to ensuring a whole school approach to supporting good emotional and mental well-being for all within our school community.

Effective engagement of the whole school community has led to the development of the Craigfelen Pledge to ensure children have equity in their experiences in school.

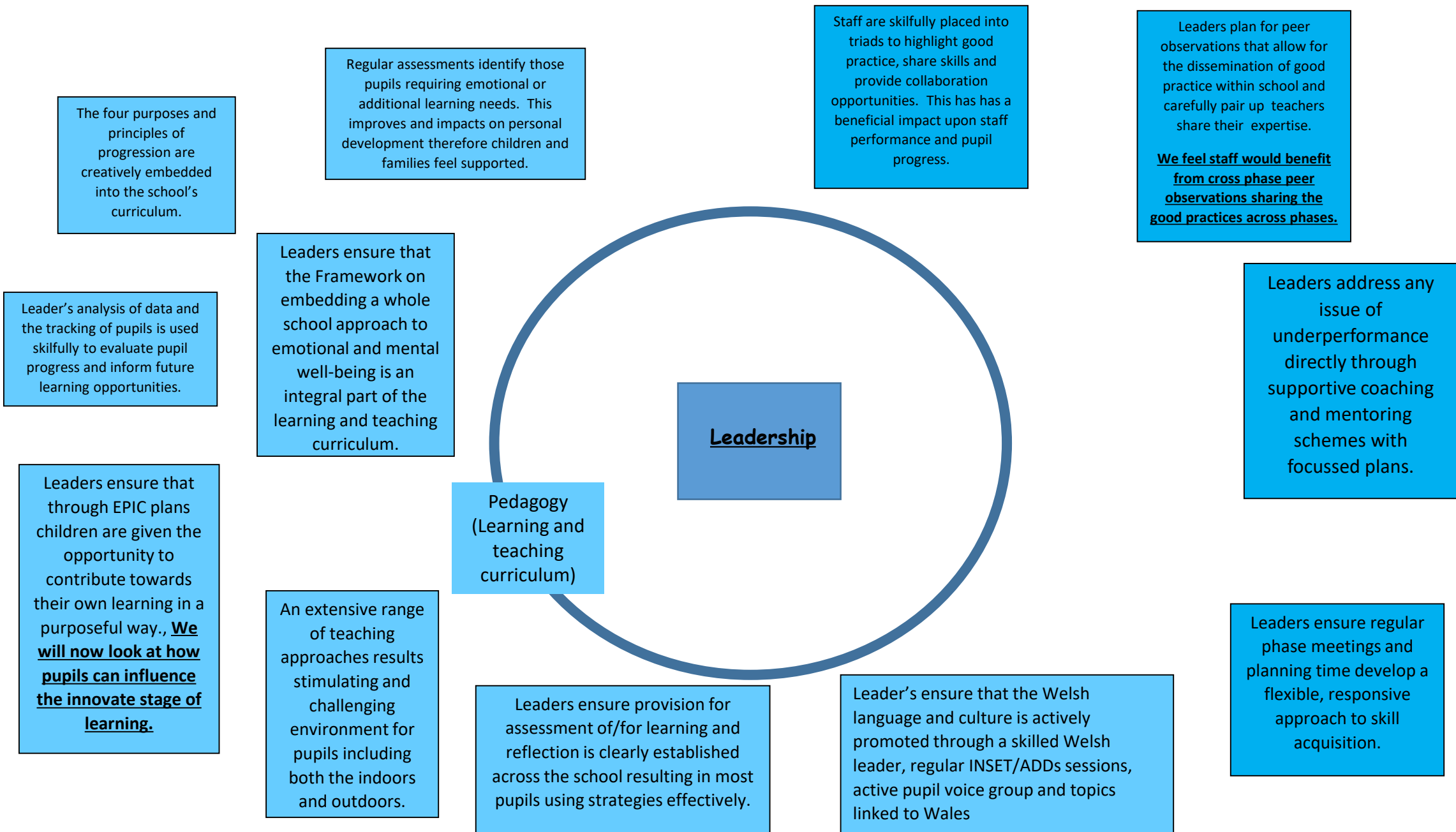
Our vision promotes a positive reinforcement ethos with a variety of behaviour management and reward systems. As a result behaviour is excellent and pupils frequently display caring attitudes to all members of the school community.

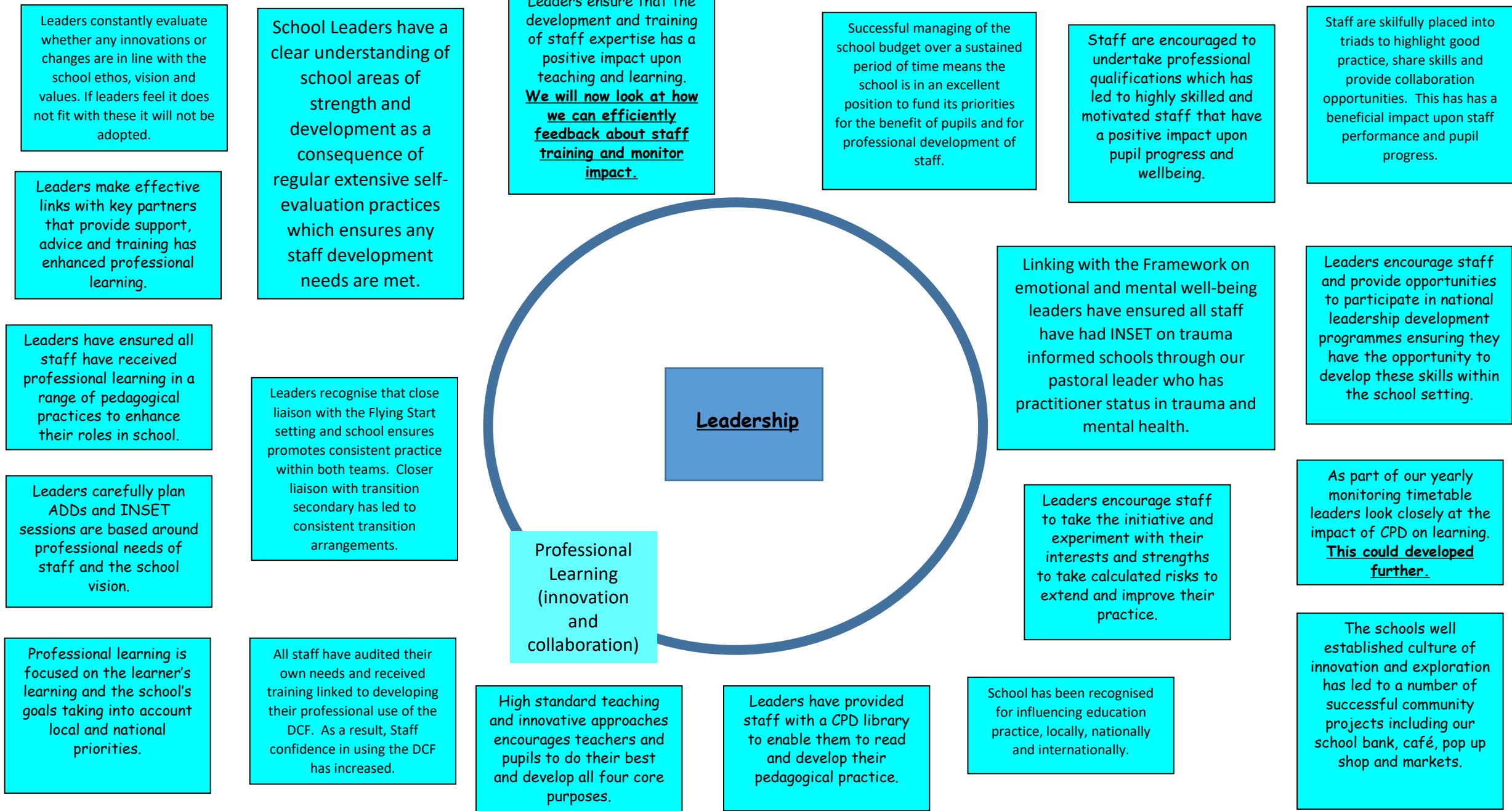
Our vision ensures all families are at the heart of our school. They are actively encouraged to engage in school celebrations, achievements and if having any difficulties. We use a range of communication methods to engage families and have a true open door policy. **We now want to create a community hub in school grounds including a library, low cost shop and meeting space.**

