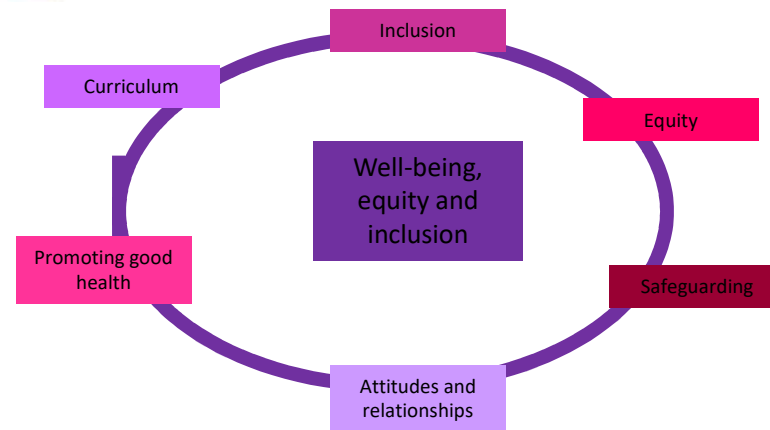
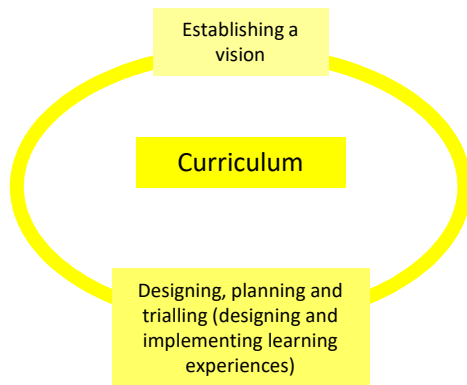
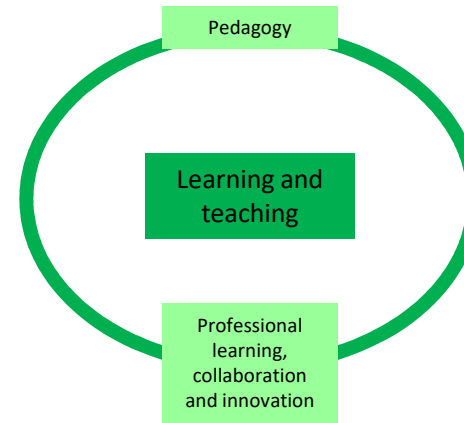
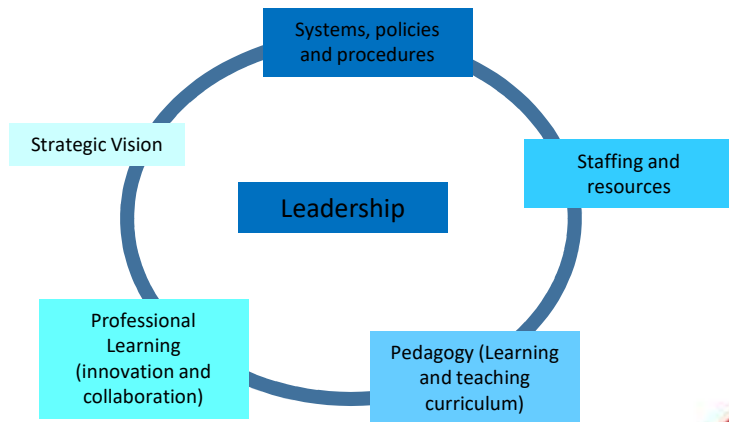


