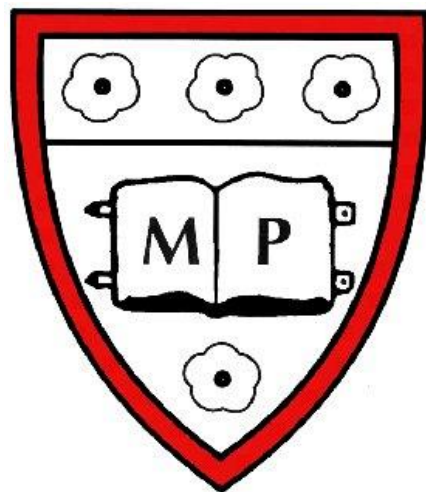


Malpas Park Primary School



**School Development Plan
2021—2024**

School Vision

"At Malpas Park Primary School we provide an inspirational learning environment where all pupils feel **safe** and are cared for. We work together to ensure that all pupils are supported in reaching their true potential as individuals who are resilient, capable and ambitious. We expect our pupils to show care and **respect** for themselves, others and the environment; our pupils are fully prepared (**ready**) to make a positive contribution in our ever-changing world. We strive for independent learners who can communicate effectively and are critical thinkers. We pride ourselves on making a difference together. We believe all our pupils require the opportunity to be creative, to be healthy and to develop transferable skills that enable the capacity for lifelong learning and we will deliver the best possible support in securing this.'

From this we take our mission statement; ***Making a difference together*** and our three core values, ***respectful, ready and safe***.

Our school vision is currently being reviewed in consultation with all stakeholders will conclude during the first part of the Autumn Term 2021. This is to reflect the school's curriculum and this document will be updated in light of this by 31st October 2021.

Our core values and vision reflect the fact that the children are unique individuals with different aptitudes and abilities. They learn at different paces and come to school with a wide variety of differing experiences and levels of well-being. They are however living in the same complex society where technology is ever-changing and competency in the use of digital information and devices is an integral component in their learning. We therefore provide a rich and broad curriculum in a format that motivates children with widely varying needs. It develops skills and ensures opportunities for their purposeful application. Our curriculum also promotes aspiration, stimulates ambition and enables each child to attain their fullest potential in preparation for their future.

The purpose of our **School Development Plan** is to outline clear pathways for the future based upon our self-reflection and evaluation. The school has **four** 'Key Priorities' for action that reflect national and school areas for improvement:

	SKILLS	LITERACY – DW and CW Ensure all learners reach their potential in English and Welsh; particular focus on: <ul style="list-style-type: none">- the basic skills for our vulnerable pupils in the FP and KS2.- the higher performance for pupils eFSM, across FP and KS2- raise engagement in Homework by means of the Google Classroom digital learning platform (75% pupils). Development of 'Thinking Skills' as a means of organising communication skills; both speaking and writing. Use of the Feedback Policy and Code to support progress towards attainment.
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		<p>Raise the profile of on-line digital reading resources across the school.</p> <p>Re-establish and embed the Siarter Iaith Bronze Award accreditation; to be driven by the Criw Cymraeg and promote progression through the Silver targets</p> <p>Establish basic skills in French language across the school.</p> <p>NUMERACY - KW Ensure all learners reach their potential in Mathematics; particular focus on: <ul style="list-style-type: none"> - the basic skills for our vulnerable pupils in the FP - the higher performance for pupils eFSM, across FP and KS2 - raise engagement in Homework by means of the Google Classroom digital learning platform (75% pupils). </p> <p>Secure sound, mathematical knowledge and skills for all pupils through a consistent mastery approach and shared vision for the teaching of mathematics and numeracy.</p> <p>Pupils' application of numeracy skills across the curriculum is aligned to their overall attainment in Mathematics.</p> <p>DIGITAL COMPETENCE - AB Ensure all learners reach their potential in developing the skills of digital competence; particular focus on: <ul style="list-style-type: none"> - Establishing a school YouTube channel to enhance Digital Communications. - Addressing the skills of the DCF across the school; communication, digital feedback and coding. </p>
P2	WELLBEING	<p>RD Assess, track and monitor the wellbeing of vulnerable pupils; making use of the Boxall Profile.</p> <p>Develop pupils' attitudes to and resilience within learning.</p> <p>Extend staff development so that all staff have the understanding and the strategies to support mental health and promote healthy levels of well-being for all pupils and themselves.</p>
P3	TEACHING AND LEARNING	<p>LEG Complete a written Blended and Distance Learning Strategy document (BDLS) which reflects the current MPPS approach.</p> <p>Continue to prepare for the new Curriculum for Wales.</p> <p>Embed continuous engagement in research and Critical Collaborative Professional Enquiry (CCPE) to secure relevant professional learning and facilitate fluid, improving pedagogy and classroom practice.</p>

		<p>Prepare MPPS AoLE Guides for the entire curriculum.</p> <p>Review the organisation of the school day.</p> <p>Review our current practices for the assessment of pupil's learning.</p> <p>Realignment of Pupil Leadership Groups so that AoLE areas are covered and a School Senedd is formed to discuss Pupil Leadership Groups' main issues and future ideas.</p>
P4	LEADERSHIP	<p>KMG and the SLT</p> <p>The quality assurance of learning provision across the school</p> <p>Embed the School as a Learning Organisation (SLO) approach to sustain a culture of enquiry, innovation and exploration.</p> <p>Work with our professional partners to ensure accuracy of self-evaluation processes and assure quality through external scrutiny.</p>

Addressing these priorities will ensure we attain our vision.

