

Maes yr Haul Primary School

Ysgol Gynradd Maes yr Haul



Tyfu gyda'n gilydd, dysgu am byth
Growing together, learning forever

School Improvement Plan

2023 – 2024

Updated: 01/09/2023

Contextual Information September 2023

Maes yr Haul Primary School is located on the Broadlands housing estate Bridgend, the number on roll currently is around 500, organised into 15 classes including a large 'double' Nursery unit. The school has transient cohort populations; when families move on to (and leave) the estate, their places are usually quickly replaced – Maes yr Haul is a very popular school with families on the Broadlands estate and we have many children join the school who have not received early years education with us.

The school was last inspected in May 2018 with judgements of at least good in all areas. IA2 'Wellbeing and attitudes to learning' and IA4 'Care, support and guidance' were both judged as excellent and Estyn have since published an effective practice case study, *"Improving pupils' wellbeing and attitudes to learning through curriculum enrichment"*. Before the removal of levels/outcomes under the previous curriculum, the school regularly achieved high percentages for expected level performance at both key stages and good percentages at above expected levels. Pupil achievement was routinely above LA and Wales averages with good 'value added' progress in both key stages. Leadership capacity is strong, both within senior leadership and middle leaders across the school and the school is making good progress towards developing our 'Curriculum for Wales'.

There are currently over 55 staff in the school, including teachers and support staff, administration, site supervision, kitchen, cleaning and supervisory roles. With such a large number of staff, there are regular changes of staffing, which is beneficial in terms of keeping fresh ideas and interests coming into the school and also challenging in seeking to maintain continuity of pedagogical approaches and training. Following introduction of the ALN reform bill, very few pupils are identified as having additional learning needs, significantly lower than previous figures. The proportion of pupils eligible for free school meals is currently around 10%. The school building is well maintained with ongoing developments being made gradually to indoor and outdoor facilities to reflect current curriculum needs.

Broadlands is a modern residential area but with few community facilities on the estate; the school endeavours to be the hub of the community and enjoys positive relationships with community groups. Children come from a range of socio-economic backgrounds and parents are generally very supportive of the school, attending events such as parent consultations, family sharing events and sporting activities. The school aims to provide a safe, vibrant and positive learning environment for success, broadening pupils' experiences and raising pupils' self-esteem and performance. The school judges itself to have many strengths including: excellent distributed leadership, high quality creative teaching, robust assessment, effective provision for additional learning needs, links with the community and outside agencies, networks of professional practice, sporting opportunities and achievements, ensuring all learners access a broad and balanced curriculum, high standards of behaviour and an ethos of respect and values which permeate school life.

Evaluation of SIP 2022-23

Target 1: Curriculum for Wales - To improve progression within the AoLEs and statutory elements.

Staff have worked hard during the year to build confidence and familiarity with the Areas of Learning and Experience and to develop our approaches throughout the school to ensure a sound progression of skills, knowledge and experience throughout the school. Some initial work has begun within the cluster to develop shared understanding of progression documents that will establish more consistency for transition into our 'feeder' secondary school, although there is more work still to be done in this area. There has been a high focus on developing whole-school approach to cross-cutting themes, with a major focus on developing RSE. A new commercial scheme has been purchased to support this work which aligns well with the RSE code. This, together with various other resources have been planned for and a proposal is being shared with parents and stakeholders which should widespread agreement around the selection of content / resources and age-appropriateness to reassure parents. Further work on developing UNCRC, Careers and Diversity is ongoing and will continue into planned development work for 23-24.

Target 2: Wellbeing - To review and update approaches to pupil / staff wellbeing and behaviour.

Feedback from stakeholders has been valuable in helping to inform discussions about whole school approaches to behaviour and a revised policy is being developed that will align existing strategies with school vision and values. The new policy will provide a greater focus on 'behaviours', including learning behaviours, (e.g. resilience, collaboration) and achieving a pro-active approach to developing these in addition to agreed responses to negative behaviours (i.e. sanctions). This should be concluded in Autumn 23-24. The assessment toolkit contained within Jigsaw will be trialled during 2023-24. A wellbeing charter has been written and is near completion, subject to discussion with support staff. Following this, the charter will be shared with all staff as a vehicle for communicating expectations throughout the school. This will also seek to promote certain specific behaviours such as gratitude and thankfulness. Safeguarding training has been updated for all staff and the policy has been updated in line with the BCBC HT Federation template.

