

Maes yr Haul Primary School

Ysgol Gynradd Maes yr Haul



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

School Improvement Plan

2022 – 2023

Updated: 01/09/2022

Contextual Information September 2022

Maes yr Haul Primary School is located on the Broadlands housing estate Bridgend, the number on roll currently is around 485, organised into 16 classes including a large 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 60 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 2021-22

Target 1: Develop new curriculum provision across six AoLEs and statutory elements.

- Staff teams have developed vision statements within each AoLE and are planning for SoWM within each. Work has continued to strengthen effective practices in cross-curriculum competences and staff have begun to analyse and consider any potential changes needed to approaches for cross-cutting themes, such as issues arising from RSE code. A pupil curriculum committee has been established which helps to inform decisions made and developing a shared understanding of progression across the cluster is a high priority going forwards.

Target 2: Further strengthen the pedagogical principles throughout the school.

- Many aspects of the pedagogical principles have continued to be embedded within staff practice and there is greater focus on the four purposes, using authentic contexts and effective assessment for learning. However, some planned key focus areas of critical / creative thinking and metacognition were deferred as more time was needed for work on target 1. This has been carried forward into 22-23 SIP.

Target 3: Review and improve processes to ensure high quality professional learning opportunities for staff

- Teachers have been able to access a range of professional learning opportunities, both within school and mainly online, for example through CSC AoLE meetings. The Athrofa partnership continues to be strong and effective albeit opportunities to share with and learn more from other schools within our network have not yet developed due to ongoing restricted practices resulting from the pandemic. Further opportunities have been established to further develop leadership skills, including for members of SLT in 22-23. Securing additional (and relevant) CPD for support staff remains challenging, and further work on utilising research methodology in our own professional learning would also be beneficial.

Target 4: Embed the new ALN Code of Practice throughout the school

- All staff are fully aware of the new ALN Code of Practice and their responsibilities as a result. The ALNCo has provided additional training and ongoing support to colleagues around different aspects of ALN support and continues to support colleagues to ensure good practise in early identification and monitoring progress and effectiveness of any interventions.

School Improvement Plan 2022-23 Objectives Summary

Target	Focus Area	IA	Key Aims / Success Criteria
Target 1	Curriculum for Wales To improve progression within the AoLEs and statutory elements.	1.1 3.1 3.2 4.1	<ol style="list-style-type: none"> 1. To further develop an agreed progression model for each AoLE. 2. To develop a shared understanding of progression model with cluster colleagues. 3. To agree and begin to implement a revised whole-school approach to cross-cutting themes.
Target 2	Wellbeing To review and update approaches to pupil / staff wellbeing and behaviour.	2.1 2.2 4.1 4.2	<ol style="list-style-type: none"> 1. To update school behaviour policy to link with school vision and values. 2. To develop whole-school approach to monitoring, evaluating and reporting pupil wellbeing. 3. To review existing strategies and continue to promote positive staff wellbeing. 4. To update safeguarding training for all school staff.
Target 3	Curriculum for Wales Continue to further improve pedagogical principles throughout the school.	3.2	<ol style="list-style-type: none"> 1. To improve staff and pupil understanding of integral skills. 2. To continue to embed four purposes in pupil experiences and classroom life. 3. To review effectiveness and impact of assessment and AfL strategies to ensure continuing impact. 4. To continue to provide high quality professional learning for all staff.
Target 4	Leadership Review and update procedures to support self-evaluation.	5.2 5.3	<ol style="list-style-type: none"> 1. To re-establish effective MER routines throughout the school year. 2. To improve engagement of stakeholders in self-evaluation processes. 3. To further build upon collaborative links and projects with other schools.