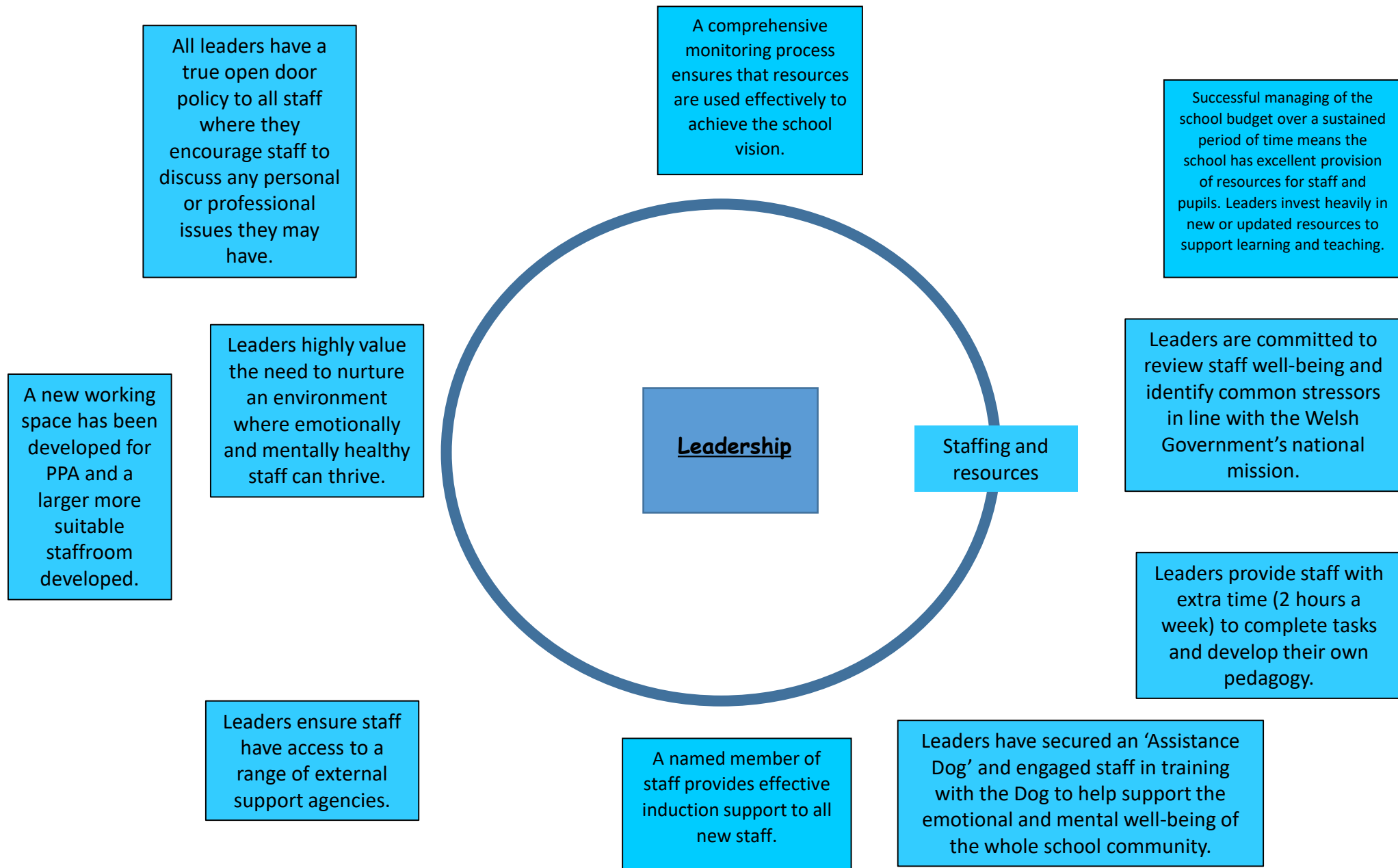


Our 7 core values are firmly embedded into ethos of our school.

A clear vision with well defined aims, strategic objectives, plans and policies has ensured that rated as excellent by Estyn and received positive feedback from SIA visits







All leaders have a true open door policy to all staff where they encourage staff to discuss any personal or professional issues they may have.

A comprehensive monitoring process ensures that resources are used effectively to achieve the school vision.

Successful managing of the school budget over a sustained period of time means the school has excellent provision of resources for staff and pupils. Leaders invest heavily in new or updated resources to support learning and teaching.

A new working space has been developed for PPA and a larger more suitable staffroom developed.

Leaders highly value the need to nurture an environment where emotionally and mentally healthy staff can thrive.

Leaders are committed to review staff well-being and identify common stressors in line with the Welsh Government's national mission.