Target 3: Curriculum for Wales - Continue to further improve pedagogical principles throughout the school.

Staff have developed their understanding of critical/creative thinking through professional learning, research, reading, trialling and peer triad observations / feedback. This has helped to consolidate this aspect of integral skills and pedagogical principles across the school and will help to inform planning going forwards. Staff have further reflected on effectiveness and impact of AfL and feedback strategies, strengthening the consistency and impact of this throughout the school. A series of training sessions have been provided for emerging leaders and support to new members of the senior leadership team. Additional training has been provided for staff around additional learning needs and plans in place to further embed this through the ASD-friendly school programme in 23-24.

Target 4: Leadership - Review and update procedures to support self-evaluation.

The toolkit '@teb' has been taken on as a framework to help structure school self-evaluation and linking MER activities to school self-evaluation overall. The wider range of MER activities have been re-established following the disruption during the pandemic and these activities are being used to update evaluations on MER and impact upon future decision-making. Pupils, governors and parents have been engaged in different aspects of evaluation, e.g. RSE and we have started to build links with parents to support careers provision going forwards. The school continues to benefit from a positive and purposeful relationship with APLP and will be utilising this to access coaching training for school leaders in 23-24.

School Improvement Plan 2023-24 Objectives Summary

Target	Focus Area	IA	Key Activities
Target 1	<p>Curriculum Provision & Standards</p> <p>To further improve quality of provision and support for across the school for welfare and 'Health & Wellbeing AoLE'.</p>	<p>1.1</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p> <p>4.1</p> <p>4.2</p> <p>5.1</p>	<p>1) Implement Jigsaw 'PSHE' Scheme of Work across school</p> <p>2) Review and begin to update existing provision for PE, aligned to C4W</p> <p>3) Review and update whole school policy / approaches to 'Food & Fitness'</p> <p>4) Establish 'H&WB Shared Understanding of Progression' document with cluster.</p> <p>5) Update and improve staff confidence in managing ADHD & ASD in the classroom.</p> <p>6) Introduce staff wellbeing charter.</p> <p>7) Introduce updated 'Behaviour & Relationships' policy & strategies.</p>
Target 2	<p>Curriculum Provision & Standards</p> <p>To further improve the quality of provision and pupils' basic skills in Languages, Literacy & Communication 'AoLE'</p>	<p>1.1</p> <p>3.1</p> <p>3.2</p>	<p>1) Develop provision across PS3 for pupils to learn French</p> <p>2) Develop provision across PS2 for pupils to learn Makaton</p> <p>3) Review available support materials from CSC to support further improvement of standards of Welsh oracy and introduce where beneficial.</p> <p>4) Promote increased use of Welsh within classes and around the school building / grounds, working towards remaining targets for Siarter Iaith Silver Award.</p> <p>5) Update organisation of reading scheme / non-scheme books (book bands) and use of Salford Reading Assessments.</p> <p>6) Evaluate and update core writing strategies and breadth / balance / progression of genres taught across the school.</p> <p>7) Evaluate and update specific strategies for teaching of grammar and punctuation.</p> <p>8) Establish 'LLC Shared Understanding of Progression' document with cluster.</p>