In addition, the June 2018 Estyn Inspection recommended five specific areas for improvement references to which are included in this plan:

R1 Improve pupils' use of Welsh

R2 Improve the quality and effectiveness of teachers' written feedback and the opportunities they provide for pupils to assess their own work

R3 Increase opportunities for pupils to apply their numeracy skills across the curriculum, particularly in Key Stage 2

R4 Ensure that the self-evaluation process identifies accurately the key priorities for improvement

Review of End of Phase Targets 2020 - 2021

End of Foundation Phase

Pupils – 30

Boys – 18

<p>Girls – 10 1 pupil - 3.3% FSM – 17% ALN – 23% Numeracy, Literacy or Social Skills Intervention Programmes did not run due to the restrictions of Operational Guidance</p>
<p>Cohort: End of Phase achievements at the expected outcome in LLC – 83%, in MN - 87% and PSWB - 80% Cohort: End of Phase achievements at the higher outcome in LLC - 3.5%, in MN - 10% and PSWB -30% Pupil Groups: 2 Girls (1 ALN Statemented) and 5 Boys (4 ALN and 2 FSM) did not achieve the expected outcomes in 1 or more AOEs.</p>
<p>Year 2 Pupil Progress across Foundation Phase from Baseline Assessment to End of Phase (Value Added) 1 Boy – in school transfer; no baseline data available. LLC – 17% showed progress of 4 outcomes which exceeds expectation, 53% achieved expected progress of 3 outcomes and 30% fell below the expected progress. MN – 14% showed progress of 4 outcomes which exceeds expectation, 45% achieved expected progress of 3 outcomes and 41% fell below the expected progress. PSWB- 17% showed progress of 4 outcomes which exceeds expectation, 31% achieved expected progress of 3 outcomes and 52% fell below the expected progress.</p>
<p>Year 2 Engagement Progress towards End of Year Targets 77% achieved or surpassed their end of year targets. 4 Boys (2 FSM and 4 ALN) and 2 Girls (1 awaiting Statutory Assessment and 1 Statemented) did not achieve their end of year targets in 1 or more AOEs.</p>
<p>End of Key Stage 2 Pupils – 28 Boys – 16 Girls – 12 1 pupil - 3.7% FSM – 21% ALN – 32% Looked After Child – 3.7% Numeracy, Literacy or Social Skills Intervention Programmes did not run due to the restrictions of Operational Guidance</p>
<p>Cohort: End of Phase achievements at the expected level in LLC - 89%, in MN - 96% and Science – 85% Cohort: End of Phase levels at the higher level in LLC- 32%, in MN-25% and in Science -18% 1FSM Boy achieved the higher level at CSI+1.</p>

<p>Pupil Groups: 1Girl (ANL) did not achieve the expected level in any AOLEs. 2 Boys (1 ANL, FSM and previous LAC, the other ALN) achieved the expected level in MN only. 1 Boy did not achieve the expected level in Science only.</p>
<p>Year 6 Pupil Progress across Foundation Phase and Key Stage Two from Baseline Assessment to End of Phase (Value Added) 7 Pupils; 3 Girls (1 ALN and 1 FSM/ALN) and 4 Boys – in school transfer; no baseline data available. LLC – 24% showed progress of 3 levels which exceeds expectation, 76% achieved expected progress of 2 levels. MN – 33% showed progress of 3 levels which exceeds expectation and 66% achieved expected progress of 2 levels. SCIENCE- 24% showed progress of 3 levels which exceeds expectation, 71% achieved expected progress of 2 levels and 3.7% fell below at 1 level of progress.</p>
<p>Year 6 Progress towards End of Year Targets 89% achieved or surpassed their targets for the end of year. 1 Girl, in school transfer, did not achieve her targets across all AOLEs 1 Girl, ALN did not achieve her Maths target and 1 Boy, his English target.</p>

Provision for Staff Development and Training 2021 - 2022

Six whole school training days have been scheduled during the 2021-2022 academic year. These days will be used to provide whole staff training on school and national priorities.

Half-termly twilight Professional Learning sessions have been scheduled during the 2021-2022 academic year. These sessions will be used to provide training for teaching staff on areas identified as part of the performance management process and school priorities. These sessions will be delivered by staff for staff or by external professionals, enabling us to share, use and build on the excellent practice that exists in school.

A balanced and regular schedule of Planning Preparation and Assessment time has been implemented again during 2021-2022 academic year to ensure all members of the teaching staff are fully supported in their capacity to:

- Develop a curriculum for Malpas Park that reflects the needs and interests of the whole school community and secures the four purposes of learning
- Plan, develop and resource, engaging and progressive learning opportunities that meet the needs of all pupils within their care and address the school's current priorities

- Establish a classroom that facilitates 'Universal Provision', thereby enabling all pupils to make progress in learning
- Write and review Individual Learning Plans (IDPs) via Edukey
- Refine and embed the Blended and Distance Learning Strategy across the school.
- Engage in research relevant to the development of the new curriculum as supported by the Lead for Curriculum, assessment and Professional Learning
- Promote equality and minimise the potential for racially motivated incidents of disharmony, through engagement with the organisation 'Show Racism the Red Card'
- Promote and assess the skills of literacy and numeracy and their application across all areas of learning and experience
- Develop strategies to improve the outcomes of our vulnerable learners, including eFSM, MAaT and those who experience adversity
- Improve outcomes for groups of learners
- Deliver a changed curriculum in 2021 whilst planning for further change in 2022
- Manage pupils who can present a physical challenge when their wellbeing is low or emotions are heightened – Team Teach

Three 'Non-contact' days for subject leaders in Languages, Literacy and Communication, Mathematics and Numeracy and Additional Learning Needs have been scheduled for the 2021-2022 academic year. These days will be used in order for teaching staff to:

- Access 'bespoke' consultancy or carry out school-based research in order to meet the needs of the whole school
- Prepare training for delivery to other members of staff during twilight Professional Learning sessions
- Carry out evaluative and/or information gathering activities and prepare outcome reports to the HT and other staff

Monthly meetings of Phase Teaching Staff have been scheduled for the 2021-2022 academic year. These meetings provide opportunities for time to be designated to addressing the priorities of the school and completing statutory activities collaboratively. The Phase Teaching Staff use this time to focus on:

- Joint training in or sharing of updates on a specified area of development; school or national priority
- Critical Collaborative Professional Enquiry
- Sharing practice and ideas for improving the learning environment for all
- Collaborative tasks in-line with the Four Purposes and the new Curriculum for Wales
- Developing themes for study or teaching resources
- Undertaking moderation and standardisation and other statutory tasks, collaboratively

Unless directed by the HT or DHT to focus on a specific training need, the focus of this meeting will be at the discretion of the Senior or Middle Leader. When directed by the HT or DHT, training guidance and resources will be provided for the Phase Teaching Staff to use.