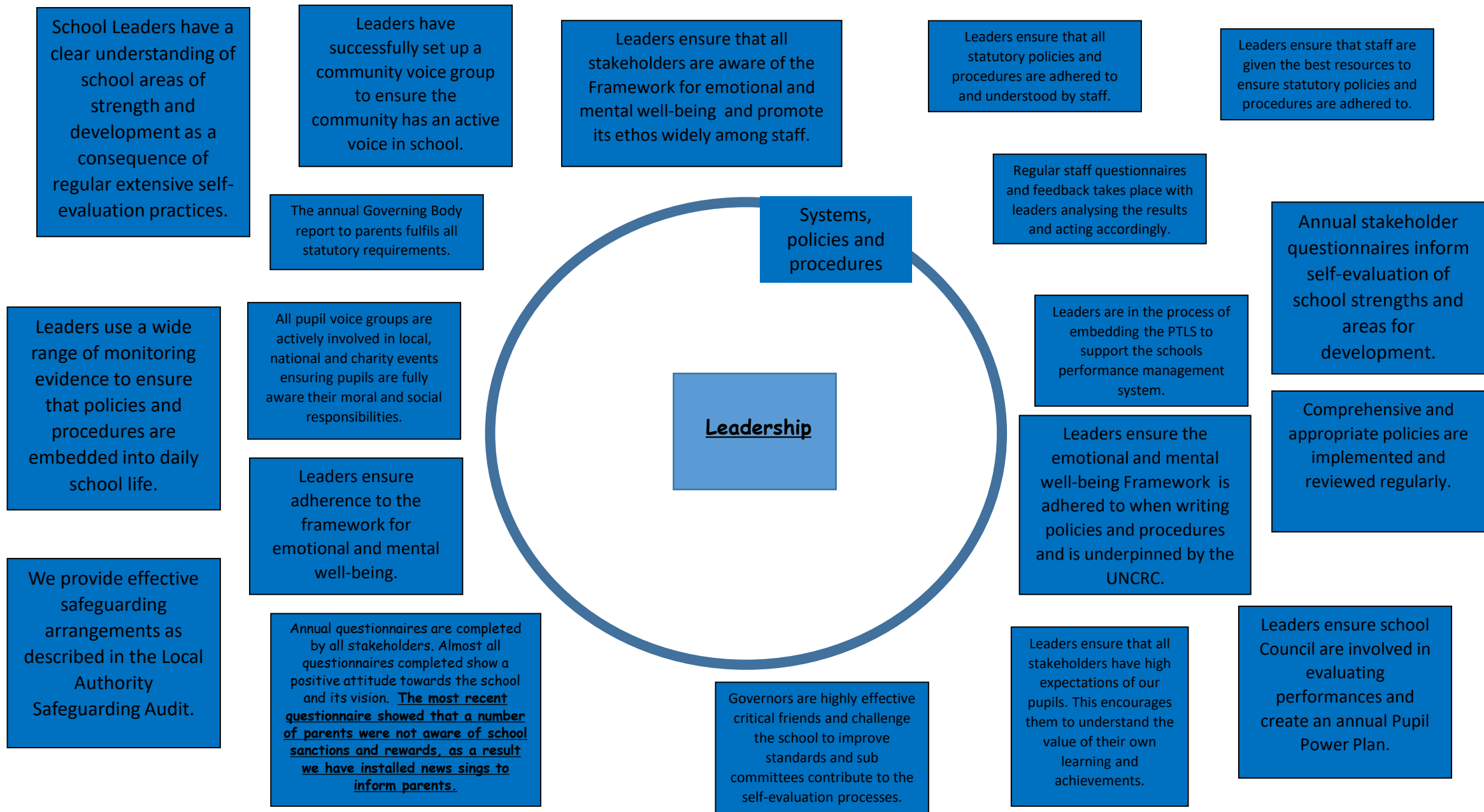
Staffing and resources

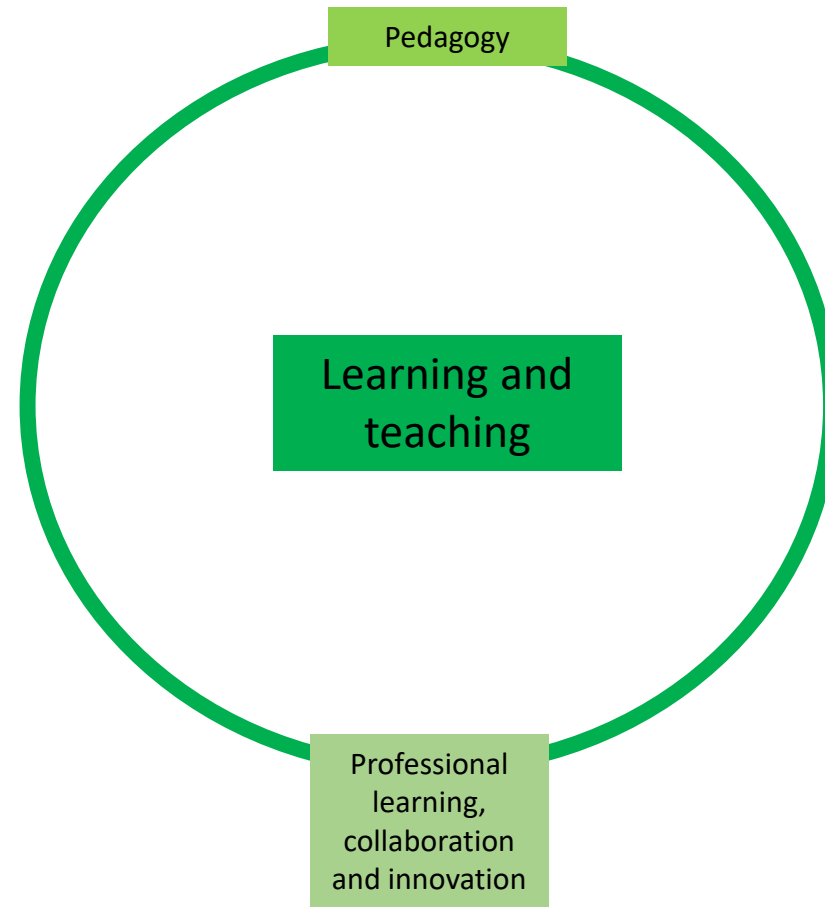
Leaders provide staff with extra time (2 hours a week) to complete tasks and develop their own pedagogy.

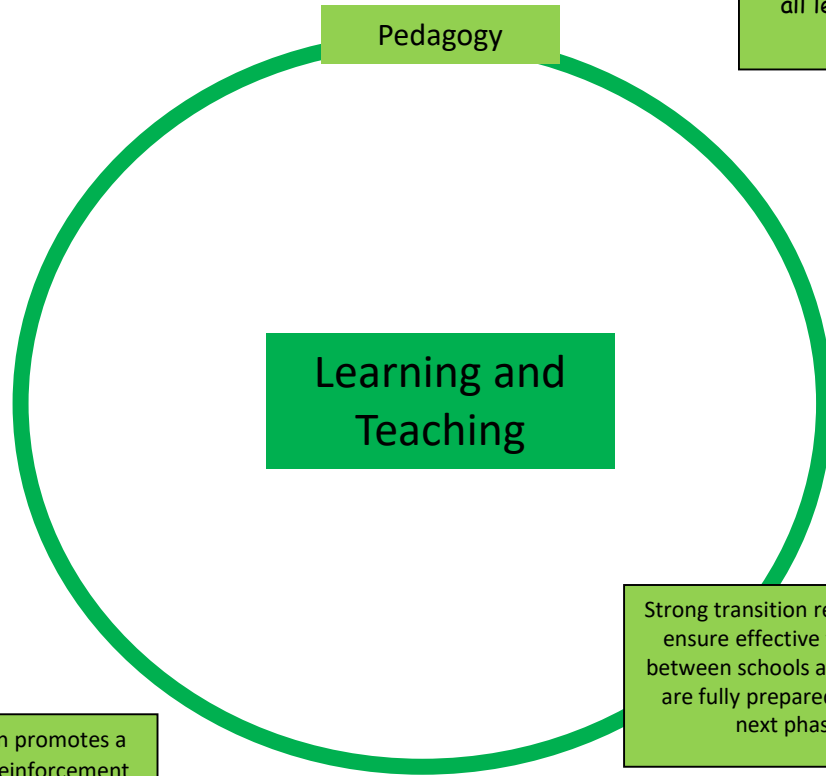
Leaders ensure staff have access to a range of external support agencies.

A named member of staff provides effective induction support to all new staff.

Leaders have secured an 'Assistance Dog' and engaged staff in training with the Dog to help support the emotional and mental well-being of the whole school community.







Learning and Teaching

Pedagogy

Learners make excellent progress in developing towards the four purposes through a well developed and broad curriculum, good use of the 12 pedagogical principles and extensive range of experiences.

The integral skills and cross curricular frameworks of study for Literacy, Numeracy and DCF are beginning to be embedded and extensive provision is made for all pupils to develop these skills across each AoLE.
We need to look at what these look like in our innovations.

Consistent use of FPP ensures the tracking of pupil progress and wellbeing. Consistent assessments and pupil surveys ensure the tracking of progress and wellbeing in KS2.

School visits and visitors enhance and widen the curriculum. This enables pupils to broaden their life experiences and make their learning authentic.

Termly APP meetings ensure all staff are fully aware of the progress of pupils.

Through EPIC plans children contribute towards their own learning in a purposeful way.
We will now look how we can sophisticate the EPIC plan model in FP

Through our innovative well sequenced curriculum and a range of projects children are actively engaged in and lead their own learning. This develops the pupil's confidence to attempt learning experiences independently and through the principles of progression develop the four purposes.
We will now look at developing a culture of exploration and independence in Key Stage Two.

Staff skilfully provide excellent immediate or reflective feedback for all learners to improve their work.

Entrepreneurial projects provide staff and pupils with the opportunity to develop the integral skills. This sector leading practice has been recognised locally, nationally and internationally. **We would like to involve the community far more in these projects by setting up a community hub with low cost shop attached.**

Well taught Welsh language lessons and Curriculum Cymreig ensure the understanding and regularly use the Welsh language. Staff have adopted a middle tier scheme of work to aid the teaching of Welsh. Criw Cymreig is used to develop the use of the Welsh language across the school. **The school will develop a consistent daily approach to slot drillio.**

A well planned and structured outdoor learning programme to develop their problem solving skills through enquiry and exploration.

Analysis of data and the tracking of pupils is used skilfully to evaluate pupil progress, breadth and depth of knowledge or skills and inform future learning opportunities in each AoLE. **We will now explore what other tests are available to track reading and maths.**

All stakeholders have high expectations of our pupils. This encourages them to understand the value of their own learning and achievements.

Strong transition relationships ensure effective transition between schools and learners are fully prepared for their next phase.

Our curriculum stages of learning ensure that pupils are given the opportunities to make connections and transfer their learning in to new contexts and across AoLEs in the innovation stage of learning.

High standard teaching and innovative approaches encourages teachers and pupils to do their best and develop all four core purposes.

An extensive range of teaching approaches results stimulating and challenging environment for pupils including both the indoors and outdoors.