Target 3	Curriculum Provision & Standards Further refine and improve planning for progression & assessment across other AoLEs and Cross-Cutting Themes	1.1 3.1 3.2	1) Whole staff review of current approaches to use of 'Big Maths' and other key resources (Doodle, Badger) to support teaching and assessment in mathematics, planning for any significant changes in 24-25. 2) Explore, evaluate and/or create additional resources to help strengthen staff confidence and provision across Expressive Arts, Humanities & SciTech, preparing for additional staff training in 24-25 (separate AoLE plans outside of the SIP) 3) Further develop Cross-cutting themes of UNCRC, diversity and careers into long-term curriculum planning. 4) Establish remaining AoLE 'Shared Understanding of Progression' documents with cluster.
Target 4	Pedagogy Continue to improve and embed approaches to the 12 Pedagogical Principles.	3.2	1) Further embed whole-school approaches to pupil feedback (PP7) and independence (PP10). 2) Continue to develop approaches to promote problem solving, creative & critical thinking (PP4) 3) Develop structured and progressive approach to promoting pupil collaboration (PP 12) 4) Raise profile of learning 'behaviours' as part of the school Behaviour & Relationships Strategy.
Target 5	Leadership Ensure clear roles and responsibilities for new senior leadership team.	5.1 5.2	1) Continue to develop use of '@teb' as framework for School Self-Evaluation, with all members of SLT contributing to monitoring and updating. 2) Review and update roles & responsibilities of TLR-holders, recruiting to the revised structure. 3) Develop coaching skills for senior leaders. 4) Support Governing Body to undertake self-evaluation and prioritise improvements.

Target 1: Curriculum Provision & Standards

To further improve quality of provision and support for across the school for welfare and 'Health & Wellbeing AoLE'.

Inspection Areas: 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1

@teb References: AL11/12 C 10/11 PD1/3/6 T&A 14

Context: Wellbeing and welfare is generally good for the majority of staff and pupils. Challenges continue to grow within our community with increasing concerns around mental health and family stability impacting upon pupils. Throughout the school, it is crucial that our provision and approaches are proactive rather than reactive to maximise their effectiveness. We need to ensure that we have consistent and effective approaches to RSE, promoting positive behaviour and relationships and supporting ALN as part of universal provision. In addition to this, we need to continue to keep a focus on ensuring the welfare of staff so that they can provide the best quality teaching and learning experiences for our pupils. As part of curriculum reform, we are continuing to review existing practices and provision more broadly to reflect upon their effectiveness and suitability as we continue to review and update our curriculum offer throughout the school.

Aims / Success Criteria	Actions	Responsible	Likely Timescales	Resources & Cost	Review, Evaluation & Support	Update / Progress Report
1. To strengthen provision and ensure progression for all areas of H&WB and RSE.	<ul style="list-style-type: none"> a. Implement Jigsaw 'PSHE' Scheme of Work across school b. RSE Lead to oversee trial of assessment aspect of Jigsaw. c. Evaluate and update / share updated pupil wellbeing toolkit 	H&WB Team RSE Lead RSE Lead	Autumn 23 All Year Autumn 23	INSET Day Sept 23 Nil Staff cover (2x1/2 day)	All staff attend training. monitor & feedback from staff & pupils.	
2. To identify, agree and prepare for any updates to provision for PE to meet future needs and raise standards.	<ul style="list-style-type: none"> a. Review impact of Real PE with staff and agree future usage / expectations. b. Agree half-termly foci for PE at each PS and identify any resources needed to support progression and/or training needs. <i>(Note – include dance for hall availability)</i> d. Plan for any training needs for 24-25. 	H&WB Team	Autumn 23 Spring 24 Summer24	Staff cover (3x1/2 day) Support from CSC H&WB team	All staff engage in review & eval. Staff & pupils input into agreed foci AoLE plan for 24-25	
3. To ensure whole-school approach to 'food and fitness' with consistency and progression.	<ul style="list-style-type: none"> a. Review existing practice & policies related to food / drink within school and the curriculum, including breakfast / breaks / lunchtimes. b. Consider expectations and guidance around 'food and fitness' from WG / CSC Guidance. d. Consult with stakeholders to create new 'Food & Fitness' policy identifying any new resources or training requirements. e. Develop curriculum provision framework to ensure that there is consistency and progression across each PS. 	H&WB Team	Autumn 23 Autumn 23 Spring 24 Spring 24	Staff cover (3x1/2 day) Support from Healthy Schools team. foodafactoflife.org.uk	Observation & discussion with colleagues Healthy Schools Guidance materials All staff engage in review & eval.	