Fortnightly Curriculum Development and Professional Learning Meetings for staff collaboration and research have been scheduled for the 2021-2022 academic year. These meetings provide opportunities for time to be designated to the work of the Strategic Lead for Curriculum and Assessment including Blended Learning. This involves engaging all staff and the wider community in curriculum development, collaboration within the cluster and other schools in the Professional Learning Network as well as addressing the priorities of the school. The Strategic Lead uses this time to focus on:

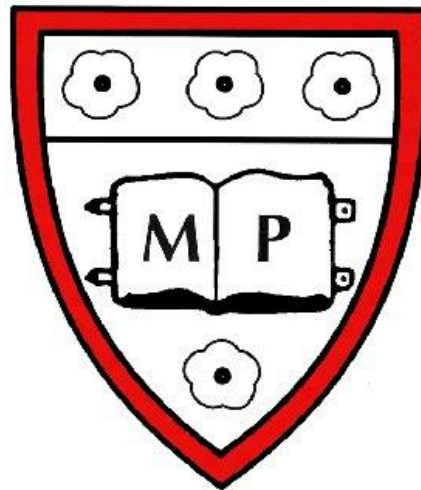
- Exploring and debating research and collaborative enquiry
- Developing new and innovative approaches to teaching and learning as well as the Blended and Distance Learning Strategy
- Embedding the DCF across all areas of learning
- Reflecting upon ideas and practice
- Developing the collaborative working with schools
- Measuring practice against policy across all areas of teaching and learning
- Identifying areas of strength and those requiring development
- Strategic planning to bring about improvement

A brief record of the meeting focus will be maintained.

The School Development Plan also includes opportunities for the teaching staff to participate in all relevant self-evaluation activities and the CSSR process as on-going practice.

Members of the teaching and support staff are able to access online Professional Learning events and network meetings provided by the EAS and as part of cluster-based projects or training events during the 2021-2022 academic year; they are affiliated to all Team Spaces appropriate to their roles and responsibilities within the school. Training and supply cover have also been funded by the school budget and where eligible by the EIG/SIG and (EY)PDG allocations for 2021-2022. These events are linked to school and national priorities as well as individual needs identified as a result of the performance management process.

Malpas Park Primary School



**School Development Plan
Year 1
2021—2022**

PRIORITY 1: SKILLS																		
LEAD	LLC - Debbie Waters & Claire Williams MN - Karen Winnel DC - Abie Blackmore Shadow ANCo – Kate Gillard	LINKS	SDP	1 -			2 ✓		3 ✓				4 ✓					
			NP	1 ✓			2 ✓		3 ✓				4 ✓					
			IA	1.1 ✓	1.2 ✓	1.3 ✓	2.1	2.2 ✓	3.1	3.2	3.3 ✓	4.1	4.2	4.3	5.1	5.2	5.3	5.4
Ensure all pupils reach their potential in English, Welsh and an additional language.																		
FOCUS		ACTION		SUCCESS CRITERIA			RESOURCES				TIMESCALE			'ON TRACK' REVIEW				
1. Development of 'Thinking Skills' as a means of organising communication skills: Speaking and Writing.		Deliver further regular staff training on the implementation of a visual tool kit consisting of consistent, common language; Two Maps to be introduced each half term to a total of eight. Learners are involved in planning and evaluating their learning.		All pupils are familiar with each of the 8 Thinking Maps. All pupils organise their thinking making use of a common language. All pupils organise their prior knowledge making use of a visual framework.			'Thinking Maps' resources and formats				Sept- July							
2. The basic skills for vulnerable pupils in the FP and KS2.		Set in-house end of year individual targets for all pupils across the school. Establish ability groupings in each cohort and identify the vulnerable pupils and those with ACEs. Establish a baseline; monitor progression across the year to end of year progress outcome.		93-100% pupils attain their individual target in LLC at the end of the year in FP and KS2, including those who are vulnerable.			Cohort Progression document Value Added document				Sept-Oct							

	<p>Sustained delivery of 'One Step at a Time' and RWI sessions in N-Y1.</p> <p>Differentiated teaching in order to address pupil needs across all year groups.</p> <p>Literacy Intervention across Years 1-2 to address basic skills in Speaking, Reading and Writing for our vulnerable pupils. Y1 and Y4 will be given priority for intervention.</p> <p>Focus pupils identified in all classes linked to PM; progress towards their end of year individual targets to be tracked and support provided as appropriate.</p>	<p>93-100% pupils attain their individual target in LLC at the end of the year in FP and KS2, including those who are vulnerable.</p>	<p>Cohort Progression document</p> <p>Value Added document</p> <p>Feed Forward Evaluations completed daily/weekly.</p> <p>Writing Target Cards for individual pupils.</p> <p>OSaaT and RWI Resources available from N to Y1.</p> <p>Feedback Code and Policy.</p>	Oct-Jul	
3. The basic skills for the pupils eFSM at the higher performance in the FP and KS2.	<p>Set in-house end of year individual targets for all pupils across the school.</p> <p>Establish ability groupings in each cohort and identify those who are eFSM, low ability and high ability.</p> <p>Establish a baseline; monitor progress across the year to end of year progress outcome.</p>	<p>93-100% pupils attain their individual target in LLC at the end of the year in FP and KS2, including those who are eFSM and high ability.</p>	<p>Cohort Progression document</p> <p>Value Added document</p>	Sept-Oct	
4. Use of the Feedback	<p>Feedback code to be applied and to be instrumental in pupils'</p>	<p>Nearly all – all pupils identified as being eFSM and</p>	<p>Cohort Progression document</p> <p>Value Added document</p>	Oct-Jul	