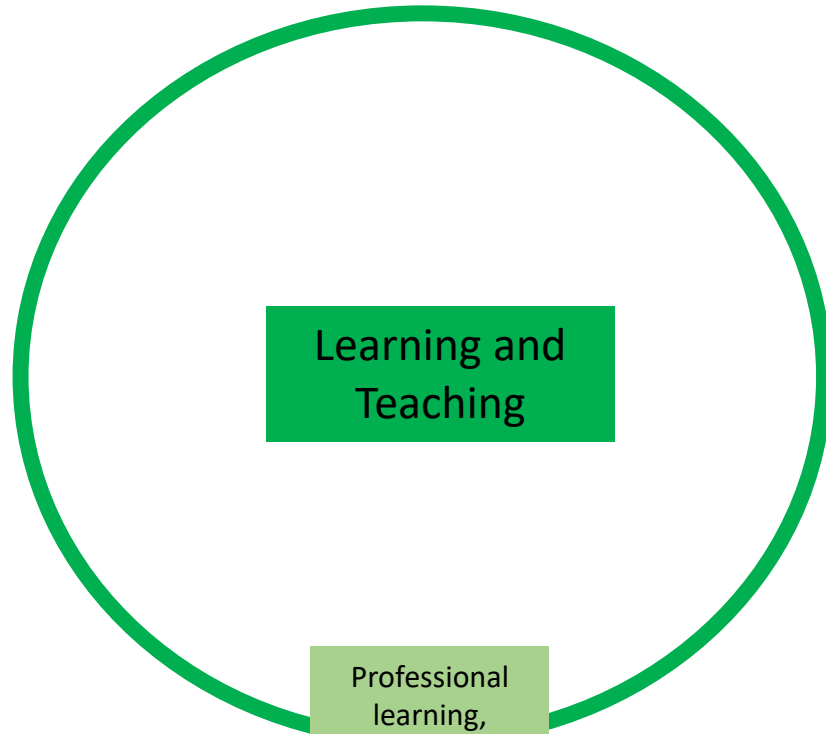
Our vision promotes a positive reinforcement ethos with a variety of behaviour management and reward systems. As a result behaviour is excellent and pupils frequently display caring attitudes to all members of the school community.

Provision for assessment of/for learning and reflection is clearly established across the school resulting in most pupils using strategies effectively.

Effective planning, preparation and evaluation ensures teachers use a range of powerful strategies, methods and resources to interest, stimulate and challenge all pupils.

Staff are continuing to develop the whole school understanding of progression and what the principles of progression look like in our context.
Work as a cluster to develop this

Clear objectives, challenging targets, self and peer assessments allow pupils to reflect upon their own and others progress.



Learning and Teaching

Professional learning, collaboration and innovation

Staff are encouraged to undertake professional qualifications which has led to highly skilled and motivated staff that have a positive impact upon pupil progress and wellbeing.

Staff actively engage in research and are part of research projects such as in oracy, planning in the moment, curiosity approach and sustainability.

Our commitment to self-improving schools is demonstrated by our supporting role to other schools and settings.

Staff regularly share their practice with practioners from other schools and settings.

The schools well established culture of innovation and exploration has led to a number of exciting learning experiences for pupils.

Staff are continuing to develop the whole school understanding of progression and what the principles of progression look like in our context.
Work as a cluster to develop this

The school has achieved numerous external awards by collectively working with partner organisations resulting in collaboration between all stakeholders.

We have led a highly imaginative project with the support of UWTSd for our own staff and other local schools focussing on enterprise and the link to Four Purposes and Integral Skills. Over 35 schools are now involved in this project that shares good practice and highlights the importance of learning from the external environment.

School has been recognised for influencing education practice, locally, nationally and internationally.

Staff are effectively organised to upskill other staff using their own expertise in a particular area.

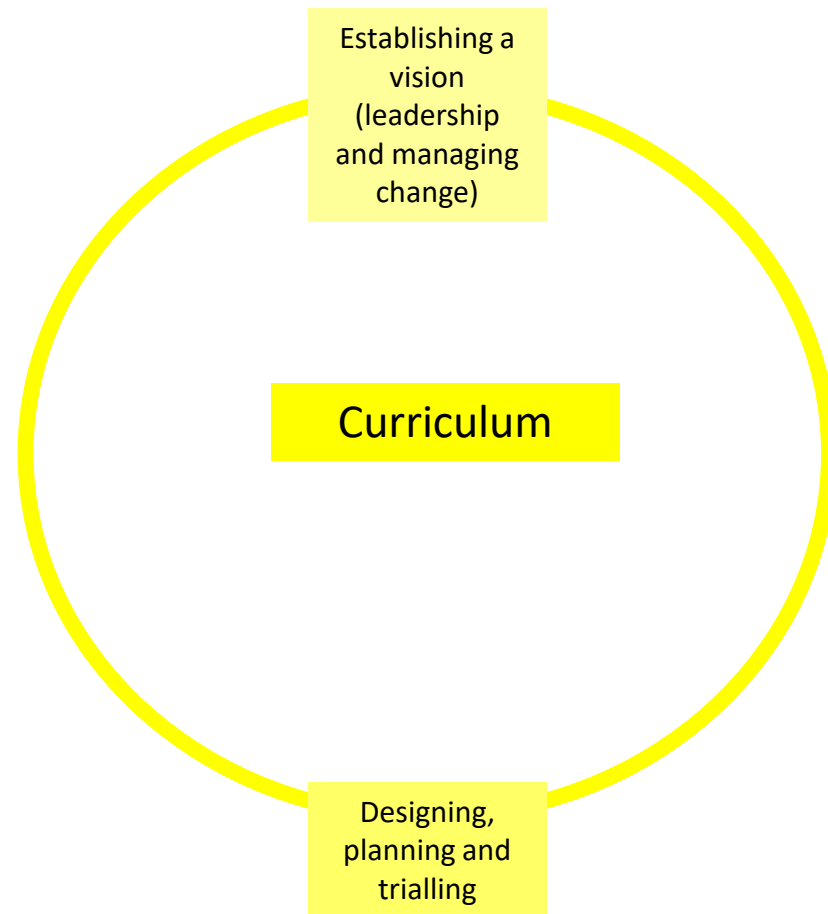
School performance management targets are partly identified by staff themselves to help develop their understanding of pedagogy and the new curriculum.

School Leaders and Governors collaborate regularly to reflect upon school progress towards priorities.

Regular staff dialogue and collaboration ensures that internal coaching and mentoring to takes place.

Staff reflect together to collaborate upon teaching and the curriculum and whether learners are progressing.

Collaboration between staff improves pedagogical practice, understanding and improving learner progress.



The school has a clear vision, created with a wide range of stakeholders, for the purpose and progression of its curriculum.

Our vision ensures that pupils have equity in access to a broad and wide ranging curriculum.

Pupils are provided with worthwhile opportunities enabling them to interact with positive role models, foster aspirations and develop lifelong learning skills.

Our vision for the stages of learning within our curriculum should enable opportunities for authentic learning experiences.

The school has clearly organised learning and progression in to distinct phases with different emphases on the pedagogy and development within each phase.

Our comprehensive curriculum is broad, balanced and ensures the progression of skills and the four purposes in each AoLE.

Whole staff INSETs have recently seen staff discuss changes around the new curriculum and debate possible adaptations to respond to this.

Establishing a vision (leadership and managing change)

Annual stakeholder questionnaires inform the evaluation and development of our school curriculum.

The school community has contributed towards the carefully planned range of experiences learners will get through the schools curriculum. **We now need to launch the Craigfelen Pledge to help develop this plan.**

Staff are given appropriate time to develop an understanding and to trial ideas within their own classroom and phases.

The school has excellent provision of resources for staff and pupils. It invests heavily in new or updated resources to realise its curriculum.

School visitors from the local and wider community help pupils to interact with role models and understand their place within their own community. These visitors are a vital aspect to the school's vision for its curriculum.

Curriculum

Staff are trusted to take the initiative and experiment with pedagogical practices to take calculated risks to extend and improve learning and teaching.

Staff work as teams to evaluate changes and ensure there is a culture of innovation. **We now need to fully embed our phase teams to develop their potential.**

Professional Learning is well planned and purposeful in the goal of the school realising its vision.

Carefully planned INSET and ADDs sessions allow staff to discuss and evaluate changes and overcome barriers in a supportive environment with the school vision and the needs of pupils at its heart.