	<p>f. Ensure that risk assessments & procedural documents are appropriate and clearly communicated.</p> <p>g. Explore, create resources to help promote healthy eating (e.g. eatwell plate, website materials).</p>		<p>Summer24</p> <p>Summer24</p>		<p>Documentation checked by SLT</p> <p>Materials available for staff / around school / website.</p>	
4. 'H&WB Cluster Shared Understanding of Progression' document in place setting out agreed common concepts.	<p>a. H&WB lead to work with cluster colleagues to establish 'Shared Understanding of Progression' document.</p> <p>b. Identify any specific aspects arising from the agreed document that require further work within the school to ensure appropriate progress.</p> <p>c. Update AoLE Action plan and put forward for inclusion into work plan for 24-25</p>	H&WB Team	<p>Autumn 23 – Spring 24</p> <p>Spring 24</p> <p>Summer24</p>	<p>Cluster AoLE meetings</p>	<p>H&WB SuP document</p> <p>Identification of areas for further work.</p> <p>AoLE plan for 24-25</p>	
5. Update and improve staff confidence in managing ADHD & ASD in the classroom.	<p>a. Teachers to attend training for ASD & ADHD strategies in the classroom.</p> <p>b. To achieve ASD Friendly -Schools Award.</p>	ALNCo	<p>Autumn 23</p> <p>Summer 24</p>	<p>Staff Training- Autism Wales</p> <p>Staff Meetings</p>	<p>All staff attend training. monitor & feedback from staff & pupils.</p>	
6. Continue to strengthen whole school approaches to support staff welfare.	<p>a. Introduce staff wellbeing charter.</p> <p>b. Introduce staff well-being questionnaires/analyse results and collate.</p> <p>c. Coaching and Mentoring training for SLT</p>	<p>HT / DHT</p> <p>SLT</p> <p>SLT</p>	<p>Summer 24</p> <p>Sum 24</p> <p>Autumn 23</p>	<p>Staff Meetings Cluster</p> <p>Coaching training for SLT £2000</p>	<p>Identification of areas for further work.</p> <p>Plan for whole school approach to coaching and mentoring.</p>	

7. Reinforce whole-school approaches to positive behaviour management.	<ul style="list-style-type: none"> a. Introduced agreed 'Behaviour & Relationships' policy and raise awareness with parents and pupils. b. Ensure all staff have clear understanding of expectations / strategies / language. c. Translate expectations into display resources 	HT / DHT	Autumn 23 – agree and implement policy Summer 24 Review	Staff Meetings Design / print £500	Staff Review after two terms Pupil questionnaires as part of the review	
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Target 2: Curriculum Provision & Standards

To further improve the quality of provision and pupils' basic skills in Languages, Literacy & Communication 'AoLE'

Inspection Areas: 1.1, 3.1, 3.2

@teb References: SPL4/5/6/7/8/13 C7/9

Context: Good progress has been made in reviewing existing provision within the LLC AoLE and identifying specific aspects where scope for further improvement is most evident. This includes broadening the range of provision to take better account of modern foreign languages and sign language. The school has recently achieved the Siarter Iaith Bronze Award and is now working to further embed practice and work towards the Silver Award. In 'English', it was felt to be appropriate now to review our core approaches to extended writing, with changes / movement of staff since that was last a key focus. Pupil progress in the linked skills of grammar and punctuation have depreciated since the disruption of covid, so this will also benefit from additional emphasis to raise standards. In order to help fully utilise our range of reading material across multiple schemes, it was agreed to align all of these into 'reading bands'.

Aims / Success Criteria	Actions	Responsible	Timescales	Resources & Cost	Review, Evaluation & Support	Update Report
1. To pilot new schemes of work to broaden pupil provision for other languages beyond English / Welsh.	a. Source and trial suitable resources to build staff and pupils' awareness of Makaton – mostly through incidental words, E.g., in Assemblies and simple class instructions. b. Develop and introduce a scheme of work to teach simple words and phrases in French across Years 4 – 6 (<i>note: initially, all year groups will be starting from a nil baseline</i>). c. Source and trial suitable resources to support staff with implementation of French over coming years.	LLC Team LLC Team	All Year All Year	£200 resources Staff cover (2x1/2 day) Staff cover (4x1/2 day) £500 resources	Evaluate progress within each year group against nil baseline.	
2. Continue to improve standards of oral Welsh throughout the school.	a. Review available support materials from CSC to support further improvement of standards of Welsh oracy and introduce where beneficial. b. Promote increased use of Welsh within classes and around the school building / grounds. c. Target specific actions towards achieving the Siarter Iaith Silver Award.	LLC Team LLC Team LLC Team	Autumn 23 All Year All Year	CSC HH Grant £1050 (5 days)	Additional resources available to support T&L Observations around school. Siarter Iaith records	