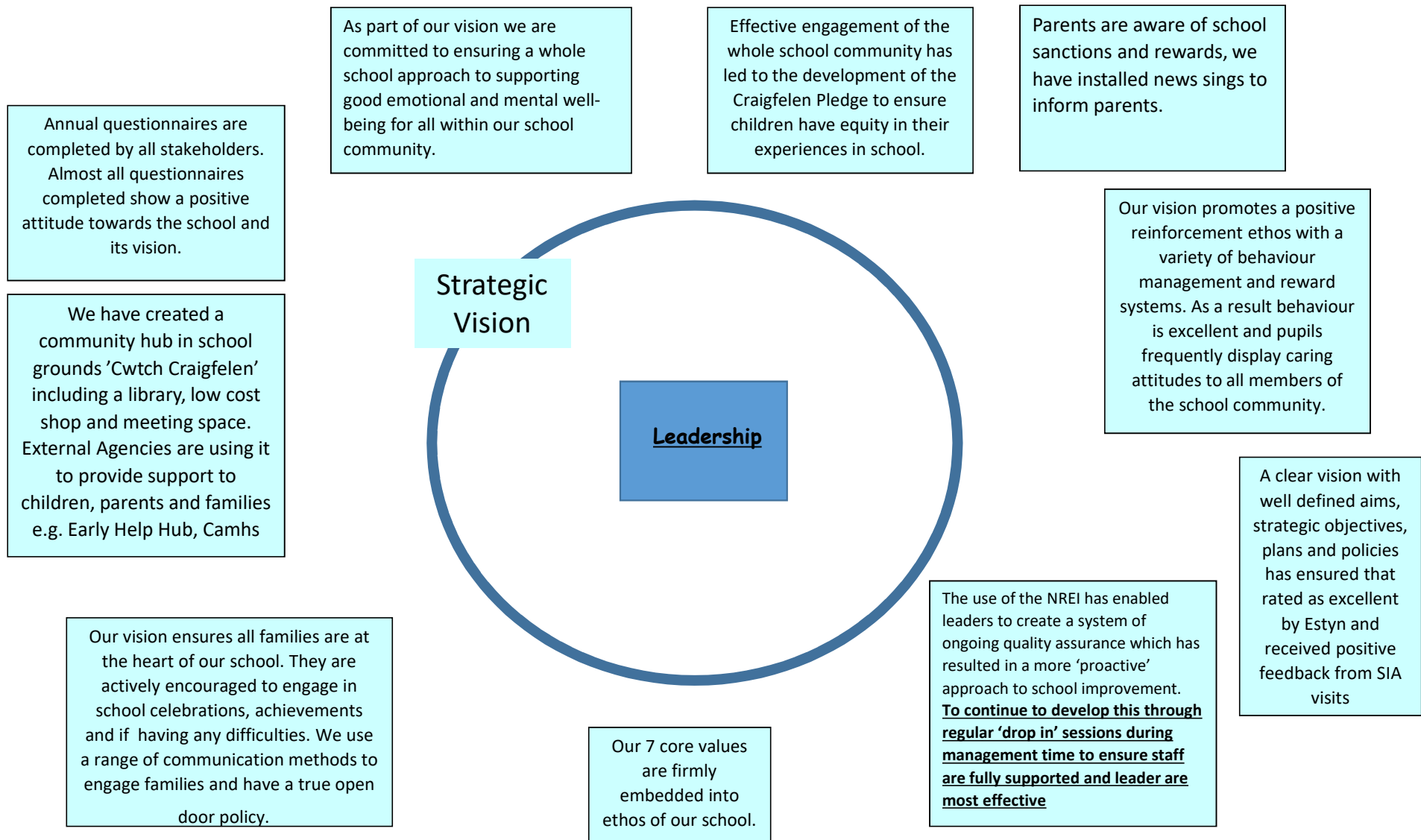


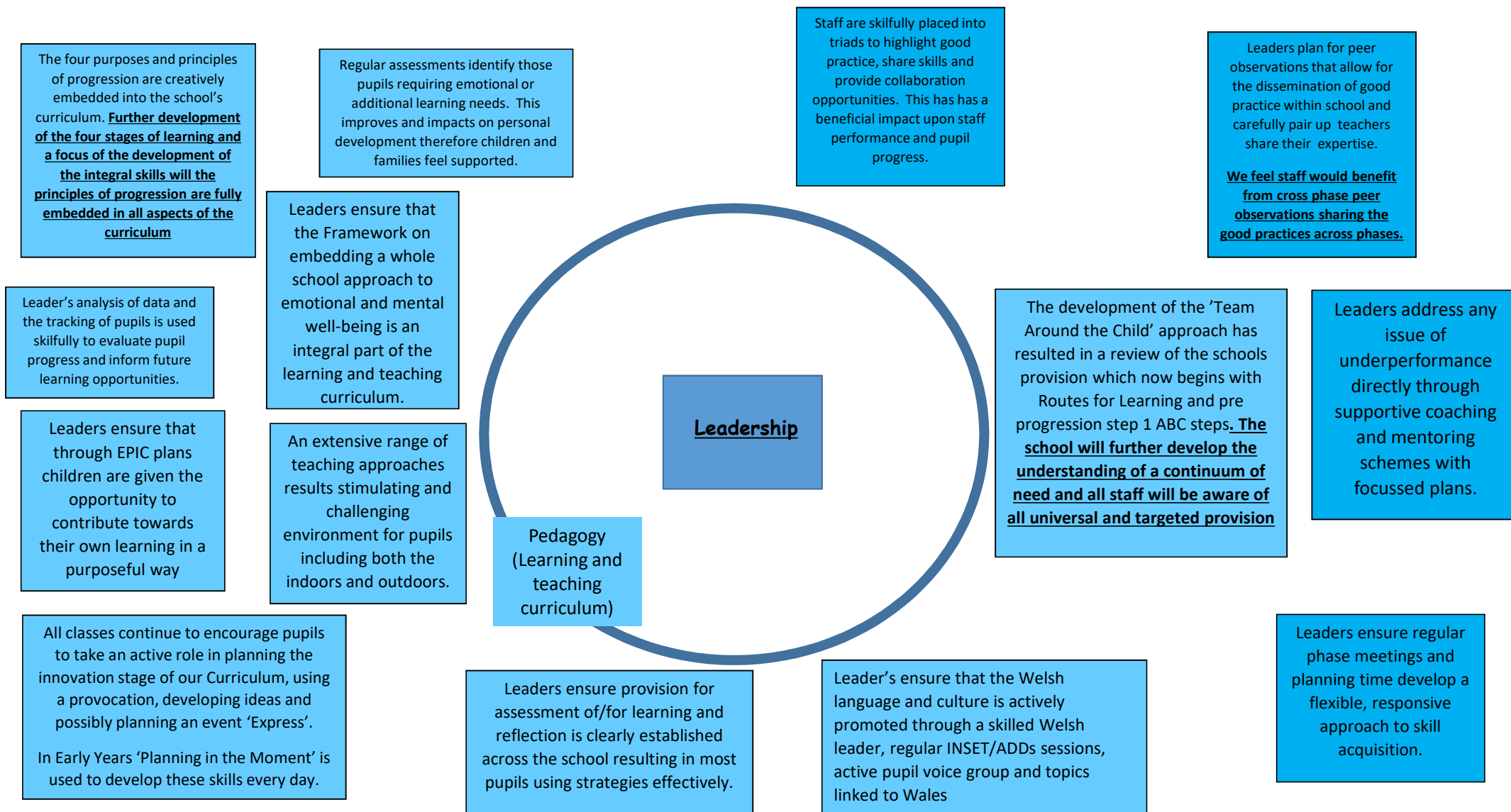
Craigfelen Primary School Self Evaluation Report 2023-24