Through regular self evaluation the school is highly effective in identifying and providing opportunities for staff development in relation to its vision.

Our highly innovative school curriculum ensures the integral skills are at its core and that it builds towards the four purposes using the principles of progression.

A comprehensive range of topics carefully planned by staff allow for links between topics and AoLEs for learners.

The school has carefully planned for the range of experiences learners will get through its curriculum. **We now need to launch the Craigfelen Pledge to help develop this plan.**

The design of the stages of learning within our curriculum should ensure equity and accessibility for all learners in its delivery.

The school ensures that opportunities and experiences are a vital part of the sequence of learning and are a celebrated part of the school curriculum.

Comprehensive plans are put in place to enhance any planned changes to teaching and learning and curriculum.

Through EPIC plans children contribute towards their own learning in a purposeful way.
We will now look how we can sophisticate the EPIC plan model in FP

Through regular monitoring procedures the school curriculum, pedagogical approaches and learners progress is constantly evaluated.

Our highly creative curriculum, coupled with our school values ensures pupils have a positive attitude to learning, wellbeing and develop their identity and their place within the world both locally and internationally.

Curriculum

Designing, planning and trialling

Phase teams use a wide range of techniques to gather learner's views. **We now need to develop the reach and influence of these phase teams.**

Our highly innovative school curriculum ensures the integral skills are at its core and that it builds towards the four purposes using the principles of progression.

The school has shared its curriculum and vision locally and nationally and has supported other schools to develop their own curriculum.

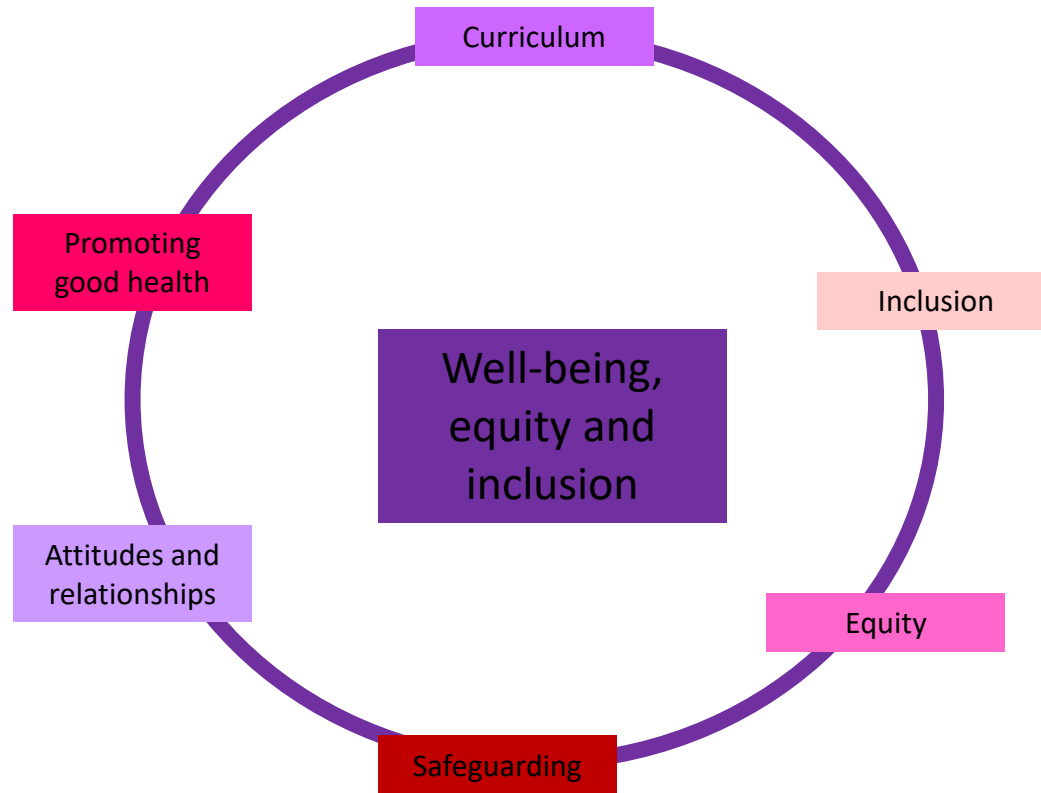
Summative assessments are successfully incorporated into the stages of learning to monitor progress and identify next steps in learning.

A well planned out and extensive curriculum underpinned by the principles progression ensure that all learners have the opportunity to progress.

Our curriculum is innovatively designed to enable opportunities for the cross curricular skills of Literacy, Numeracy and DCF in each AoLE.

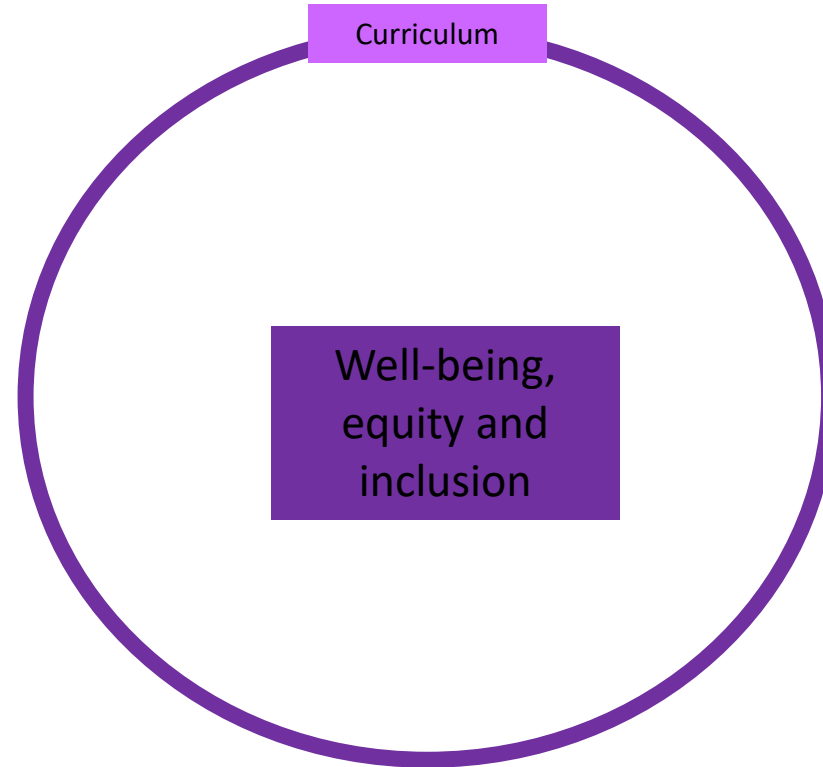
Assessment techniques are vital to the progress of learners and teachers ensure assessment links with pedagogy at all stages of learning. **We now need to ensure pupils are fully aware of their strengths and next steps.**

The highly imaginative stages of learning within our curriculum allow pupils to develop skills and knowledge in the develop stage of learning.



Our well sequenced and progressive curriculum allows pupils to make good progress towards their understanding of what matters in their health and well being.

The school utilises partnerships with external organisations to allow pupils to make good progress towards their understanding of what matters in their health and well being.