Policy and Code to support progress towards attainment.	understanding of what they need to do to improve. Differentiated teaching in order to extend and challenge learning. Individual target cards inform pupil of next step in their learning.	high performers make appropriate progress	Teachers' Planning Folder on MPPS Team Book Scrutiny: Writing Book and SWYNK Book Individual Pupil Target Cards		
5. Raise engagement in Homework by means of the Google Classroom digital learning platform.	Targeted Homework Tasks for all pupils, including the use of online resources to complete homework tasks	Nearly all- all pupils consistently engage in Home work by means of Google Classroom to a minimum of 75%	Teacher Google Classroom	Oct-Jul	
6. Raise the profile of on-line digital reading resources across the school.	Targeted Homework Tasks for all pupils, including the use of online resources to develop reading by means of the digital platform, 'Reading Bugs'.	Nearly all – all pupils regularly access the on-line digital resource at home. Nearly all – all pupils regularly access the on-line digital resource at school.	Active Learning Site: 'Reading Bugs' Teacher Google Classroom	Oct-Jul	
7. Re-establish and embed the Siarter Iaith Bronze Award accreditation; to be 'driven by the Criw Cymraeg and promote progression through the Silver targets	Re-establish a highly visible Welsh culture across the school. Re-establish and maintain consistent delivery of Welsh across the school in terms of frequency and content.	School returns to the Bronze Award position of previous to the enforced school closure in the Autumn Term and progresses to the Silver Award	Nil cost SDP	Sept- Jul	
8. Establish basic skills in French across the school.	To establish a progressive vocabulary from Nursery to Y6 by identifying basic skills needed – starting with greetings, colours, numbers, pets, likes/dislikes, classroom commands, hair and eye colour.	School has a better understanding of French within the basic skills and a feel for the culture. Basic skills identified per year group showing progression.	NHS French Resources Link Madame Teixeira	Oct-Jul	
Ensure all pupils reach their potential in Mathematics and Numeracy.					

FOCUS	ACTION	SUCCESS CRITERIA	RESOURCES	TIMESCALE	'ON TRACK' REVIEW
1. The basic skills for our vulnerable pupils in the FP and KS2.	Set in-house end of year individual targets for all pupils across the school. Establish ability groupings in each cohort and identify the vulnerable pupils and those with ACEs. Establish a baseline; monitor progression across the year to end of year progress.	93-100% pupils attain their individual target in MN at the end of the year in FP and KS2, including those who are vulnerable.	Cohort Progression document Value Added document	Sept-Oct	
	Numeracy Intervention across Years 1-6 to address basic skills in Mathematics for our vulnerable pupils. Due to restrictions with regards Contact Groupings, based on Individual target setting outcomes, Y1 and Y4 will be given priority for intervention. Focus pupils identified in all classes linked to PM; progress towards their end of year individual targets to be tracked and support provided as appropriate.	93-100% pupils attain their individual target in MN at the end of the year in FP and KS2, including those who are vulnerable.	Intervention Learning Support Assistant timetabled to work with identified pupils. £2000.00 ALP Feed Forward Evaluations completed daily/weekly. Mathematics Target Cards for individual pupils. Feedback Code and Policy.	Nov-Jul	
2. The higher performance for pupils eFSM, across FP and KS2.	Focus pupils with eFSM with the potential to achieve the higher outcome/level identified in all classes; linked to PM. Use of the Feedback Policy and Code to support progress towards attainment; Feedback to be instrumental in pupils' understanding of what they need to do to improve. Differentiated teaching in order to extend and challenge learning.	Nearly all – all pupils identified as being eFSM and performing at the higher outcome or level attain it in July 2022.	Cohort Progression document Value Added document Feed Forward Evaluations completed daily/weekly. Numeracy Target Cards for individual pupils. Feedback Code and Policy.	Oct-Jul	

	Targeted Homework Tasks for individual pupils, including the use of online resources to develop agility in numerical operators, multiplication facts and problem-solving. Track and monitor the progress of the more able pupils, including those who are eFSM, half-termly and provide support/intervention as appropriate.				
3. Secure sound, mathematical knowledge and skills for all pupils through a consistent mastery approach.	Led by the Lead for MN, all teaching staff will work in consultation and with the consultancy of '4 Four Mathematics' to design a Mathematics and Numeracy curriculum for MPPS.	All staff have a clear understanding of what matters in mathematics by unpacking the progression skills. The school has a shared vision for teaching and learning in MN. All Class Teachers are delivering high quality learning experiences in MN via effective pedagogy and proficiencies. Diagnostic and formative assessment are driving progress for all pupils.	£3000 PL for Teachers	Oct-Mar	
	Review and embed the use of WRM to facilitate progressive teaching of mathematical operations and skills. Monitor and embed the use of Mathletics and TTRockstars to support learning at home and reinforce the mastery approach as part of the BDLs.	WTS decide on the effective use of WRM through discussion and trials; teaching programme and online resources to support teaching and learning leaning of mathematical skills. Engagement in Home Learning (Mathletics and TTRockStars) is at least 70% for all pupils.	£1500.00 EIG	Sep-Oct	

		93-100% pupils attain their individual target in MN at the end of the year in FP and KS2.			
	Purchase of resources and storage for KS2 to support the mastery approach to teaching mathematics across the school.	The approach to teaching mathematics across the school aligns to the MN AoLE and is fully resourced for all year groups.	£1000.00 EIG	Sep-Oct	
	Embed WRM to support the teaching of a progressive mastery approach to the teaching of Mathematics and Numeracy.	A mastery approach to the teaching of mathematics across the school is embedded . Pupils' development in mathematics clearly demonstrates progress from the concrete to the abstract and is having high impact upon progression in learning.	Monitoring £300.00 EIG	Apr-Jul	
	Evaluate the consistency of the approach across the FP and KS2	The use and quality of the mastery approach is consistent across FP and KS2 .	Monitoring £300.00	Apr-Jul	
	Re-establish streaming at UKS2 to reinforce the effectiveness of the mastery approach and extend to LKS2; in-line with WG guidance in relation to the mixing of Contact Groups.	93-100% pupils attain their individual target in MN at the end of the year in FP and KS2.	Nil cost	ASAP in 2022	
4. Pupils' application of numeracy skills across the curriculum is aligned to their overall attainment in Mathematics.	Monitoring reasoning across KS2 and the link to explicit teaching of numeracy strategies. Embed the use of 'Prove it' stamps and Reasoning Posters across KS2.	All children are familiar with and can use their reasoning skills to explain the problem-solving process. Most children can choose an appropriate strategy when solving reasoning problems.	Nil cost	Jan-Jul	

