







Craigfelen Primary School Self Evaluation Report 2023-24



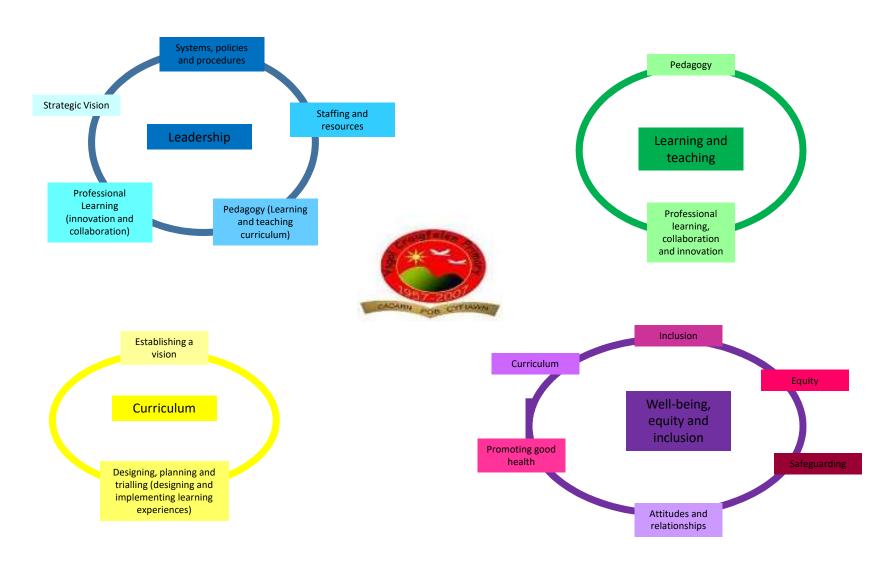
















Annual questionnaires are completed by all stakeholders.
Almost all questionnaires completed show a positive attitude towards the school and its vision.

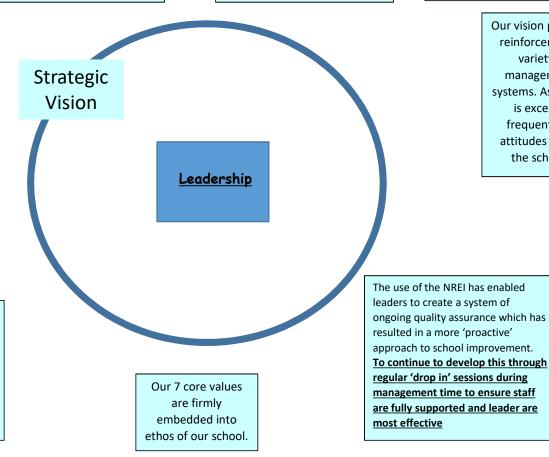
We have created a community hub in school grounds 'Cwtch Craigfelen' including a library, low cost shop and meeting space. External Agencies are using it to provide support to children, parents and families e.g. Early Help Hub, Camhs

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.

As part of our vision we are committed to ensuring a whole school approach to supporting good emotional and mental wellbeing 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.

Parents are aware of school sanctions and rewards, we have installed news sings to inform parents.



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.

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

A clear vision with

The four purposes and principles of progression are creatively embedded into the school's curriculum. Further development of the four stages of learning and a focus of the development of the integral skills will the principles of progression are fully embedded in all aspects of the curriculum

Leader's analysis of data and the tracking of pupils is used skilfully to evaluate pupil progress and inform future learning opportunities.

Leaders ensure that through EPIC plans children are given the opportunity to contribute towards their own learning in a purposeful way

All classes continue to encourage pupils to take an active role in planning the innovation stage of our Curriculum, using a provocation, developing ideas and possibly planning an event 'Express'.

In Early Years 'Planning in the Moment' is used to develop these skills every day.

Regular assessments identify those pupils requiring emotional or additional learning needs. This improves and impacts on personal development therefore children and families feel supported.