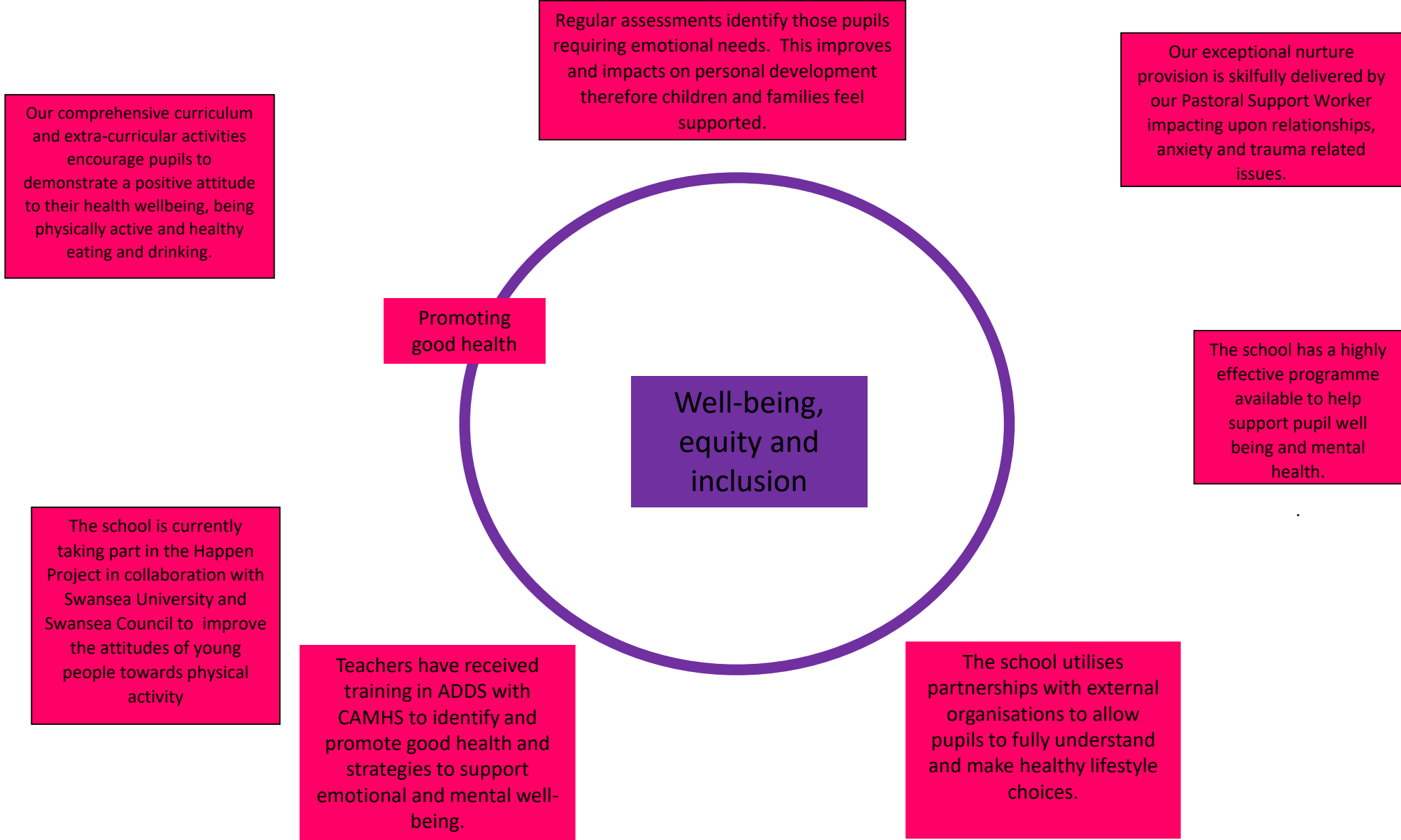


The school are working closely with Partneriaith to develop our approach to delivering health and wellbeing.

We will begin to develop our approach to the Think Equal scheme this term in Reception initially.

Staff are currently developing our approach to relationships and sexual education.

We will continue to develop this approach this year.



Well-being,
equity and
inclusion

Our well sequenced and progressive curriculum alongside our highly effective pupil voice groups encourages pupils to develop healthy relationships.

The emotional and mental well-being of all stakeholders is at the heart of building relationships within the school.

All staff are visible good role models to pupils and demonstrate school values and ethos.

Our vision promotes a positive reinforcement ethos with a variety of behaviour management and reward systems. As a result behaviour is excellent and pupils frequently display caring attitudes to all members of the school community.

All classes take part in regular internet safety and digital relationship sessions and receive sessions from external partners such as the Police.

The DCF is fully embedded into each AoLE.

Well embedded school values ensure pupils develop skills such as resilience, perseverance and independence.