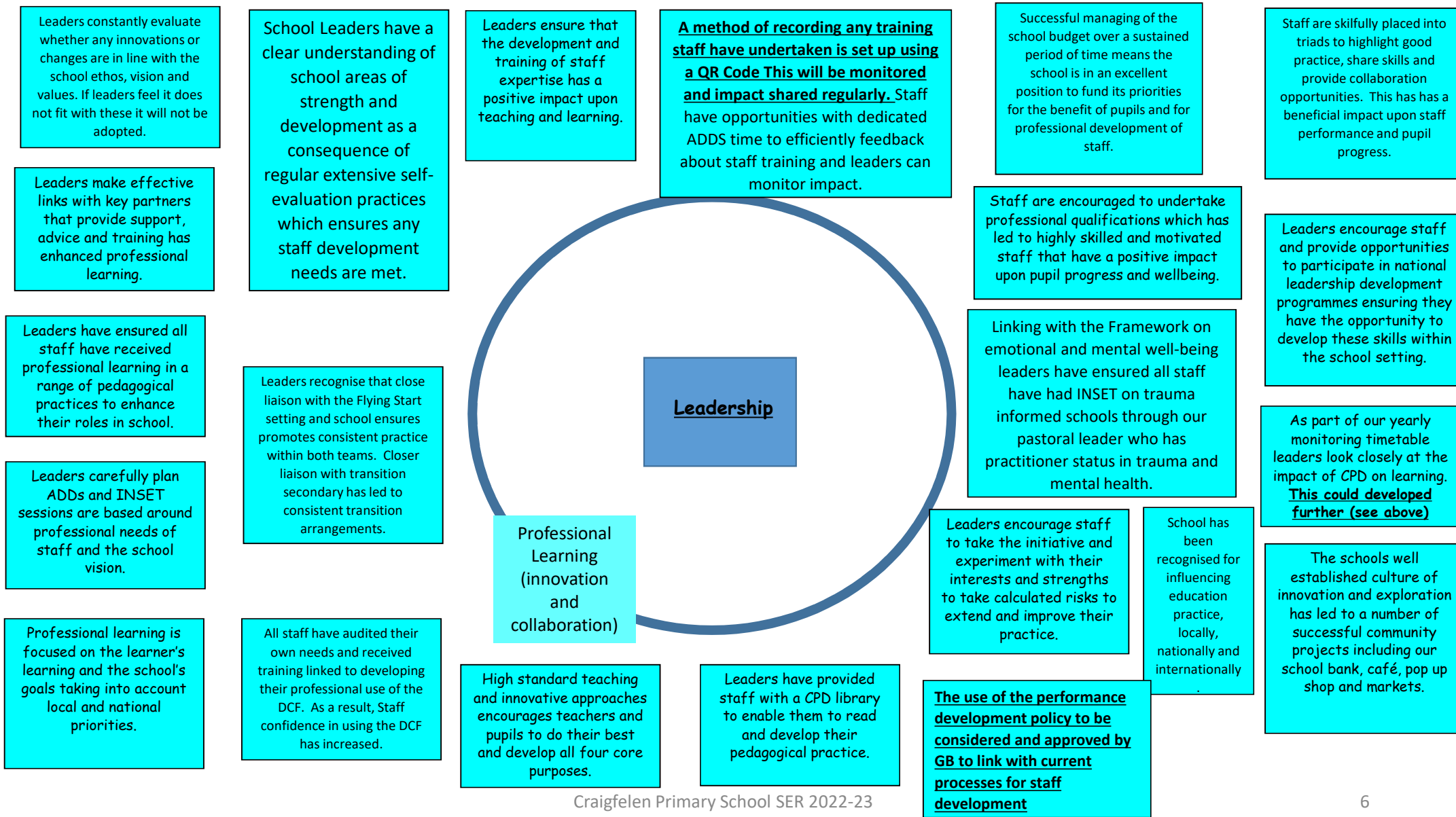












The appointment of the deputy ALNCO will provide further support for the ALNCO and create further opportunities to develop provision from Routes for Learning

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. **The school continues to consider the most effective methods of quality assuring school improvement. Drop in sessions for phase leaders to be developed to provide support for staff on a regular basis**

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.

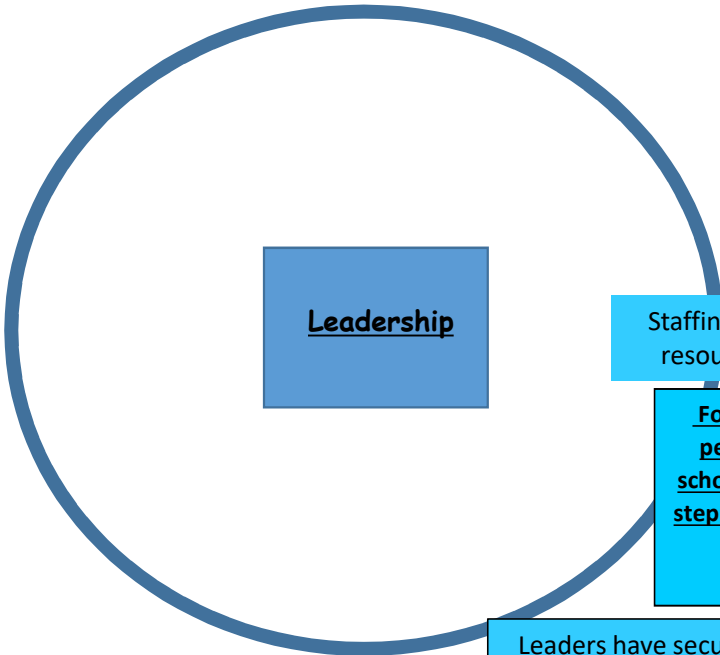
A new working space has been developed for PPA and a larger more suitable staffroom developed.

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

The employment of apprentices for childcare and teaching assistants has resulted in staff being developed through qualifications and then onto foundation degree if required. This has led to a more upskilled team, with less reliance on agency TAs when covering staff absence. **This will continue to be developed and has resulted in the school being asked to support Gower College to develop further links and increase recruitment for future years.**

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

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



Staffing and resources

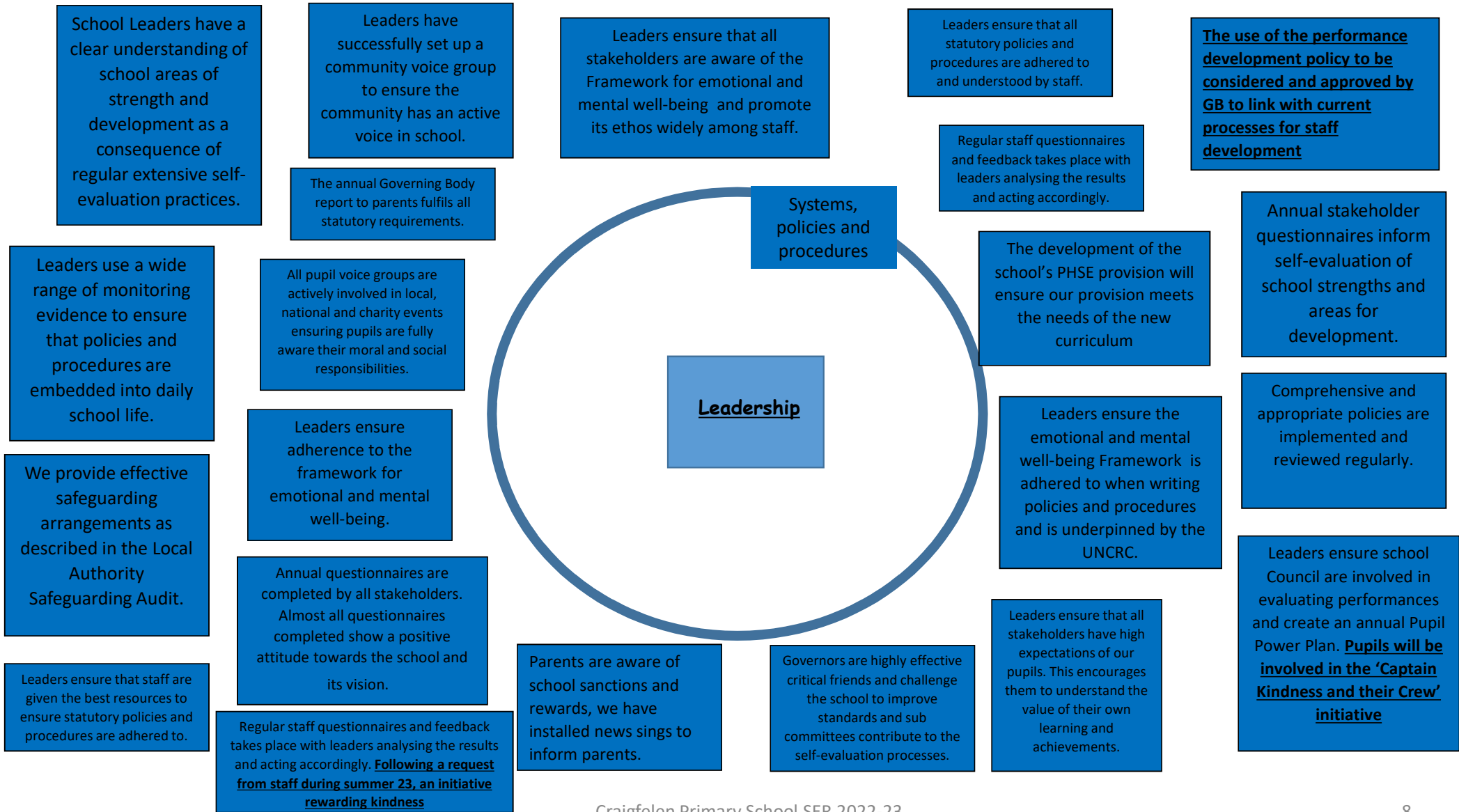
Following the development of pedagogical approaches, the school will appoint an additional step leader to replace foundation phase and Key Stage 2