Leaders ensure that the Framework on embedding a whole school approach to emotional and mental well-being is an integral part of the learning and teaching curriculum.

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

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

Pedagogy

(Learning and

teaching curriculum)

Leader's ensure that the Welsh language and culture is actively promoted through a skilled Welsh leader, regular INSET/ADDs sessions, active pupil voice group and topics linked to Wales

Staff are skilfully placed into triads to highlight good practice, share skills and provide collaboration opportunities. This has has a beneficial impact upon staff performance and pupil progress.

observations that allow for the dissemination of good practice within school and carefully pair up teachers share their expertise.

Leaders plan for peer

We feel staff would benefit from cross phase peer observations sharing the good practices across phases.

The development of the 'Team Around the Child' approach has resulted in a review of the schools provision which now begins with Routes for Learning and pre progression step 1 ABC steps. The school will further develop the understanding of a continuum of need and all staff will be aware of all universal and targeted provision

issue of
underperformance
directly through
supportive coaching
and mentoring
schemes with
focussed plans.

Leaders ensure regular phase meetings and planning time develop a flexible, responsive approach to skill acquisition.

Leadership

Leaders constantly evaluate whether any innovations or changes are in line with the school ethos, vision and values. If leaders feel it does not fit with these it will not be adopted.

Leaders make effective links with key partners that provide support, advice and training has enhanced professional learning.

Leaders have ensured all staff have received professional learning in a range of pedagogical practices to enhance their roles in school.

Leaders carefully plan ADDs and INSFT sessions are based around professional needs of staff and the school vision

Professional learning is focused on the learner's learning and the school's goals taking into account local and national priorities.

School Leaders have a clear understanding of school areas of strength and development as a consequence of regular extensive selfevaluation practices which ensures any staff development needs are met.

Leaders recognise that close liaison with the Flying Start setting and school ensures promotes consistent practice within both teams. Closer liaison with transition secondary has led to consistent transition arrangements.

All staff have audited their own needs and received training linked to developing their professional use of the DCF. As a result. Staff confidence in using the DCF has increased.

Leaders ensure that the development and training of staff expertise has a positive impact upon teaching and learning.

A method of recording any training staff have undertaken is set up using a QR Code This will be monitored and impact shared regularly. Staff have opportunities with dedicated ADDS time to efficiently feedback about staff training and leaders can monitor impact.

Successful managing of the school budget over a sustained period of time means the school is in an excellent position to fund its priorities for the benefit of pupils and for professional development of staff.

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.

Linking with the Framework on emotional and mental well-being leaders have ensured all staff have had INSET on trauma informed schools through our pastoral leader who has practitioner status in trauma and mental health.

School has

been

recognised for

influencing

education

practice.

locally,

nationally and

internationally

Leaders encourage staff to take the initiative and experiment with their interests and strengths to take calculated risks to extend and improve their practice.

The use of the performance development policy to be considered and approved by GB to link with current processes for staff development

Leaders encourage staff and provide opportunities to participate in national leadership development programmes ensuring they have the opportunity to

develop these skills within

the school setting.

Staff are skilfully placed into

triads to highlight good

practice, share skills and

provide collaboration

opportunities. This has has a

beneficial impact upon staff

performance and pupil

progress.

As part of our yearly monitoring timetable leaders look closely at the impact of CPD on learning. This could developed further (see above)

The schools well established culture of innovation and exploration has led to a number of successful community projects including our school bank, café, pop up shop and markets.

Leadership

Professional Learning (innovation and collaboration)

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

Leaders have provided staff with a CPD library to enable them to read and develop their pedagogical practice.

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

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

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

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.

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

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

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 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.

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.

Following the development o pedagogical approaches, the

Staffing and

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.

school will appoint an additional

step leader to replace foundation

phase and Key Stage 2

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

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.

Leadership

School Leaders have a clear understanding of school areas of strength and development as a consequence of regular extensive self-evaluation practices.