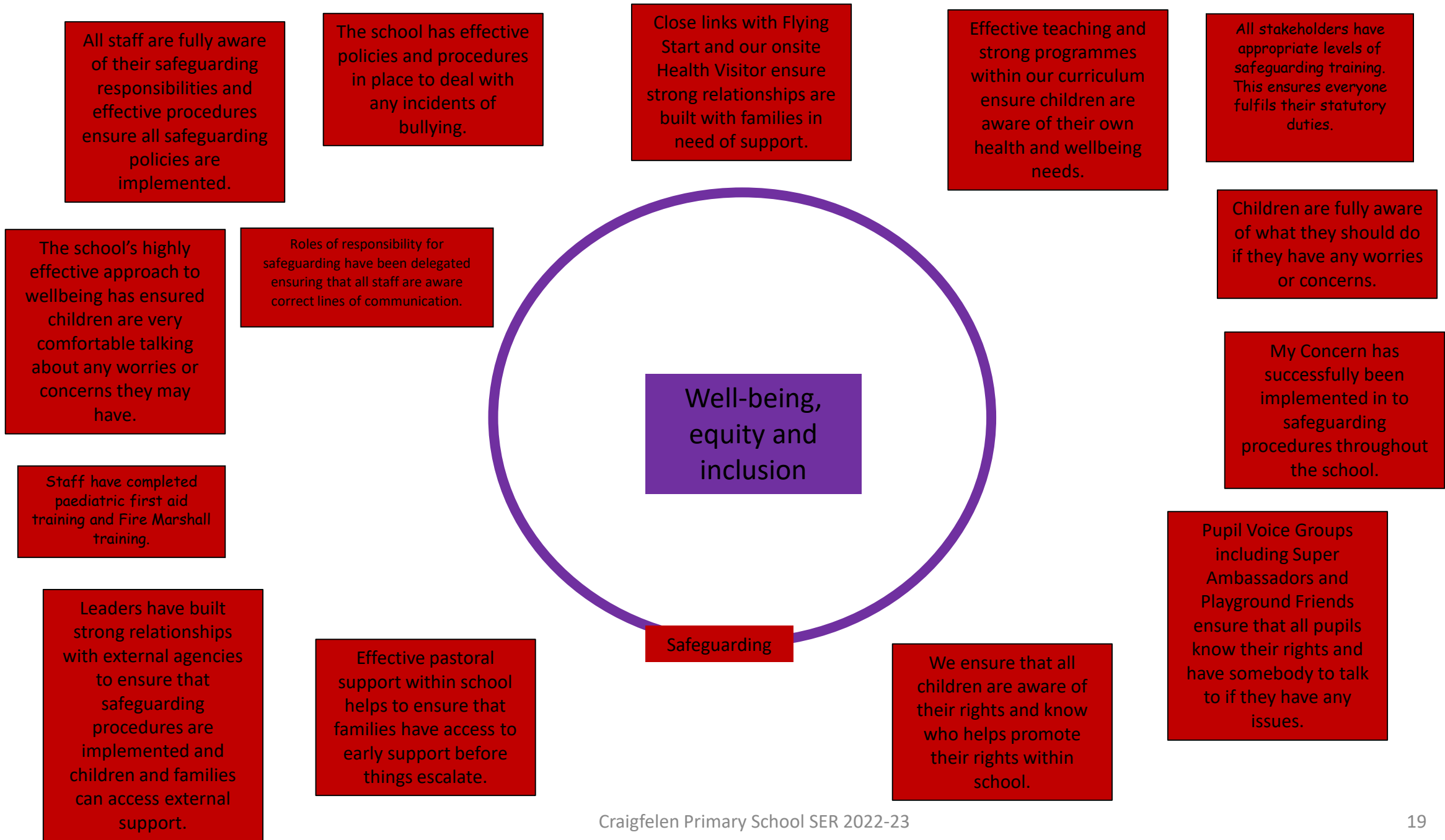
Attitudes and relationships

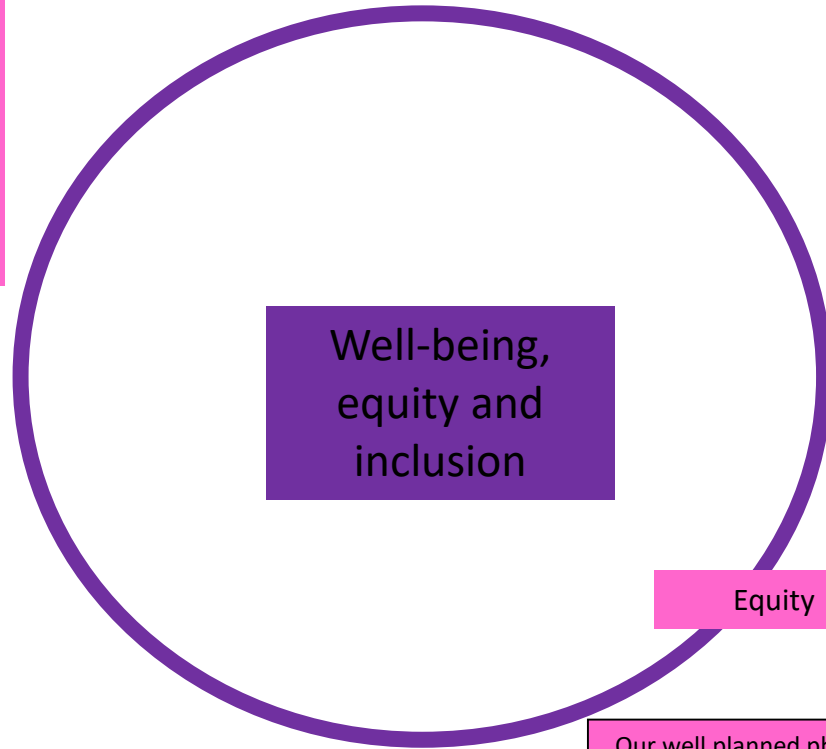
Staff are currently developing our approach to relationships and sexual education.
We will continue to develop this approach this year.

The school works collaboratively with the EWO to ensure high rates of attendance.

Our exceptional pastoral worker works closely with families who require support to improve attendance.

One of our school motto 'learning together and having fun, there's room here for everyone' encourages pupils to attend school. Attendance rates are steadily improving.





The school has worked closely with a number of external agencies to improve equity throughout school for all learners.

Our school vision ensures that equity is at its heart with our school motto “learning together and having fun, there is room here for everyone.” encapsulating this.

Our highly effective use of EIG and PDG funding has been shared regionally as good practice to improve the outcomes of pupil achievement and wellbeing.

Rights Ambassadors lead the promotion children’s rights within school encouraging pupils to develop as social, moral and ethical citizens. **Explore how the Right’s Ambassadors role can be extended in school.**

The school continues to work towards it’s Community Plan and should soon take over the running of the local community centre to help support families in the school community.
The next step is to set up our community café, Pay What You Can shop and parental sessions.

The Craigfelen Pledge offers equity in experience for all children throughout the school.

The school is part of a project to introduce Think Equal in to the school offering starting with Reception.
The school will attend training and begin implementing this year.

The school places a huge importance upon pupil voice. There are a number of active pupil voice groups and school council develop their own Pupil Power Plan. **The Covid 19 Pandemic has impacted upon Pupil Voice in school, now that bubbles have been removed we need to work to bring pupil voice back to the centre of all we do.**

The schools highly effective use of the PDG grant ensures that children have equity in all aspects of school life.
The school is currently taking part in a project to poverty proof the school day.

Our broad and highly innovative curriculum ensures there are many opportunities to celebrate diversity. This is embedded in to the curriculum and not just seen as an add on. Topics such as Maafa take an in depth look at diversity and the history of diversity.

Our highly innovative stages of learning allow opportunities for pupils to direct their own learning during the Innovation stage of learning. Through EPIC plans children contribute towards their own learning in a purposeful way.

Our well planned phases of learning ensure that there is seamless transition between different phases and classes in school. The pedagogy in each phase is based upon the needs and developmental stage of the children.
We now need to look at transition between classes.

The school works closely with the comprehensive school and other cluster primaries to devise a comprehensive and effective transition plan to ensure the educational and wellbeing needs of all learners are catered for.

Close liaison with the Flying Start setting and school promotes consistent practice within both teams and that children and families receive a seamless transition.

The school is currently familiarising itself with the new ALN bill through regular staff updates and training. Staff have created provision maps, IDPs and PCPs for identified children to ensure their needs are met.

Effective interventions result in a successful impact on attainment for individuals and identified groups pupils.

The school utilises a wide range of effective programmes to assess, identify and support any ALN.

The school effectively meets the needs of learners with ALN to ensure needs are identified and met and children make good progress.

A comprehensive monitoring process leads to ensuring good progress, attainment and wellbeing is maintained

We now need to look at how often provision maps are reviewed?

The school has extensive collaborations with a wide range of external agencies to ensure the needs of all learners are met.

There is a designated and experienced ALNCO who regularly attends all cluster and LA training and updates.

Learners have access to specialist resources such as talk about and Elklan.

Successful differentiation during lessons ensures learners with ALN are appropriately challenged and receive equity in opportunities..

The school has a wide range of effective resources available for pupils with ALN to support their needs and enhance their learning.

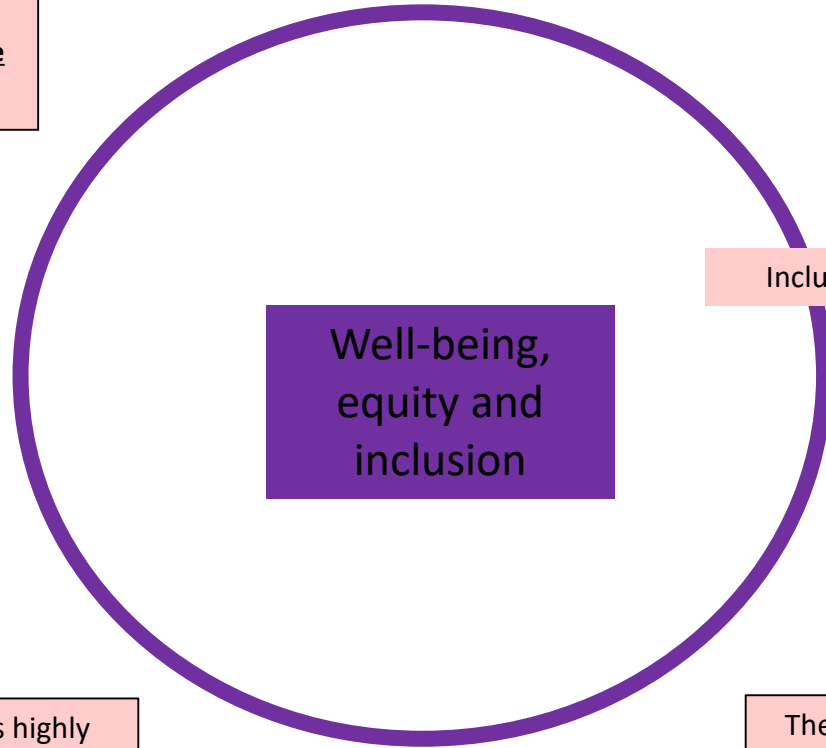
The school has a clear map of ALN roles within school including leads for ALN, SCERTS etc. meaning there is effective support for all staff to support the needs and learning of pupils with ALN. **We now need to extend the expertise to more TAs.**

Dyslexia friendly approaches are embedded into teaching and learning.

The school ensures highly effective transition for pupils with ALN between classes through experiencing new classrooms and working with new staff. Staff ensure all information is passed on through effective APP meetings.

The school ensures highly effective transition to secondary for pupils with ALN through regular meetings, staff visits and extra transition events.

The school's effective open door policy ensures all parents have the opportunity to discuss any concerns or receive support needed. All statutory review meetings are held within appropriate timelines.



Evidence

Leadership

Stakeholder Questionnaires, ADDs minutes / calendars, Vision INSET notes / presentation, original pledge documents, presentations including pledge, launch, behaviour management policy, home school agreement, values displays and information, rights calendar, values homework and murals, SIA visit reports, Facebook, Twitter, text messaging system, termly news, express pictures/information, peer observations, performance management documents, teacher action plans, course evidence, Phase meeting minutes, phase action plans, Feedback and marking policy, assessment policies, teaching and learning policy, books, monitoring records, planning files, pupil data information, listening to learners, INSET notes, booklets, boxhall profiles, wellbeing survey, APP notes, termly assessments, FPP, training records, community plan, portfolios, evaluations, case studies, DCF Audit, SDP, management minutes, budget, governors minutes / reports, data of staff referrals, timetables, School Council Minutes, Pupil Power Plan, Community Voice Group minutes, Community Questionnaire.