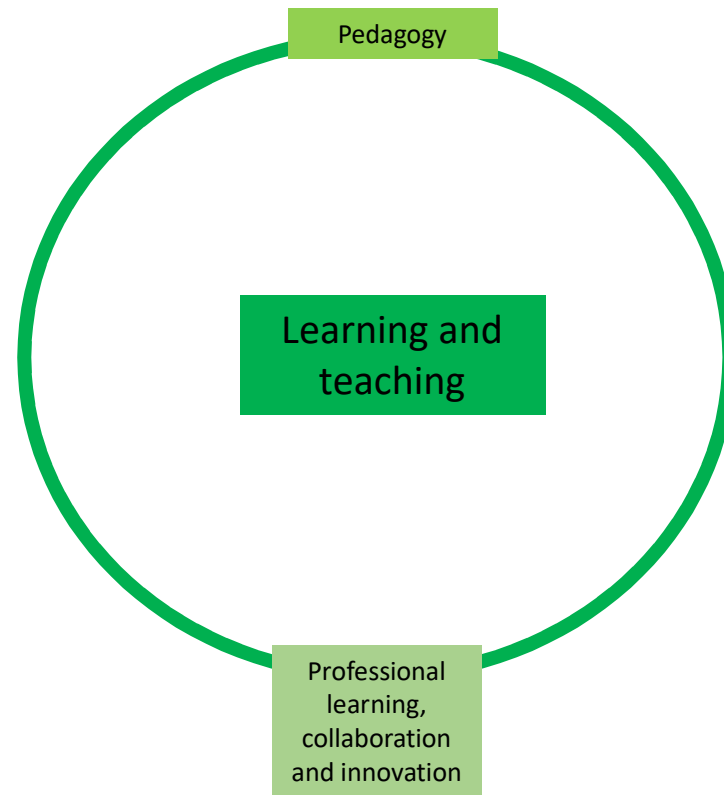
Leaders provide staff with extra time (2 hours a week) to complete tasks and develop their own pedagogy and reflect on current 'innovation' development within their classes.

Link staff for the AOLEs for literacy, numeracy and health and wellbeing will be released on a three weekly timetable to support the further development of provision in these areas.

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. **To further develop the use of the assistance dog within the development of health and wellbeing**





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 in each progression step, including the development of floor books in progression step 1**

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 progression 2

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 progression step 3.**

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.

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.

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

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.**

The Cwtch Craigfelen enables projects to involve the whole family in developing the Curriculum.

All teachers have received training and resources to deliver the Welsh Curriculum in ADDS. All classes have a daily Slot Drillio. **The school will deliver a whole school Cynefin project to further develop our curriculum journey**

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.

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

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.

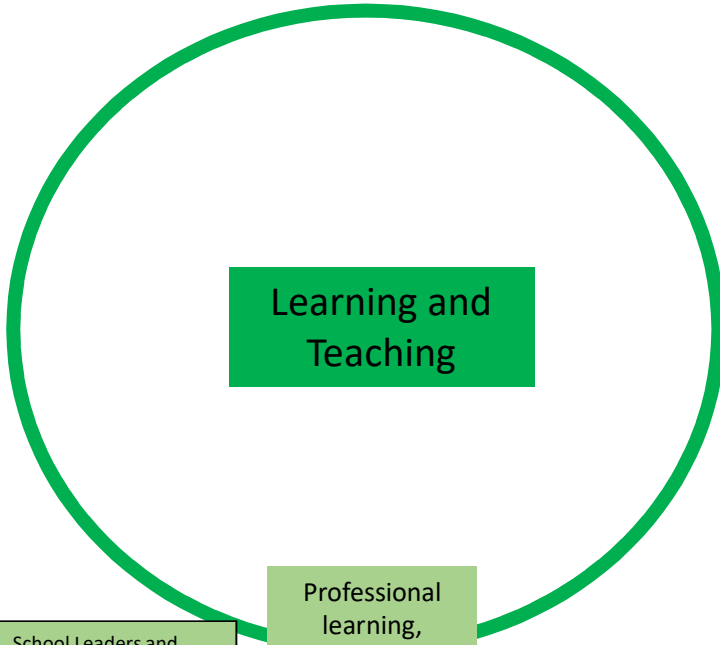
Effective planning, preparation and evaluation ensures teachers use a range of powerful strategies, methods and resources to interest, stimulate and challenge all pupils.

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

We have worked as a Cluster to develop this through an INSET.

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

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



Learning and Teaching

Professional learning, collaboration and innovation

Support from Partneriaeth to address the developments required for numeracy development following quality assurance and book scrutiny and listening to learners.

School has been recognised for influencing education practice, locally, nationally and internationally. The school will present a workshop on the development of the innovaiton

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

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

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.

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

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

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 are continuing to develop the whole school understanding of progression and what the principles of progression look like in our context.

Through INSET we have now worked as a cluster to develop this.

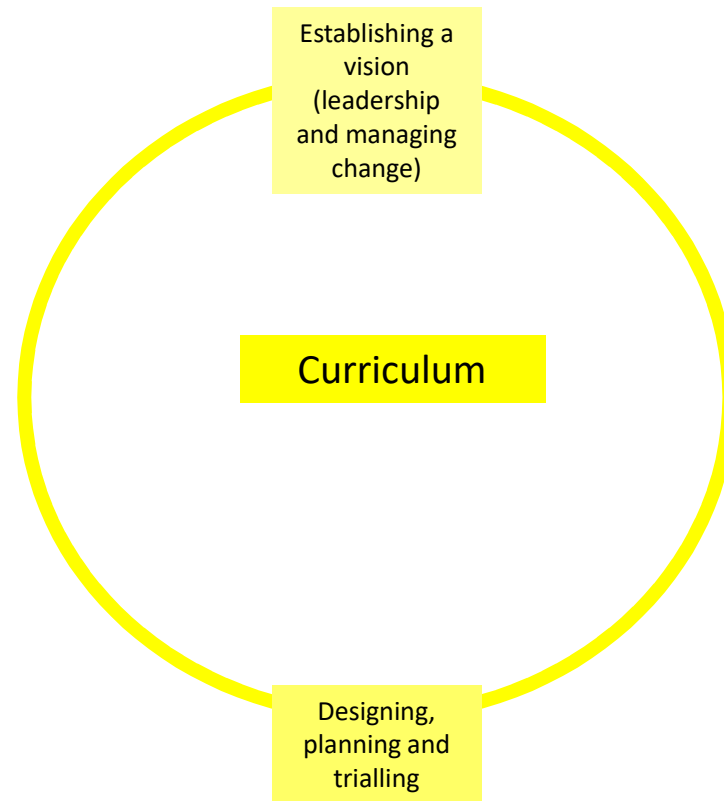
Opportunities for professional development around innovation, creativity and teaching for a purpose will be developed.
These will be further developed by progression step leaders.