Leaders use a wide range of monitoring evidence to ensure that policies and procedures are embedded into daily school life.

We provide effective safeguarding arrangements as described in the Local Authority Safeguarding Audit.

Leaders ensure that staff are given the best resources to ensure statutory policies and procedures are adhered to.

Leaders have successfully set up a community voice group to ensure the community has an active voice in school.

The annual Governing Body report to parents fulfils all statutory requirements.

All pupil voice groups are actively involved in local, national and charity events ensuring pupils are fully aware their moral and social responsibilities.

Leaders ensure adherence to the framework for emotional and mental well-being.

Annual questionnaires are completed by all stakeholders.
Almost all questionnaires completed show a positive attitude towards the school and

its vision.

Regular staff questionnaires and feedback takes place with leaders analysing the results and acting accordingly. Following a request from staff during summer 23, an initiative rewarding kindness

Leaders ensure that all stakeholders are aware of the Framework for emotional and mental well-being and promote its ethos widely among staff. Leaders ensure that all statutory policies and procedures are adhered to and understood by staff.

> Regular staff questionnaires and feedback takes place with leaders analysing the results and acting accordingly.

> > The development of the school's PHSE provision will ensure our provision meets the needs of the new curriculum

Leaders ensure the emotional and mental well-being Framework is adhered to when writing policies and procedures and is underpinned by the UNCRC.

Leaders ensure that all stakeholders have high expectations of our pupils. This encourages them to understand the value of their own learning and achievements. The use of the performance development policy to be considered and approved by GB to link with current processes for staff development

Annual stakeholder questionnaires inform self-evaluation of school strengths and areas for development.

Comprehensive and appropriate policies are implemented and reviewed regularly.

Leaders ensure school
Council are involved in
evaluating performances
and create an annual Pupil
Power Plan. Pupils will be
involved in the 'Captain
Kindness and their Crew'
initiative

<u>Leadership</u>

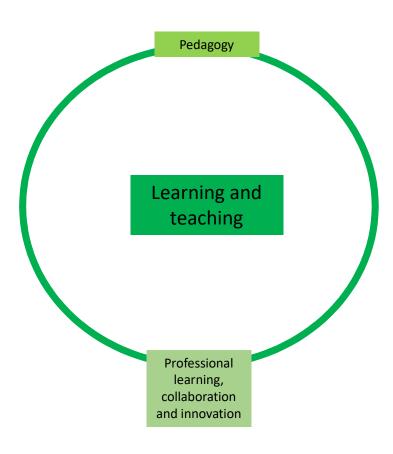
Systems,

policies and

procedures

Parents are aware of school sanctions and rewards, we have installed news sings to inform parents. Governors are highly effective critical friends and challenge the school to improve standards and sub committees contribute to the self-evaluation processes.

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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.

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.

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

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

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

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.

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

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.

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.

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 SER 21 challenge all pupils.

Strong transition relationships

ensure effective transition

between schools and learners

are fully prepared for their

next phase.

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

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

School visits and visitors

enhance and widen the

curriculum. This enables

pupils to broaden their life

experiences and make their

learning authentic.

Pedagogy

Learning and

Teaching

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

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

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.

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.

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.

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.

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

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 selfimproving schools is demonstrated by our supporting role to other schools and settings.

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

Regular staff dialogue and

collaboration ensures that

internal coaching and

mentoring to takes place.

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.

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

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.

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

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

Professional learning, collaboration and innovation

Learning and

Teaching

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

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

The school has achieved

numerous external awards by

collectively working with

partner organisations

resulting in collaboration

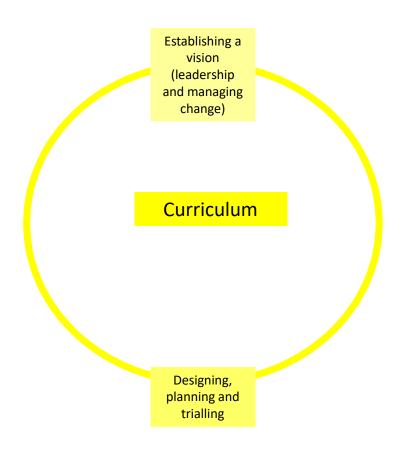
between all stakeholders.