3. Improve pupil access to wider range of structured reading material.	<ul style="list-style-type: none"> a. Align various reading schemes to link to book bands and organise accordingly. b. Introduce to staff / pupils and ensure everyone is able to access, use and record appropriately. 	LLC Team	Autumn 23	Staff cover (4x1/2 day) INSET day Sept 23	Reading books organised into bands. All able to access, use and record.	
4. Raise standards of pupils' extended writing.	<ul style="list-style-type: none"> a. Review, evaluate and update core writing strategies ensuring consistency and progression. b. Review current plans for breadth, and frequency of genres taught across the school to improve understanding and mastery. c. Review, evaluate and update specific strategies for teaching of grammar and punctuation. 	LLC Team	Autumn 23 – Spring 24	Staff cover (4 x ½ day)	Monitoring – Book Scrutiny and Listening to Learners	
5. 'LLC Cluster Shared Understanding of Progression' document in place setting out agreed common concepts.	<ul style="list-style-type: none"> a. LLC Lead to work with cluster colleagues to establish 'Shared Understanding of Progression' document. b. Identify any specific aspects arising from the agreed document that require further work within the school to ensure appropriate progress. c. Update AoLE Action plan and put forward for inclusion into work plan for 24-25 	LLC Team	Autumn 23 – Spring 24 Spring 24 Summer24	Cluster AoLE meetings	LLC SuP document Identification of areas for further work. AoLE plan for 24-25	

Target 3: Curriculum Provision & Standards						
Further refine and improve planning for progression & assessment across other AoLEs and Cross-Cutting Themes						
Inspection Areas: 1.1, 3.1, 3.2				@teb References: SPL9 PD8/9 C10 T&A 12		
Context: Although the SIP for 23-24 has a stronger focus on LLC and H&WB, the AoLE teams are continuing to identify any specific aspects that need development to ensure that our provision across all areas of the curriculum is the best that it can be. In particular, a full review of our approach to mathematics would be timely, taking account of staff views on current resources used and how to best use the assessment tools available. Work on developing approaches to cross-cutting themes continue from last year.						
Aims / Success Criteria	Actions	Responsible	Timescales	Resources & Cost	Review, Evaluation & Support	Update / Progress Report
1. Evaluate current approaches to teaching of mathematics.	<ul style="list-style-type: none"> a. Whole staff review of current approaches to use of 'Big Maths' and other key resources (Doodle, Badger) to support teaching and assessment in mathematics b. Plan for any significant changes in 24-25. 	MD Team	All Year	Staff cover (4x1/2 day)	Staff evaluation Book Scrutiny Analysis of Big Maths / Doodle levels.	
2. Improve quality of provision for other AoLEs	<ul style="list-style-type: none"> a. Explore, evaluate and/or create additional resources to help strengthen staff confidence and provision across Expressive Arts, Humanities & SciTech. b. Prepare for additional staff training in 24-25 (separate AoLE plans outside of the SIP) 	EA Humanities SciTech Teams	All Year	Staff cover (12x1/2 days)	Each AoLE continues to identify areas to strengthen, source / prepare resources and/or further training for 2024/25	
3. Strengthen provision for Cross Cutting Themes across the curriculum.	<ul style="list-style-type: none"> a. Monitor implementation of RSE provision, identifying and supporting any specific areas as needed. b. Continue to develop programmes / schemes of work to embed UNCRC, Diversity and Careers across each progression step, and woven across relevant curriculum areas. c. Identify, develop, organise resources to support provision for UNCRC, Diversity & Careers across each progression step. 	SLT	All Year	Staff cover (12x1/2 days)	Clear programmes agreed with staff and being integrated into teaching plans.	