School Leaders and Governors collaborate regularly to reflect upon school progress towards priorities. **Newly appointed governor Professor Penaluna will create further** 

School performance management targets are partly identified by staff themselves to help develop their understanding of pedagogy and the new curriculum. **Teahcing assistant PM will link to priority 1 and the development oif the 5 proficienes in mathematical development**

We have led a highly imaginative project with the support of UWTSO 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.

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



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 emphasises 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.

Staff work as teams to evaluate changes and ensure there is a culture of innovation. We have now fully embedded our phase teams to develop their potential. They have worked through various opportunities e.g. planning, assessment innovation as a Phase.

Following quality assurance of teaching and learning, a review of the development of number across the school and how the proficiencies are developed will be undertaken.

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

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)

Curriculum

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

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

The school has created a Curriculum launch event that took place in June 2023. Families, Governors and all stakeholders were invited to learn about our Curriculum and the 'Craigfelen Pledge'.

The development of the Cuppalicious café will provide opportunities for progression step 3 cross curricular and integral skill development .

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.

The school community has contributed towards the carefully planned range of experiences learners will get through the schools curriculum.

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.

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.

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.

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.

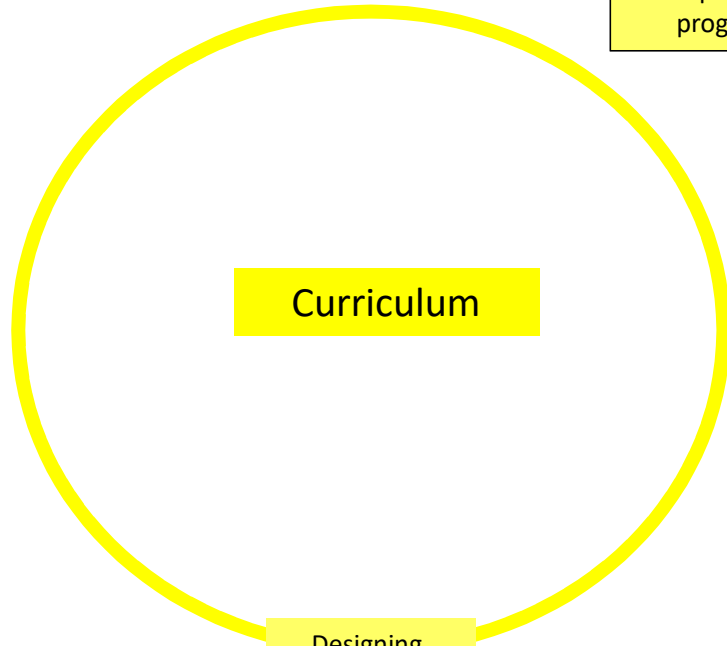
Our highly innovative school curriculum ensures the integral skills are at its core and that it builds towards the four purposes using the principles of progression.

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

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

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

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



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

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

The school has carefully planned for the range of experiences learners will get through its curriculum

The school has created a Curriculum launch event that took place in June 2023. Families, Governors and all stakeholders were invited to learn about our Curriculum and the 'Craigfelen Pledge'.

Each progression step will develop methods of recording the innovation stage of learning and there will be clear progression throughout topics which reflect our stages of learning.

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 develop formative assessment opportunities, particularly at the innovate stage of learning.**

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

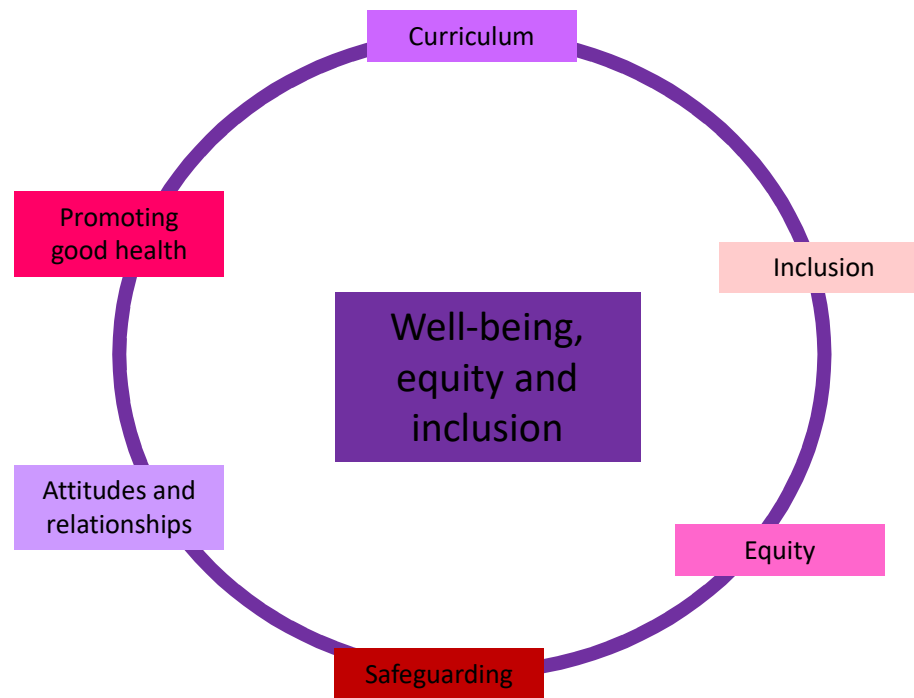
Through regular monitoring procedures the school curriculum, pedagogical approaches and learners progress is constantly evaluated.

Designing, planning and trialling

Phase teams use a wide range of techniques to gather learner's views.

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

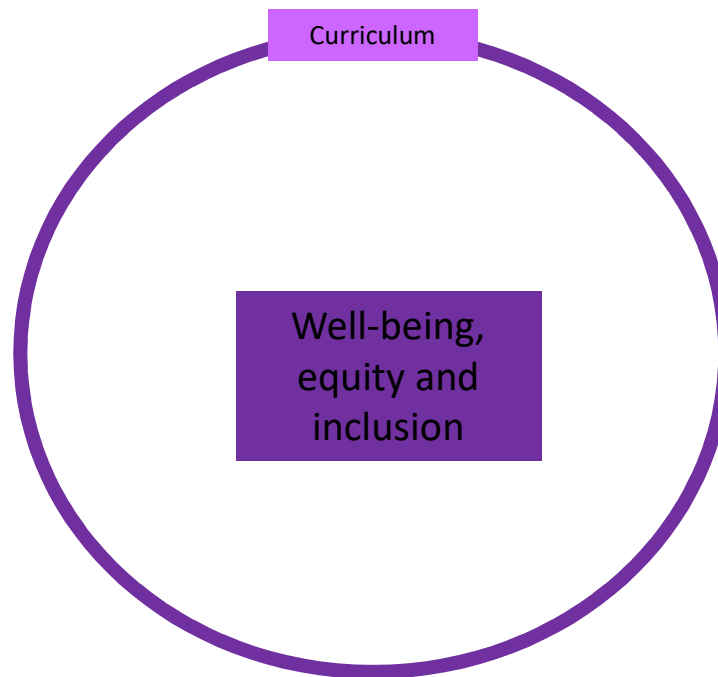
The design of the stages of learning within our curriculum should ensure equity and accessibility for all learners in its delivery.