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.

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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.

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

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.

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

Curriculum

Professional Learning is well planned

and purposeful in the goal of the school

realising its vision.

Establishing a

vision (leadership

and managing

change)

The development of the Cuppalicous café will provide opportunities for progression

2023.

Families, Governors and all

stakeholders were invited

to learn about our

Curriculum and the

'Craigfelen Pledge'.

step 3 cross curricular and integral skill development.

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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

The school has created a Staff are given appropriate time to develop an Curriculum launch event understanding and to trial that took place in June ideas within their own

The school community has

contributed towards the

carefully planned range of

experiences learners will get

through the schools curriculum.

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

classroom and phases.

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.

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

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.

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'.

towards their own learning in a purposeful way.

how we can **EPIC** plan model in FP

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.

locally and nationally and has supported other schools to develop their own curriculum. Curriculum

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

The school has shared its

curriculum and vision

stages of learning.

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

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

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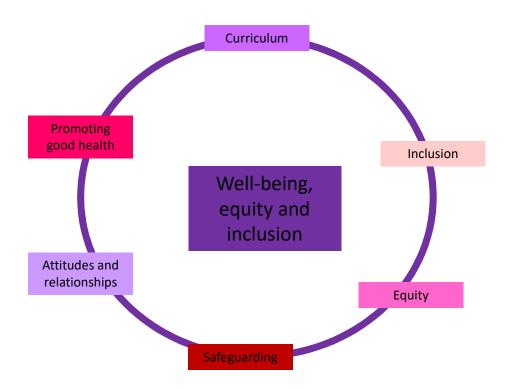
Through EPIC plans children contribute

We will now look sophisticate the

Designing, planning and trialling

Through regular monitoring procedures the school curriculum, pedagogical approaches and learners progress is constantly evaluated. Phase teams use a wide range of techniques to gather learner's views.

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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 helath and wellbeing are devlivered throughout the progression steps

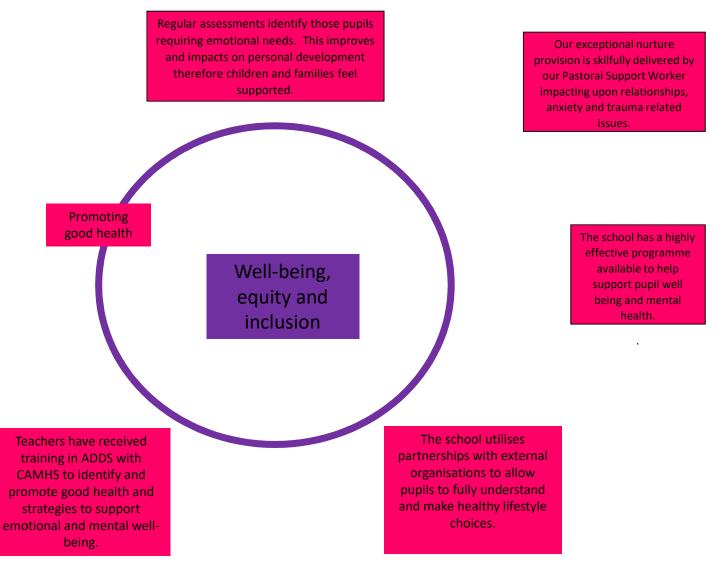
The school utilises partnerships with external organisations to allow pupils to make good progress towards their understanding of what matters in their health and well being.

develop our approach to delivering health and wellbeing. Curriculum Think Equal scheme is now consistently being used in Reception and will move into Year 1 in September 2023. Staff are currently Well-being, developing our approach to relationships and sexual equity and education. inclusion We will continue to develop this approach this year. A cluster approach to anti racism will be developed, including staff development opportunities

The school are working closely with Partneriaith to

Our comprehensive curriculum and extra-curricular activities encourage pupils to demonstrate a positive attitude to their health wellbeing, being physically active and healthy eating and drinking.