		Most children can show resilience when solving reasoning problems by trialing 2 or more strategies.			
	Monitoring draws comparison with current performance in Mathematics/numeracy and action is taken for children who are underperforming.	Most pupils' performance in applying numeracy skills across the curriculum is aligned their performance in Maths and other subjects.	Nil cost	Jan-Jul	
	Planning to show teaching of numeracy skills with application planned linked to a STEM/STEAM or outdoor learning project.	All children will be assessed during the application stage. All children will rehearse/practice using their numeracy skills during STEM/STEAM and outdoor learning time.	£180.00 Monitoring	Jan-Jul	
	Monitoring the children's access to high quality numeracy 'Explorer Zone' during continuous provision, where numeracy skills can be embedded or furthered.	All children will rehearse/practise using their numeracy skills during continuous provision time.	Nil cost	Nov-Jul	
Ensure all pupils reach their potential in Digital Competence.					
FOCUS	ACTION	SUCCESS CRITERIA	RESOURCES	TIMESCALE	'ON TRACK' REVIEW
1. Establish a school YouTube channel to enhance Digital Communications.	Using Criw Cymraeg and Digital Wizards establish the content, format and purpose of the school YouTube channel.	To broadcast news on a regular basis to the whole school.	After school club to facilitate this. MAC computer iPads Green Screen	Sept-Jul	
2. Address the skills of the DCF across the school.	Exposure to the elements of the DCF are deliberately planned and evidenced in terms of experience and coverage for all pupils.	All learners have evidence of using the range of digital skills in books, including SWYNK as well as on HWB and Google Classroom. All KS2 learners benefit from Digital Feedback.		Sept-Jul	

		<p>Termly monitoring by the Lead for Digital Learning demonstrates a broad, progressive approach to the teaching of the elements of the DCF across all year groups.</p> <p>MPPS DCF Cohort tracker to be checked by Lead for DL, termly.</p>			
	Identify individual or group staff training needs regularly and provide timely support.	<p>A termly audit of training needs is completed by the Lead for DL.</p> <p>A schedule of training needs is compiled and shared with the SLT.</p>		Sep-Jul	
	<p>Provide relevant training for all pupils and staff in order to meet the demands of the DCF.</p> <p>Planned self-evaluation activity is focused on the competency of teaching and support staff to develop and embed the skills of the DCF for all pupils.</p>	<p>Appropriate training provision is secured by the Lead for DL to address the outcome of the audit; external support if required.</p> <p>Digital Wizards meet fortnightly after school to develop skills to pass on to their own Class Teachers and peers.</p> <p>Digital Wizards provide videos or online tutorials for pupils and staff in order to develop new skills support teaching.</p> <p>Current competency levels of the teaching and support staff to develop and embed the skills of the DCF are determined and</p>		Sep-Jul	

		developmental steps are identified and supported.			
	Focus on the 'coding' strand across the school.	<p>Coding document will be provided to teachers from N-6 with resources and software needed identified and appropriate activities suggested.</p> <p>Coding opportunities will be planned fortnightly by teachers across all year groups.</p> <p>All pupils will access the Spheros at least one half termly.</p>			

PRIORITY 2: WELLBEING																			
LEAD	FP – Karen Richards KS2 – Rachel Davey		LINKS	SDP	1 ✓			2 -		3 ✓			4						
				NP	1 ✓			2		3 ✓			4 ✓						
				IA	1.1	1.2	1.3	2.1 ✓	2.2 ✓	3.1	3.2	3.3	4.1	4.2 ✓	4.3	5.1	5.2	5.3 ✓	5.4
FOCUS		ACTION		SUCCESS CRITERIA					RESOURCES		TIMESCALE			'ON TRACK' REVIEW					
Assess, track and monitor the wellbeing of vulnerable pupils. Making use of the Boxall Profile.		Monitor the attendance of the pupils eFSM and those determined as vulnerable; SSA to engage with the families to offer school-based support and HT to seek further support from the EWS and Preventions Team if required.		All eFSM/V pupils’ attendance consistently above 90%. All eFSM/V pupils are on track to attaining their individual targets.					Nil		Sept-July								
		Maintain a class-based bank of resources, including digital devices, that are accessible to the eFSM/VP across the school for use in school.		93-100% eFSM/V attain their individual target in LLC and MN.					Resources £50.00 PDG		Sept-July								

	Use as an opportunity to develop financial wellbeing, enterprise and entrepreneurial skills for all pupils.				
	Pupil Leadership Team to promote & develop a uniform bank. HEC to promote and develop a fruit snack bank.	All eFSM/V pupils' attendance consistently above 90%. All eFSM/V pupils are on track to attaining their individual targets.	£50.00 PDG (PSA £100.00)	Sept-July	
	Ensure all eFSM/VP are given the opportunity to participate in off-site learning experiences intended to enhance or extend learning for all.	93-100% eFSM/V attain their individual target in LLC and MN.	Estimated costs £300.00 PDG	Oct-July	
	Continue to provide opportunities for parents and family members to share in the learning of the pupils; creative, socially distanced versions of Open Mornings and presentations. Use of School Cloud for PTCs.	70%+ pupils are represented by parents or family members during 'open' events and nearly all pupils are represented at Parental Consultation Evenings. Attendance of eFSM children exceeds 90% at end of academic year 2021-2022 Average attendance is above 95% for all pupils at the end of 2021 - 2022.	School Cloud £400.00 EIG	Sept - July	
Develop pupils' attitudes to and resilience within learning.	Identify pupils with ACEs; track their levels of wellbeing daily and via the Boxall Profile and respond with support. Address deficiencies via interventions where possible by SSA (LMF), RASA (SC) or ELSA (LW/TR) in partnership with the Leaders of HWB; with family members and with the support of the HT.	All attendance consistently above 90%. All on track to attaining their individual targets.	SSA ELSA RASA S-bC	Sept-July	
	Further Embed Character Education; Commando Joe's.	Attendance of those pupils who are eFSM/VP are aligned to those of non-eFSM/VP in each cohort.	Subscription of £1000.00 COJO Box	Sept-July	