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 will purchase the JIGSAW scheme to ensure all aspects of health and wellbeing are delivered throughout the progression steps

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.



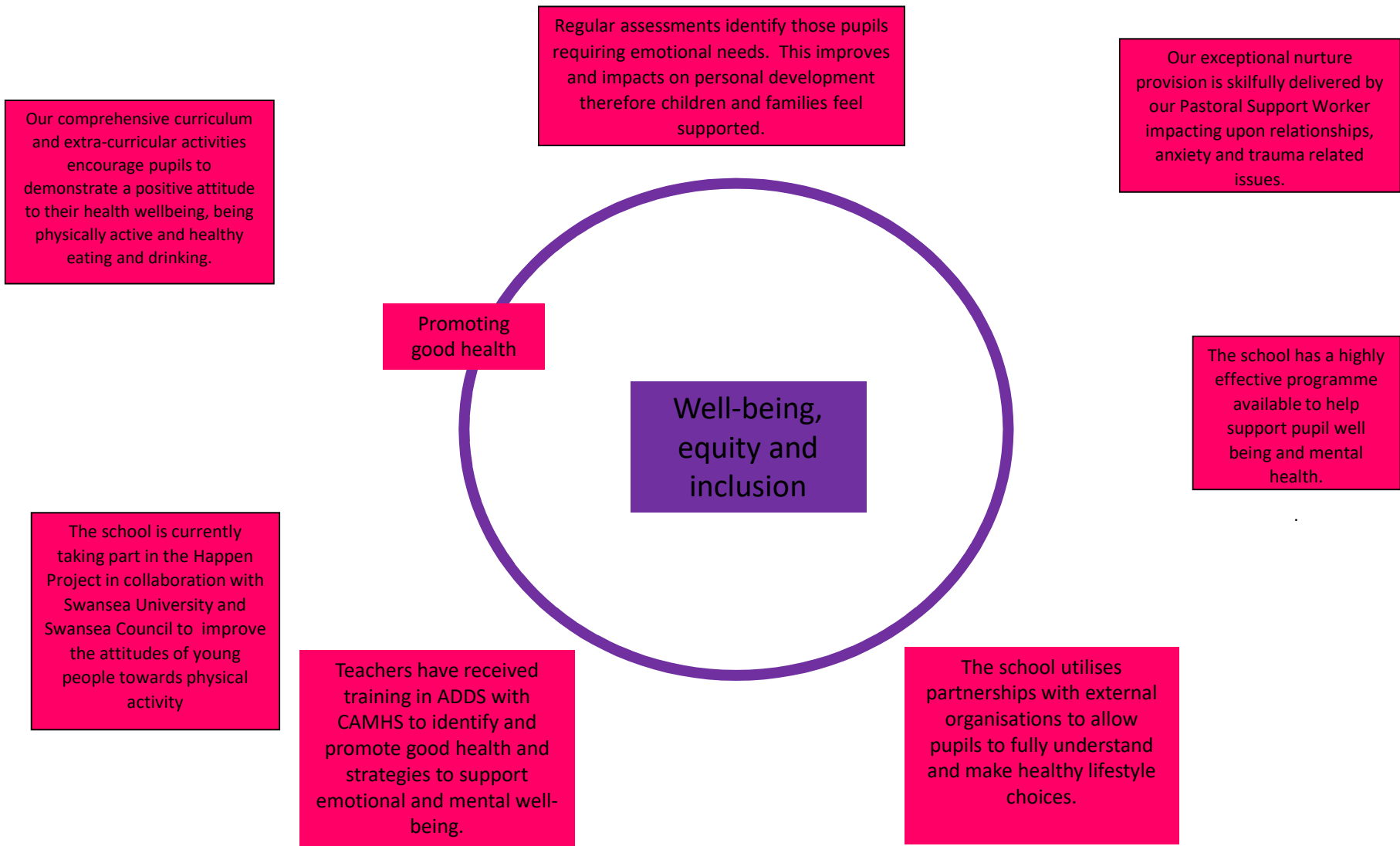
The school are working closely with Partneriaith to develop our approach to delivering health and wellbeing.

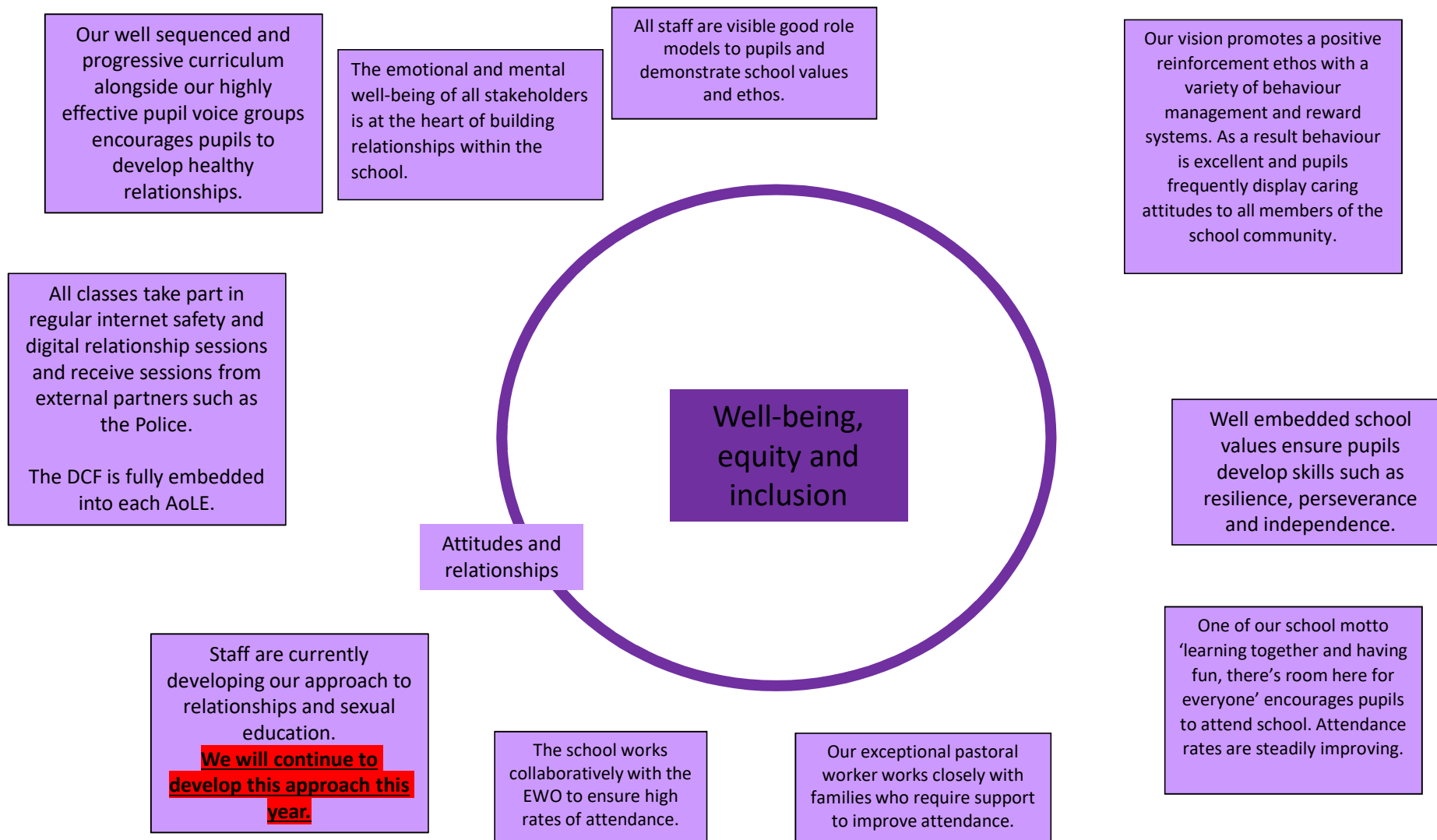
Think Equal scheme is now consistently being used in Reception and will move into Year 1 in September 2023.