<p>4. Cluster Shared Understanding of Progression' document in place for MD, EA, Humanities setting out agreed common concepts.</p>	<p>a. Relevant AoLE leads to work with cluster colleagues to establish 'Shared Understanding of Progression' documents.</p> <p>b. Identify any specific aspects arising from the agreed document that require further work within the school to ensure appropriate progress.</p> <p>c. Update AoLE Action plans and put forward for inclusion into work plan for 24-25</p>	<p>MD EA Humanities Teams</p>	<p>Autumn 23 – Spring 24</p> <p>Spring 24</p> <p>Summer24</p>	<p>Cluster AoLE meetings</p>	<p>MD, EA, HUM SuP documents</p> <p>Identification of areas for further work.</p> <p>AoLE plans for 24-25</p>	
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Target 4: Pedagogy						
Continue to improve and embed approaches to the 12 Pedagogical Principles.						
Inspection Areas: 3.2					@teb References: T&A 12/17	
Context: Much of the SIP during 2022-23 was focussed on refining and improving aspects of pedagogy in line with the 12 pedagogical principles. The aims here mostly reflect the need to continue to ensure that the work done in 22-23 continues to be embedded to ensure that these aspects are consistent across the school, and that progressive approaches, where defined are clearly understood and utilised by all staff.						
Aims / Success Criteria	Actions	Responsible	Timescales	Resources & Cost	Review, Evaluation & Support	Update / Progress Report
1. Continue to develop approaches to promote problem solving, creative & critical thinking (PP4)	a. Promote/monitor Integral Skills continuum – staff meeting to highlight and focus on problem-solving. b. Staff meeting/review of Maths and structure-including problem-solving.	AHT / DHT	Spring 24	Staff meeting time only	Staff evaluation Book Scrutiny Learning Walk	
2. Continue to embed whole-school approaches to pupil feedback (PP7) and independence (PP10).	a. Staff meeting-Staff to disseminate Cath Delve Independence resources. b. Staff meeting to promote use of MYH Feedback continuum.	AHT / DHT	Autumn 23/Spring 24	Staff meeting time only Use of MER time to release staff	Staff evaluation Book Scrutiny Learning Walk	
3. Develop structured and progressive approach to promoting pupil collaboration (PP 12)	a. Develop a continuum of collaboration/independence. b. Promote use of buddy classes across the school for cross-age collaboration and authentic purposes/contexts for learning. c. Staff to undertake personal research and observe / share with teacher buddies.	AHT / DHT	Summer 24	Staff meeting time only	Staff evaluation Book Scrutiny Learning Walk	
4. Raise profile of learning 'behaviours' as part of the school Behaviour & Relationships Strategy.	a. Staff meeting to promote use of MYH Feedback continuum which highlights learning behaviour expectations progressively throughout the school.	AHT / DHT	Summer 23	Spring 24	Staff evaluation Book Scrutiny Learning Walk	

Target 5: Leadership						
Ensure clear roles and responsibilities for new senior leadership team.						
Inspection Areas: 5.1, 5.2					@teb References: L&M 2/3/7 PL17	
Context: Leadership has long been a strong feature within the school, reflected with categorisation and Estyn reports. The school benefits from a highly experienced senior leadership team with a good number of emerging leaders also. Leadership skills are widely evident across all staff. The school has a strong track record of robust and purposeful self-evaluation activities which have informed strategic planning over a long period of time. During the pandemic, many of these activities have paused and with the new curriculum also coming into place, this is an appropriate time to re-evaluate our activities and record keeping, to ensure that processes are fit for purposes, robust and effective.						
Aims / Success Criteria	Actions	Responsible	Timescales	Resources & Cost	Review, Evaluation & Support	Update / Progress Report
1. Continue to improve staff familiarity and confidence with using @teb to record and update school self-evaluation.	a. Ensure that all members of SLT contribute to monitoring and updating @teb. b. Share overall structure and specific individual elements of @teb with wider staff.	HT	All Year	None	All areas of @teb are updated over the year with wider input to judgements.	
2. Review and update roles & responsibilities of TLR-holders, recruiting to the revised structure.	a. Update JDs and recruit new TLR post-holders. b. Update leadership structure to reflect new TLR post-holders.	HT / GB	Autumn 23 – Spring 24	None	Updated staff structure doc. TLR posts advertised and recruited.	
3. Further develop role of SLT to support pastoral care for staff.	a. SLT to discuss and clarify expectations in supporting implementation of staff welfare toolkit. b. Develop coaching skills for senior leaders.	HT / SLT	All Year	Coaching course for SLT c£2000?	Document nature of pastoral role to ensure clarity.	
4. Further develop Governing Body involvement in school self-evaluation and prioritise improvements.	a. Arrange for AoLE teams to meet with link governors to update. b. GB to undertake Self-Evaluation exercise to identify areas for development.	HT / GB	All Year	£50	GB Self-Evaluation complete involving all governors.	