		Sessions are regular, fully planned and evaluated across the school. CTs to make explicit use of the characters, their history and impact. Nearly all pupils enjoy being engaged in Character Education. 95-100% pupils in attendance are 'ready to learn' and making progress	Online resources Mission Cards		
	Follow up process for VP in weekly Staff Meetings; KEG to maintain central record of this information.	VP will continue to be identified in Staff Meetings. Subsequently discuss whether there is improvement or need for intervention.	Nil	Sept-July	
	Organise opportunities for pupils to engage via safe online platforms, with adults from a wide range of employment posts; including those that resist gender stereotyping.	Pupils, especially in UKS2, talk with aspiration about their futures and understand what they need to do to achieve them. 93-100% eFSM/V attain their individual target in LLC and MN.	Subscription to 'Primary Futures' Nil Cost	Sept-July	
	Develop pupils' awareness of real-life heroes in the locality by creating links in a safe way.	95-100% pupils demonstrate respect and admiration for figures within the community.	List of contacts No cost	Sept-July	
	Further develop pupil's use of ICT resources and applications to improve engagement in and enthusiasm for learning	90-100% pupils enjoy their learning at school and feel they have enough resources to support their learning 95-100% focus groups make positive progress at appropriate or better pace in English and Mathematics across 2021-2022.	ICT Maintenance SLA	Sept-Jul	
Extend staff development so that all staff have the understanding and the strategies to support mental health and promote healthy levels of well-being for all pupils and themselves.	Make use of 'Breathe' resource to support staff and pupil WB	Most pupils demonstrate good levels of mental health and appropriate intervention is provided for those who require support in establishing or maintaining a healthy mind.	No cost Staff access session provided by Lead for HWB	Sept-Jul	
	Make use of 'CALM' resource to support mental health of staff and pupils.	Most pupils demonstrate good levels of mental health and appropriate intervention is provided for those who require support in establishing or maintaining a healthy mind.	No cost Staff access session provided by Lead for HWB	Sept-Jul	

	Continue to implement the Boxall Profile Assessment Tool for monitoring pupils' wellbeing levels in all classes. Use results to inform intervention group needs.	Learners will be placed suitably (assuming cohorts can be mixed) in intervention groups or supported in the classroom. Purchase of 'Whole Class Strategies' text.	Annual Subscription £180.00 Cost of 'Whole School Strategies' text £30.00	Sept-Jul	
	Staffroom 'Wellbeing' board to be established.	Staff and WB lead to populate the board with information on current strategies, training and resources. Also, to make use of positive phrases/ affirmations to provide support.	Nil	Sept-Jul	
	Calendar awareness raising days for disabilities such as Cystic Fibrosis, Down's Syndrome and Cerebral Palsy	School calendar highlights awareness raising days of disabilities reflected within the school community such as Cystic Fibrosis, Down's Syndrome and Cerebral Palsy. Rights Ambassadors highlight and promote 'Show Racism the Red Card' in Autumn Term; positive discussion at a class and whole-school level Speakers to deliver online sessions.	No cost	Sept-Jul	

MONITORING AND EVALUATION

Evidence:

Boxall Profile data.
Minutes of meetings; attendance monitoring. Focus on eFSM/VP.
Head Teacher's Reports to the Governing Body.
Pupil Leadership Team.
HEC.
Book Scrutiny.
Tracking of Pupils' Progress – 'Green and Reds'.
Monthly Attendance Reviews – HT.
Half-termly Attendance Review meetings – HT and EWO.
Commando Joe's Session Monitoring.
Tracking of vulnerable pupils.
Staff Wellbeing Board
Calendar of events

	MAIN EVALUATIVE STATEMENTS	FEED FORWARD 2022-2023
TERM 1		
TERM 2		
TERM 3		

PRIORITY 3: TEACHING AND LEARNING																			
LEAD	Lee Goodbody		LINKS	SDP	1 ✓			2 ✓		3 -			4 ✓						
				NP	1 ✓			2 ✓		3 ✓			4 ✓						
				IA	1.1 ✓	1.2 ✓	1.3 ✓	2.1	2.2	3.1 ✓	3.2 ✓	3.3 ✓	4.1	4.2	4.3	5.1 ✓	5.2 ✓	5.3 ✓	5.4
FOCUS		ACTION		SUCCESS CRITERIA				RESOURCES			TIMESCALE			'ON TRACK' REVIEW					
Complete a written Blended and Distance Learning Strategy document (BDLS) which reflects the current MPPS approach.		Review current digital platforms as a body of staff; Class Dojo, Mathletics, Reading Bugs, TTrackstars, Hwb and Google Classroom.		There is collective clarity on how to get the best learning performance from all digital platforms across the school. Clear analysis of the usage of each digital platform across the school				Youtube videos Hwb blended Learning videos, EAS Thingi and SOS Website Assessment of Digital Platforms Usage, Professional Discussions time with colleagues			Sept-Oct								
		Update BDLS to reflect current practice which is then communicated to all members of staff.		Updated BDLS is understood and implemented by teaching staff.				LEG time			Sept-Oct								
		Licenses purchase to support the BDL.		All digital platforms are operational through the academic year.				£3000.00 EIG			Sept-Oct								
		Train pupils in the use of all online learning platforms included in the provision for BDL.		Pupils will understand how to use and access all the online learning platforms in the BDLS.				Class Teachers classroom time			Sept-Oct								
		Pupils access the digital platforms to complete homework.		Engagement in Blended Learning is at least 75% for all pupils.				Google Classroom Mark Section Home Learning Books			Sept-Oct								