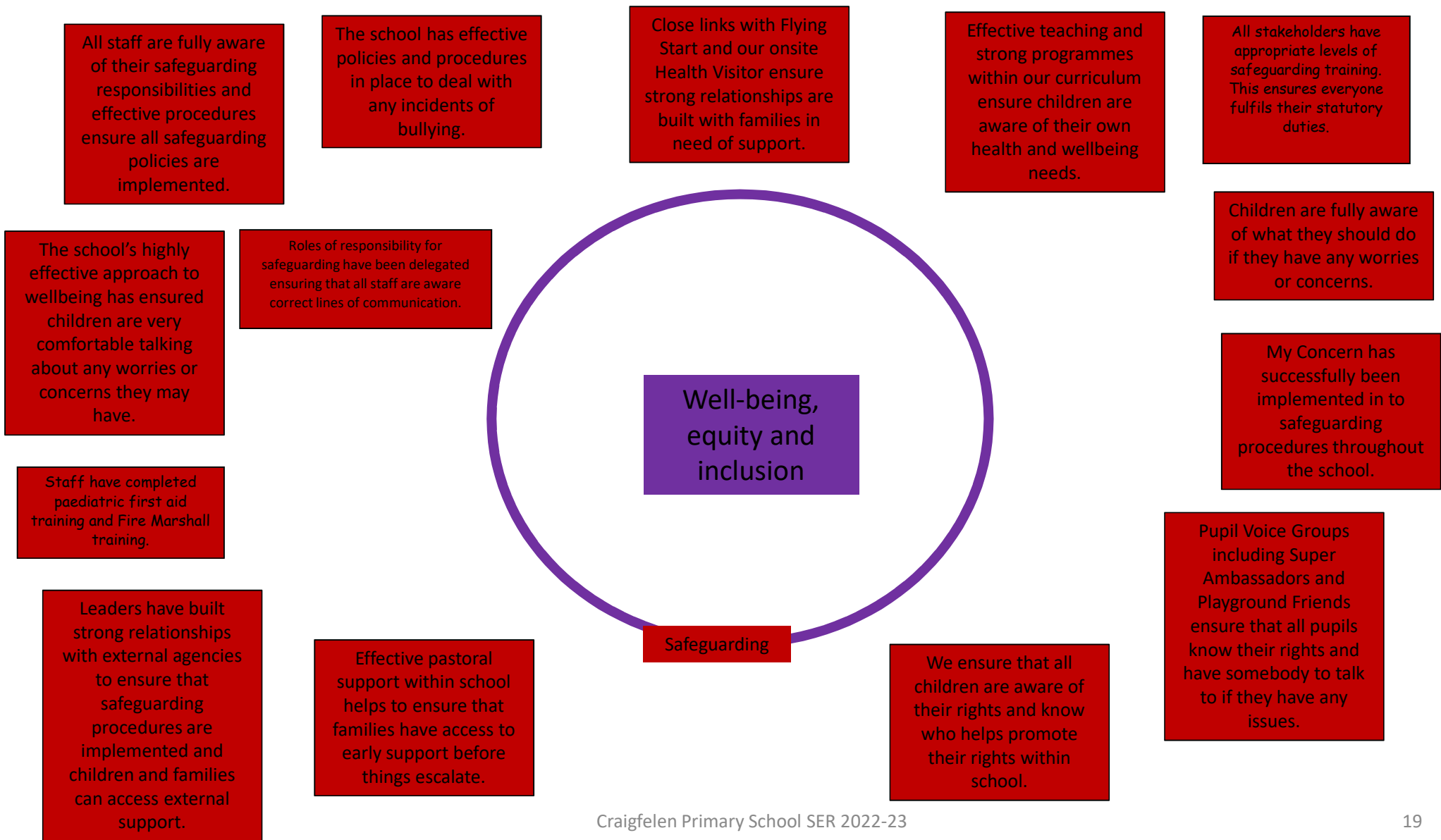
Staff are currently developing our approach to relationships and sexual education.

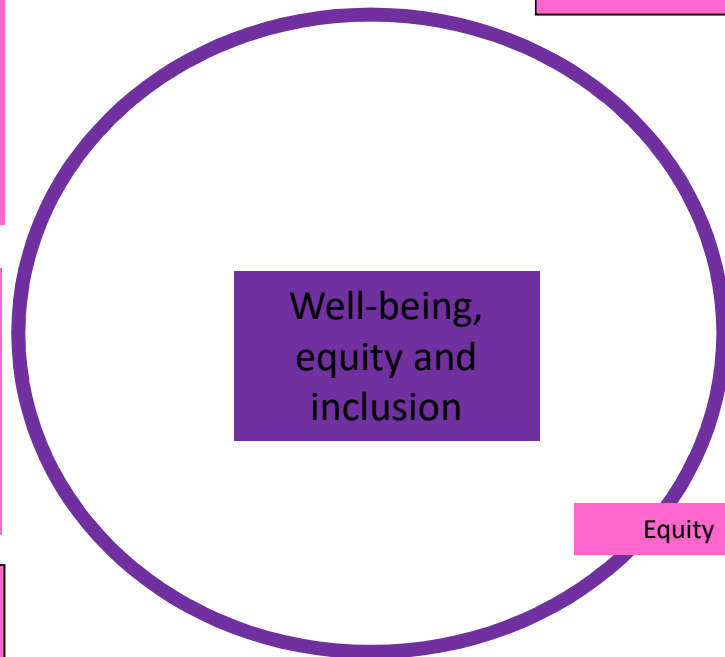
We will continue to develop this approach this year.