The school is currently taking part in the Happen Project in collaboration with Swansea University and Swansea Council to improve the attitudes of young people towards physical activity



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.

Attitudes and relationships

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

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-being, equity and inclusion

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.

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.

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

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.

All staff are fully aware of their safeguarding responsibilities and effective procedures ensure all safeguarding policies are implemented.

The school has effective policies and procedures in place to deal with any incidents of bullying.

Close links with Flying Start and our onsite Health Visitor ensure strong relationships are built with families in need of support.

Effective teaching and strong programmes within our curriculum ensure children are aware of their own health and wellbeing needs.

All stakeholders have appropriate levels of safeguarding training. This ensures everyone fulfils their statutory duties.

The school's highly effective approach to wellbeing has ensured children are very comfortable talking about any worries or concerns they may

Roles of responsibility for safeguarding have been delegated ensuring that all staff are aware correct lines of communication.

> Well-being, equity and inclusion

My Concern has successfully been implemented in to safeguarding procedures throughout the school.

Children are fully aware of what they should do

if they have any worries

Staff have completed paediatric first aid training and Fire Marshall training.

strong relationships with external agencies to ensure that safeguarding procedures are implemented and children and families can access external support.

Effective pastoral support within school helps to ensure that families have access to early support before things escalate.

We ensure that all children are aware of their rights and know who helps promote their rights within

Pupil Voice Groups including Super Ambassadors and Playground Friends ensure that all pupils know their rights and have somebody to talk to if they have any

Safeguarding

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

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

The schools highly effective use of the PDG grant ensures that children have equity in all aspects of school life.

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 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.

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.

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.

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 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.

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 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.

Well-being, equity and inclusion

Equity

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.

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.

Deputy ALNCO now appointed to support

Inclusion

Well-being, equity and inclusion

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.

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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.

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.

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

Curriuclum 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.

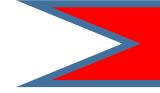
Curriculum

Curriuculum 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 Curricilum. 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 Timetabes.

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

<u>Adapt</u>

- 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

Craigfelen Primary

Curriculum

Sustain

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

<u>Adapt</u>

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

<u>Start</u>

- Pledge
- Principles of progression

School SER 2022-23

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.

<u>Adapt</u>

- 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

Craigfelen Prima

Curriculum

Sustain

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

<u>Adapt</u>

- 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 opportiunities in provision

Well-being, Equity and Inclusion

Sustain

- Pastoral work
- APP meetings
- Safeguarding approaches

Adapt

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

<u>Start</u>

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

25



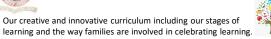
School Improvement Targets

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



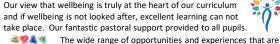
Our strong vision created in collaboration with all stakeholders





Our 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



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



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

provided to all of our pupils to enhance their well-being and

learning including the number of real life experiences they get.

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 residentials 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% saving 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

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

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



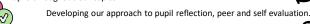
Opening our community hub that can be accessed by all stakeholders of the school and the wider community.

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



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 al nupils throughout our topics.



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.



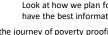
Maintain close working relationships with all stakeholders and external partners to further develop our curriculum, vision. community work and our approach to wellbeing and poverty.













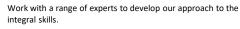












We Celebrate



Our strong vision created in collaboration with all stakeholders

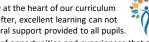


Our creative and innovative curriculum including our stages of learning and the way families are involved in celebrating learning.



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.

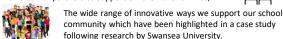




The wide range of opportunities and experiences that are provided to all of our pupils to enhance their well-being and learning including the number of real life experiences they get.

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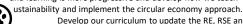
Developing our approach to pupil reflection, peer and self evaluation.

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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.

