			Assessment of class usage		
	Ensure all parents and guardians understand the BDLS and clear expectations of support are communicated. The requirement to use these digital platforms for homework MUST be made explicit.	A Home learning Guide for Parents and Guardians is prepared in consultation and made available on the school's website and via email. Engagement in Blended Learning is at least 75% for all pupils.	Newsletter Website Emailed HLGPG	Sept-Oct	
Continue to prepare for the new Curriculum for Wales.	Medium and Weekly Planning seeks to develop the Four Purposes. Pupils' feedback is to regularly reference the Four Purposes. Launch the "50 Pledges". Implement the Pupil Passport following final consultation with the whole school community.	The Four Purposes are central to teaching and learning. Some pupil feedback will reference the Four Purposes. All children will be entitled to "50 Pledges" throughout their time at MPPS; Passport implemented. All activities to be evaluated to ensure that they promote a balance of the Four Purposes over time. Most parents recognise the 50 pledges	'Successful Characters' and feedback in books. Malpas Park Pupil Passport Staff Meetings Pupil conversations Marketing Plan	Sept-Nov	
Embed continuous engagement in research and Critical Collaborative Professional Enquiry (CCPE) to secure relevant professional learning and facilitate fluid, improving pedagogy and classroom practice.	Promote team learning and collaboration among all staff. Develop culture of enquiry, innovation and exploration.	All staff to carry out CCPE regular research projects. All Professional Learning influenced by the practitioner needs, school priorities and emerging trends. Broad range of learning experiences for all groups of pupils. Improved learning outcomes for all groups of pupils.	Staff Meetings PL Meetings	Oct-July	
Prepare MPPS AoLE Guides for the entire curriculum.	AoLE leads to write a guide to how MPPS will deliver each of the AoLEs in 2022 academic year.	All AoLE guides written in line with the principles of the Curriculum for Wales. Teachers have trialed the guides. Teachers have amended the guides ready for implementation in 2022.	Teacher's Directed Time EAS Advisory Teams	Sept-July	
Review the organisation of the school day.	Establish if changes to the flow, timing and constitution of the learning provision will better	Trials on the school day indicate the best approach for MPPS to reflect the new curriculum.	Class trials Whole School trials	Nov-April	

	reflect the purposes of the new curriculum.				
Review our current practices for the assessment of pupil's learning.	Review whole school use of formal and informal assessments. Establish what changes are required so that pupil progress is recorded, in line with the aims of the new curriculum.	New MPPS assessment guide produced. It will recommend assessment models that will reflect the new curriculum's aims of pupil progression. Teacher's understand how and when to assess their pupils, and why.	WTS Meetings Curriculum and Assessment Meetings EAS Assessment Group	Jan-April	
Realignment of Pupil Leadership Groups so that AoLE areas are covered and a School Senedd is formed to discuss Pupil Leadership Groups' main issues and future ideas.	Re-instate the Pupil Leadership Groups; PLT, HEC, SA. MM, DW and CC. Move to having a Senedd for these groups to regularly meet and discuss ideas.	Many children will be involved in "leadership" groups throughout their time at MPPS. Senedd is formed and runs successfully.	Staff Meetings Pupil conversations Pupil Leadership meeting time	Oct-Dec	

MONITORING AND EVALUATION

Evidence:

Pupils' Books
 'Home Learning Guide for Parents and Guardians 2021'
 Google Classroom, Mathletics and Reading Bugs monitoring
 Presentation to Governing Body
 Log-in Sheets
 WTS and Curriculum Meetings Minutes
 Pupil Passport
 Pupils' and parents' feedback on 50 Pledges
 Online learning platform licenses
 Quality Assurance of BDL provision by SLT
 Senedd formed
 All MPPS AoLE guides written
 Successful Characters
 Ideal MPPS school day initiated

	MAIN EVALUATIVE STATEMENTS	FEED FORWARD 2022-2023
TERM 1	-	-
TERM 2	-	-
TERM 3	-	-

PRIORITY 4: LEADERSHIP																				
LEAD	Kate Guest			LINKS	SDP	1 ✓			2 ✓		3 ✓			4						
					NP	1 ✓			2		3 ✓			4 ✓						
					IA	1.1 ✓	1.2	1.3	2.1	2.2 ✓	3.1	3.2	3.3	4.1 ✓	4.2 ✓	4.3	5.1 ✓	5.2 ✓	5.3 ✓	5.4 ✓
FOCUS		ACTION			SUCCESS CRITERIA					RESOURCES			TIMESCALE			'ON TRACK' REVIEW				
The quality assurance of learning provision across the school.		Engage all teaching staff in the Excellence in Teaching and Leadership Framework (ETLF) to evaluate the quality of the learning provision across the school.			All members of the teaching staff are engaged in regular conversation and professional learning around the Professional Standards (PS) in order to improve pedagogy, practice and raise pupil performance.								Sept-Jul							
		Allocation of roles to align with professional learning around the Professional Standards and Performance Management.			All members of the teaching staff are responsible for an area of learning or groups of pupils, ensuring progression and leading initiatives or training as appropriate to their role.															
		Engage in professional enquiries relevant to role and responsibilities, our SDP priorities; whole school			Improvements are secured in-line with SDP priorities.															
Embed the School as a Learning Organisation (SLO) approach to sustain a culture of enquiry, innovation and exploration.		Teaching staff engage in professional enquiry in response to curriculum development aligning with the work of the Lead for Curriculum and Assessment.			A new and effective approach to teaching and learning is developing encompassing the values and aims of Malpas Park Primary School's curriculum.					Nil cost			Sept-Jul							