A cluster approach to anti racism will be developed, including staff development opportunities









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 of children’s rights within school encouraging pupils to develop as social, moral and ethical citizens. The Rights Ambassadors continue to work closely with the playground friends to teach Rights from Reception upwards. **Need to develop into KS2**

The school continues to work towards it’s Community Plan and has taken over the running of the local community centre to help support families in the school community.

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, it is now being used consistently in Reception and will move into Year 1 September 2023.

A Community Hub Manager has now been appointed and the ‘Cuppalicious Café’ is up and running on a Friday morning. External organisations, support groups and the community are regularly using the Hub.

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. The Survey has taken place and leaders are using the results to begin to Poverty Proof the school day.

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. Pupil Voice groups are now set up and are active within the school e.g. School Council, Eco Squad, Rights Ambassadors, Criw Cymraeg.

Equity

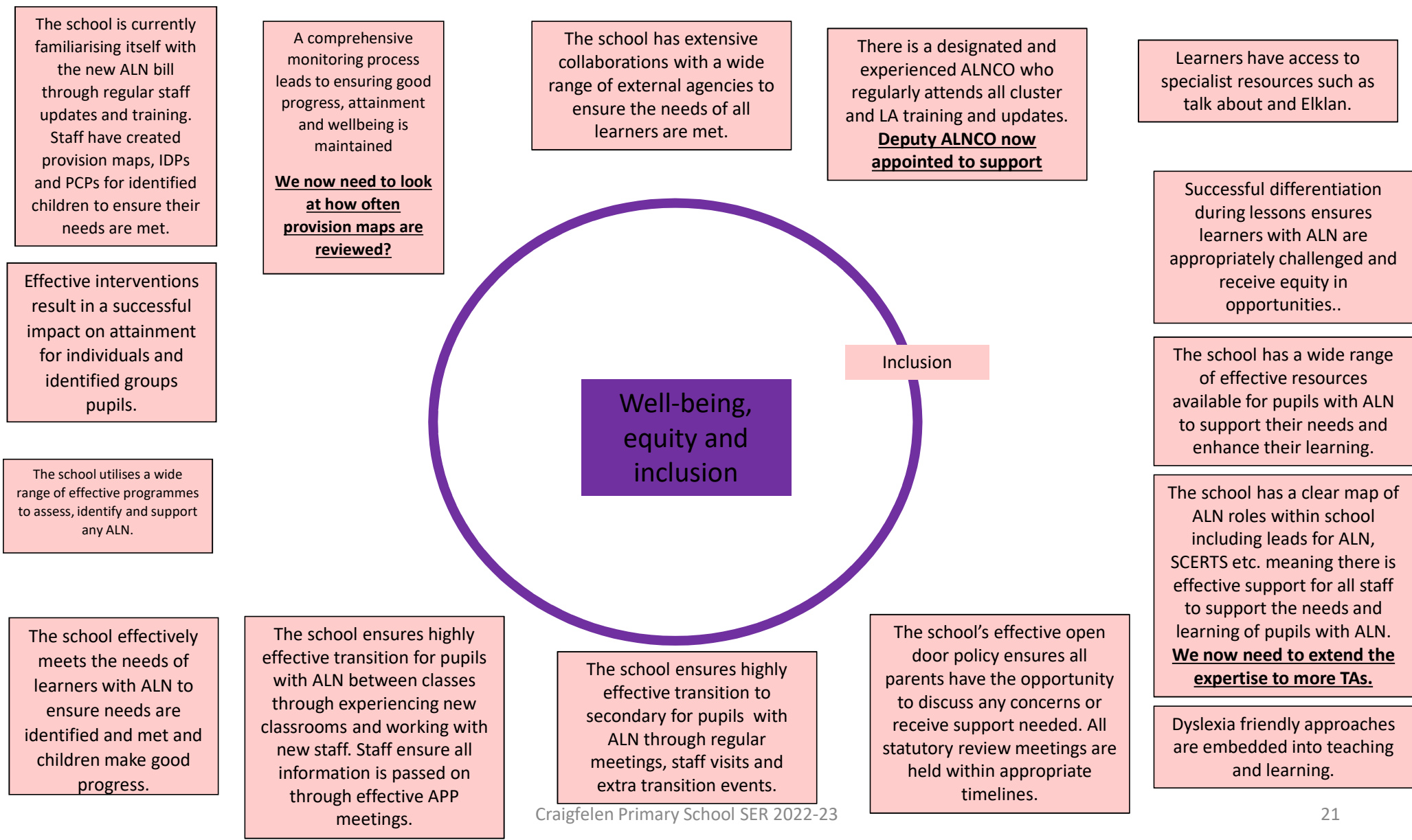
The school works closely with the comprehensive school and other cluster primaries to devise a comprehensive and effective transition plan to ensure the educational and wellbeing needs of all learners are catered for.

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. FS and Nursery have a weekly transition timetable. There is now dedicated times in the Summer Term from Rec-Yr5 for pupils to enter their new class, experience lunch time and playground times. Yr6 attend various transition days at the Comprehensive.

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



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.



Craigfelen S.A.S



Leadership

Sustain

- Stakeholder questionnaires
- Schools values and rewards systems.
- Access to high quality CPD for staff.
- Role of phase teams

Adapt

- How we present school values on day to day basis
- How we ensure the school works in a circular economy principle.
- Community Hub
- Recording of CPD. impact of CPD and sharing of CPD

Start

- Monitoring pupil behaviour to show progress
- Establish AoLE Teams and allocate dedicated time to work collaboratively.

Learning and Teaching

Sustain

- Current assessments
- Phase of learning
- Range of opportunities children get
- Outdoor learning
- Pupil input to Innovation tasks

Adapt

- Peer observations
- Self and Peer assessment
- EPIC plans
- In the moment planning in Reception
- Identifying integral skills and assessment of these

Start

- Using principles of progression
- Exploration and independence in KS2

Curriculum

Sustain

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

Adapt

- 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

- Pupil Voice
- Safeguarding approaches

Adapt

- Rights Ambassador roles
- Provision maps
- Attention Autism
- Community Hub
- Think Equal
- Poverty Proofing
- Transition between classes

Start

- Milo School wellbeing dog.
- Restorative Rangers
- Develop RSE and PSD Scheme from Year 2-6
- Rights Ambassadors roles into Year 2



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 and develop kindness crew
- Role of phase teams
- How we ensure the school works in a circular economy principle.

Start

- Drop in sessions for 3 AOLES and Phase leaders
- 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 and proficiencies in numeracy, linking to quesitong

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 and proficiencies in maths, reviewing opportunities in provision

Well-being, Equity and Inclusion

Sustain

- Pastoral work
- APP meetings
- Safeguarding approaches

Adapt

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

Start

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



School Improvement Targets

Priority 1	Increase the opportunity and range of cross curricular and real life numeracy across the school.
Priority 2	To develop our shared understanding of progression at each step and stage of learning.
Priority 3	To extend the role of the community in our co-constructed plan to reduce the impact of poverty and make positive changes within our locality and develop links to learning experiences throughout our curriculum.

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 amore 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



ustainability 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.

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.

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Craigfelen Primary School School Development Plan Summary 2023-24

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