Three Year Strategic Overview 2023/24 – 2025/26
(Priorities are subject to change if necessary to respond to changing need)

2023 – 2024 Aims & Aspirations	2024 – 2025 Aims & Aspirations	2025 – 2026 Aims & Aspirations
<p>Curriculum Provision, Progression & Standards</p> <ul style="list-style-type: none"> Develop provision for RSE and Languages Review and update strategies for extended writing, PE, Food & Fitness Continue to raise stds in Welsh (mostly oracy) Update and improve staff confidence in managing ADHD & ASD in the classroom. Introduce staff wellbeing charter. Introduce updated ‘Behaviour & Relationships’ policy & strategies. Establish ‘Shared Understanding of Progression’ documents with cluster. Review current approaches to teaching and assessment of mathematics. Explore, evaluate and/or create additional resources to help strengthen staff confidence and provision across EA, Hum & SciTech Further develop Cross-cutting themes of UNCRC, diversity and careers <p>Pedagogy</p> <ul style="list-style-type: none"> Continue to develop approaches to promote problem solving, creative & critical thinking (PP4), feedback (PP7), independence (PP10) and collaboration (PP12) <p>Leadership</p> <ul style="list-style-type: none"> Strengthen roles of SLT and Governors in School Self-Evaluation Review and Update responsibilities for TLR holders. 	<p>Curriculum Provision, Progression & Standards</p> <ul style="list-style-type: none"> Continue to develop long-term planning to reflect Shared Understanding of Progression documents and any specific areas for improvement within the AoLEs. Review cross-curricular skills Evaluate progress with inclusion of Cross-Cutting Themes across the curriculum and strengthen if/where necessary. Continue to review standards and implement any specific aspects for literacy / numeracy identified during 2023-24 <p>Pedagogical principles:</p> <ul style="list-style-type: none"> Review 12PP, new focus to be determined following review of 2023-24 Review effectiveness of and impact of assessment / AfL <p>Professional Learning</p> <ul style="list-style-type: none"> Continue to embed coaching skills and research methodology Training to upskill around any curriculum gaps Continue to strengthen practices around ALN <p>Leadership:</p> <ul style="list-style-type: none"> To evaluate / review MER routines. Further strengthen SLT roles with school self-evaluation and pastoral support. Continue to strengthen role of GB in school-self evaluations 	<p>Curriculum Provision, Progression & Standards</p> <ul style="list-style-type: none"> Strengthen any identified aspects to consolidate / raise standards in cross-curricular skills. Continue to review standards and implement any specific aspects for literacy / numeracy identified during 2024-25 Continue to strengthen any specific areas identified within AoLEs <p>Cross cutting themes/integral skills</p> <ul style="list-style-type: none"> Further embed cross-cutting themes. Further embed integral skills <p>Pedagogical principles:</p> <ul style="list-style-type: none"> Review 12PP, new focus to be determined following review of 2024-25 <p>Professional Learning</p> <ul style="list-style-type: none"> Further embed coaching skills and research methodology Training to upskill around any curriculum gaps <p>Leadership:</p> <ul style="list-style-type: none"> To evaluate / review MER routines. Further strengthen SLT roles with school self-evaluation and pastoral support. Continue to strengthen role of GB in school-self evaluations