Work with our professional partners to ensure accuracy of self-evaluation processes and assure quality through external scrutiny.	<p>Online engagement with professional partners in YIH and LCPS to secure external scrutiny: Effectiveness of the new Feedback Code and Policy introduced in 2019-2020.</p> <p>Via planned professional discussion, school engages with the EAS identified School Improvement Partner (SIP) to fully evaluate progress towards priorities in every aspect.</p>	<p>School knows what impact face to face and BDL provision has had upon pupils' understanding of what they are good at and what they need to do to improve and develops a plan for recovery if required.</p> <p>School presentation demonstrates that the SLT fully understands and can evidence the school's progress towards priorities for 2020-2021.</p> <p>School knows its priorities for 2021-2022 and all grant planning is carefully aligned.</p> <p>School celebrates its success and shares this openly, providing support for other schools where relevant.</p> <p>Support for further improvement is agreed.</p>	Nil cost	Feb-Apr	
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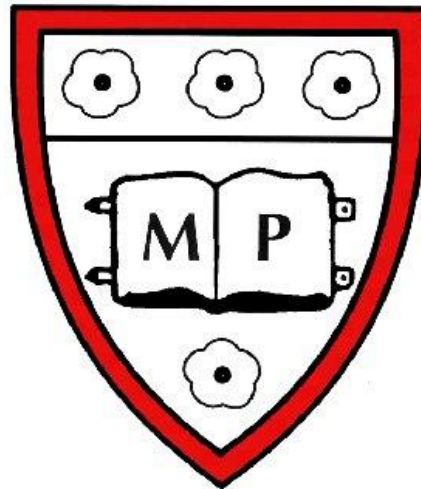
MONITORING AND EVALUATION

Evidence:

Google Classroom
 Hwb
 Minutes of meetings; Curriculum Development and Assessment, including CPPE.
 ETLF
 Head Teacher's Reports to the Governing Body.
 Book Scrutiny.
 Tracking of Pupils' Progress – Value Added Trackers
 Professional Standards and Performance Management Reviews.
 External Scrutiny Reports

	MAIN EVALUATIVE STATEMENTS	FEED FORWARD 2022-2023
TERM 1		
TERM 2		
TERM 3		

Malpas Park Primary School



**School Development Plan
Years 2&3
2022—2024**

	Skills		Wellbeing	Teaching & Learning	Leadership
2022/23	Literacy	Numeracy	<p>Continue to develop pupils’ attitudes to and resilience within learning. (2.2)</p> <p>Extend staff development so that all staff have the understanding and the strategies to support mental health and promote healthy levels of well-being for all pupils. (2.1, 4.2, 5.3)</p> <p>Develop financial wellbeing, enterprise and entrepreneurial skills for all pupils. (2.1, 2.2, 3.2, 4.2)</p>	<p>Refine the school’s curriculum including the strategy for Blended and Distance Learning and embed the ‘50 Pledges’. (3.1, 3.2, 3.3, 5.1, 5.2, 5.3)</p> <p>Feedback Policy; review the use of the Feedback Code and related strategies and determine how it impacts on learning for all pupil groups.</p> <p>Embed assessment procedures to ensure they are relevant to the school’s curriculum and progress learning for all pupils. (1.1, 1.2, 1.3)</p> <p>The ALN Policy and practice reflects any changes in legislation and/or guidelines. (4.1, 4.2)</p> <p>Review the timings of the school day to ensure they facilitate the school’s vision for the curriculum, teaching and learning. (3.1, 3.2, 3.3, 5.1, 5.2, 5.3)</p> <p>Refine the operations of the Pupils’ Senedd. (1.3, 2.1,2.2, 3.1, 3.2, 3.3, 4.2, 5.2)</p>	<p>Introduce the Professional Standards for Support Staff. (5.3)</p> <p>Embed the Schools as Learning organisations (SLO) approach to sustain a culture of enquiry, innovation and exploration. (4.2, 5.3)</p> <p>Continue to work with others and ensure school effectively promotes progress via a broad curriculum that meets the needs and interests of all and provides good value for money. (5.1, 5.2, 5.3, 5.4)</p> <p>Continue to work with our professional triad partners to ensure accuracy of assessments and moderation of judgements. (4.1)</p>
	Ensure all learners reach their potential in English and Welsh. (1.1, 1.2, 1.3)	Ensure all learners reach their potential in Mathematics. (1.1, 1.2, 1.3)			
	Embed ‘Thinking Skills’ to maintain improved standards of communication in speaking and writing across the school. (1.3, 3.3)	Embed the consistent mastery approach and shared vision for the teaching of mathematics and numeracy. (1.3, 2.2, 3.3)			
	Attain the Siarter Iaith Silver Award and embed skills.	Implement a programme of teaching that develops the skills of managing money at UKS2. (1.3, 2.2, 3.2, 3.3, 4.2)			
	Embed the learning of French across the school. (3.3, 4.2)	Establish ‘Mathematics Challenge Club’ to develop and extend the skills of the MA pupils in authentic contexts Minecraft and Coding (1.3, 3.1, 3.3)			
	Digital Competence				
	Ensure all learners reach their potential in developing the skills of digital competence (1.1, 1.2, 1.3)				
2023/24	Literacy	Numeracy	Continue to develop partnerships as an outward facing school with the school family, wider community, business and commerce.	Review the appropriateness of the school’s curriculum and the ‘50 Pledges’. (3.1, 3.2, 3.3, 5.1, 5.2, 5.3)	Review the appropriateness of data and information tracking systems to support analysis, strategic planning and to raise standards.

			<p>(2.1, 2.2, 4.2)</p> <p>Review the quality of the embedded outdoor learning across the school to ensure it impacts wellbeing positively and secures good progress in learning. (2.1, 3.2)</p>	<p>Review assessment procedures to ensure they are relevant to the school's curriculum and progress learning for all pupils; adjust accordingly. (1.1, 1.2, 1.3)</p> <p>Embed the Pupils' Senedd. (1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2, 5.2)</p> <p>Revisit provision for outdoor learning to ensure that it complements and enhances the high-quality indoor learning; adjust accordingly. (3.1, 3.2, 3.3)</p>	<p>(4.1, 5.2)</p> <p>Continue to develop middle leaders to support succession planning. (5.1)</p>
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