Learning and Teaching

Curriculum plan, Cornerstones planning, Cornerstones on page, principles of progression booklet, pupil data information, planning files, books, INSET information, evaluations, reward systems, behaviour management policy, Facebook, Twitter, website, portfolio, displays, Successful Futures Project, peer observations, innovation information, ADDs minutes, management minutes, teacher action plans, APP meeting records, Feedback and marking policy, SIA visit reports, stages of learning information grids and overview, transition plans for Birchgrove, Flying Start transition portfolio, Enterprise information, Eco awards and evidence, case studies, OECD reports, triad information, governors minutes, performance management file, course evidence, training records, support visit documentation.

Curriculum

Curriculum plan, Cornerstones planning, Cornerstones on page, principles of progression booklet, links to LNF, pupil data information, planning files, books, INSET information, evaluations, INSET on new Curriculum. Facebook, Twitter, website, portfolio, displays, Successful Futures Project, peer observations, innovation information, ADDs minutes, management minutes, teacher action plans, APP meeting records, Feedback and marking policy, SIA visit reports, stages of learning information grids and overview, transition plans for Birchgrove, Flying Start transition portfolio, Enterprise information, Eco awards and evidence, case studies, triad information, governors minutes, performance management file, course evidence, training records, support visit documentation, stakeholder questionnaires, timetables, phases of learning overview. Extra curricular opportunities evidence. Residential timetable and photographic evidence. Assessment Data. Listening to Learners. Epic planning and Plans linked to the Four Core Purposes. Craigfelen pledge. School Values linked to Rights Calendar. ALN and Provision Maps. Intervention Groups and Class Timetables.

Well-being, Equity and Inclusion

PDG, EIG Funding and Budget Planning, Think Equal scheme, Partneriaith work, Relationships and Sexual Education Programme, Visits from Health Professionals, Police and Dentist. Boxall Profiles and Targets, APP meetings, My Concern, pupil questionnaires. Pastoral Support worker training and leading of INSET for staff. The Colour Monster, Worry Monster, emotional well-being techniques, Mindfulness, Happen Project, Sharing Plate, Planning Files. Milk, Water and Fruit Station. Class Behaviour Management. Pupil Voice Groups including School Council and Rights Ambassadors. Transition evidence (FS to Nurs, Classes and Yr6 to Comp.) Craigfelen Pledge. Designated ALNCO and ALN Files. Differentiation evident in planning. 'Morning Club' to develop life skills for children with ALN. Wide Range of resources available in the Learning Lounge to support ALN. Staff training evidence for SCERTS and any ALN courses. Progression Maps and Intervention Planning e.g. WellComm, Speech Link with results.



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



School Improvement Targets

Priority 1	To revise our approach to assessment of the integral skills during the innovation stage of learning.
Priority 2	To explore how the principles of progression fit within each phase of learning.
Priority 3	To develop our whole school approach to emotional and mental wellbeing and reduce the impact of poverty.

We Celebrate



Our strong vision created in collaboration with all stakeholders

Our creative and innovative curriculum including our stages of learning and the way families are involved in celebrating learning.



Our inclusive school environment where there really is "Learning Together and Having Fun, There is Room Here for Everyone"

Our view that wellbeing is truly at the heart of our curriculum and if wellbeing is not looked after, excellent learning can not take place. Our fantastic pastoral support provided to all pupils.



The wide range of opportunities and experiences that are provided to all of our pupils to enhance their well-being and learning including the number of real life experiences they get.

The access to high quality CPD that all staff get and our work with external partners to support children and families,



The wide range of innovative ways we support our school community which have been highlighted in a case study following research by Swansea University.

Last Year We Achieved



All staff upskilled with new oracy teaching skills including the launch of the Oracy Toolkit. Many more opportunities for oracy were identified. 85% of parents have seen an improvement in their child's speaking and listening skills.

Staff have mapped out the activities and experiences within the Craigfelen Pledge to ensure that children will experience all of them. A virtual Launch of the pledge took place to inform families.



Staff created and mapped provocations to assess the integral skills of pupils linked to the topics they will be learning about next year during the innovation stage.

Views of the community were gathered and a community plan created. We also held our first community voice meeting.



The school environment was drastically improved with a new staffroom and PPA room, new wellbeing room and a new inspiration room with VR goggles and floor projector. We have also invested in playground equipment and seating as well as an outdoor learning tent and a polytunnel to support outdoor learning.

The curiosity approach and In the Moment Planning has been successfully implemented into our nursery class and now we are beginning to look at In the Moment Planning in Reception.



Welcoming our families back in to school for school events at Christmas, Sports Day and Express events. As well as this being able to take pupils on trips and residential made a huge impact upon their learning.

An Overview of our Findings

Our whole school community including children, parents, families and governors have been involved in planning our curriculum, our Craigfelen Pledge and our new motto "Where the journey to your future begins".

94% of parents said the school is a friendly and welcoming place with 95% saying their children like coming to school. 94% of parents say they would feel comfortable talking to school staff about any worries. Feedback mentioned how approachable staff were and how the school went over and above to support pupils. Most parents said that our school values had a positive impact upon their children and 95% thought staff encouraged children to do their best. 97% of parents said that educational experiences are beneficial to their children. The survey identified that parents would like more information about events and school sanctions.

Through monitoring leaders have identified the need for pupils to be more involved in planning their learning at the appropriate time during the stages of learning. They have also identified the need for a more consistent approach to pupil reflection and peer and self assessment.

100% of staff feel they contribute towards the schools strategic plans and purposefully contribute to the school's evaluation process. 100% feel that they could speak to their line manager about any problems they may have and find it rewarding to be a member of the school staff.

90% of pupils said they enjoy coming to school and 97% said they were safe in school. 96% said they enjoy learning and 92% said they learn new things. Only 73% said they get to plan their own learning whilst 89% said they think this is important. 90% of pupils said they know how to be a good learner and 92% felt they persevere with their learning. 94% said they know where to get help. Many commented upon the fact they were happy that clubs and trips were starting back up.

Craigfelen Primary School School Development Plan Summary 2022-23

This year we aim to



Revise our approach to assessment of the integral skills through the innovation stage of learning.



To explore how the principles of progression fit within each phase of learning.



To develop our whole school approach to emotional and mental wellbeing and reduce the impact of poverty.

We Need to Work on



Opening our community hub that can be accessed by all stakeholders of the school and the wider community.

How we monitor the behaviour of pupils to show progress with their behaviour.



How we record and monitor the impact of CPD whilst also providing valuable sharing time for staff.

How we use the principles of progression to monitor the progress of all pupils throughout our topics.



Developing our approach to pupil reflection, peer and self evaluation.

Develop and adapt our approach to EPIC planning and how pupils influence their own learning during the innovate stage of learning.



Develop our approach to In the Moment planning so that it shows progression for reception children.

Adapt the teaching of outdoor learning so that experience is shared and learning is more progressive and develop how we teach sustainability and implement the circular economy approach.



Develop our curriculum to update the RE, RSE and Welsh aspects of our curriculum as well as training Milo our school wellbeing dog

Increase the amount of opportunities for pupil voice groups following the impact of the Covid pandemic including creating playground friends and restorative rangers.



Look at how we plan for transition between classes to ensure staff have the best information and pupils are fully prepared.

Begin the journey of poverty proofing our school and implementing the Think Equal programme.



This is how we will achieve our aims



Further develop our approaches to listening to children's ideas through EPIC planning and innovations.



Link and visit other schools who are demonstrating good practice in any areas of our development.



Self assess our whole school approach to emotional and mental health, RE and RSE before creating an action plan to improve.



Work collaboratively with our cluster to explore the principles of progression and what they look like at each progression step.



Maintain close working relationships with all stakeholders and external partners to further develop our curriculum, vision, community work and our approach to wellbeing and poverty.



Work with a range of experts to develop our approach to the integral skills.