Target 1: Curriculum for Wales - To improve progression within the AoLEs and statutory elements.						
Inspection Areas: 1.1, 3.1, 3.2, 4.1				@teb References:		
Context: Good progress has been made in preparing for the implementation of Curriculum for Wales. Learners at Maes yr Haul receive a rich and engaging range of learning experiences and make very good progress in skill development. Significant time was invested in reviewing and establishing long-term plans across the AoLEs and work to ensure the principles of progression are well established within each AoLEs is ongoing. Work has begun to develop a shared understanding of progression within the cluster. However, there was insufficient time to evaluate the requirements of the cross-cutting themes and to consult with stakeholders in order to bring together our whole school approaches and has carried over from 21-22.						
Aims / Success Criteria:	Actions:	Responsible	Timescales:	Resources & Cost:	Review, Evaluation & Support:	Update / Progress Report:
1. To further develop an agreed progression model for each AoLE.	<ul style="list-style-type: none"> a. AoLE teams to consider WG Descriptors of Learning and determine any modifications or additional steps to inform whole-school planning. b. AoLE teams to share / discuss / reflect with whole staff & relevant governors. 	GD/JK AoLE teams and link governors	Throughout Year (staff meetings / INSET Days) Invite link governors to school.	Staff meetings Supply cover if needed. £1000	Feedback from relevant AoLE teams Liaise with link governors to share visions.	
2. To develop a shared understanding of progression model with cluster colleagues.	<ul style="list-style-type: none"> a. AoLE team staff to work with cluster colleagues to develop key elements of progression within different subjects. 	CN/CM to organise.	Throughout Year	Supply cover as needed £2400	HT to review progress termly as part of transition plan.	
3. To agree and begin to implement a revised whole-school approach to cross-cutting themes.	RSE <ul style="list-style-type: none"> a. Review staff evaluation of RSE code and seek guidance (e.g. CSC) to address and concerns around content / resourcing. b. Construct RSE proposal and consult with stakeholders to establish an agreed consistent / age-appropriate approach to RSE provision. c. Take account of any national developments (e.g. legal challenge) Rights of the Child / Diversity / Careers <ul style="list-style-type: none"> d. Construct proposal for incorporation of these areas into whole-school planning. 	RJ / RWJ	Autumn 22 – Spring 23 Spring 23 – Summer 23	Release time (½ day per fortnight) SLSO	Lead staff to update senior leaders / SLT at least termly.	

	<p>e. Develop planning and resources to enable staff to embed these into curriculum provision.</p> <p>RVE / Citizenship / Emotional Health & Wellbeing</p> <p>f. To consider the inter-relationship between these areas and the cross-cutting themes, liaising with relevant lead staff, support agencies and/or governors.</p>		Throughout Year			
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Target 2: Wellbeing - To review and update approaches to pupil / staff wellbeing and behaviour.						
Inspection Areas: 2.1, 2.2, 4.1, 4.2				@teb References:		
Context: Pupil behaviour across the school is generally excellent and most pupils have successfully resumed 'normal' school life with positive wellbeing and behaviour. Pupil/staff wellbeing was a SIP priority before and during the pandemic, but some pupils continue to need additional support. Given changes to whole school vision and values, the language of our behaviour strategies and policy needs to be updated, even if main actions and approaches remain unchanged. Work has recently been carried out to review and communicate clearly, expectations of staff and pupils in terms of upholding our school values, but this has yet to be aligned to behaviour / staff code of conduct policies.						
Aims / Success Criteria:	Actions:	Responsible:	Timescales:	Resources & Cost:	Review, Evaluation & Support:	Update / Progress Report:
1. To update school behaviour policy.	<ul style="list-style-type: none"> a. Staff to review existing behaviour strategies and propose / discuss changes, including reflecting revised school values. b. Consult with stakeholders over any proposed changes. c. Update behaviour policy to reflect any agreed changes and to align to new school vision / values. 	DHT	Autumn 22 Spring 23 Summer 23	NIL	Feedback from staff consultation Feedback from stakeholder consultation Revised behaviour policy	
2. To develop whole-school approach to monitoring, evaluating and reporting pupil wellbeing.	<ul style="list-style-type: none"> a. Compare, consider (and trial?) available strategies / products to support pupil wellbeing. b. Evaluate (expected) impact of any strategies proposed or trialled. c. <i>AoLE team to develop progression mapping within H&WB (see action 1.1.a)</i> 	H&WB AoLE	Autumn 22 – Spring 23 Spring 23 – Summer 23 Throughout Year	Release time (½ day per fortnight) SLSO	Feedback to SLT and link Governor. Feedback from staff Feedback from relevant AoLE teams	
3. To review existing strategies and continue to promote positive staff wellbeing.	<ul style="list-style-type: none"> a. Review suitability / impact of existing staff wellbeing toolkit (from pre-covid). b. Renew / revise measures and consider any alternative strategies. 	SLT	Spring 23	Staff meetings	Feedback to HT / DHT	
4. To update safeguarding training and procedures throughout the school.	<ul style="list-style-type: none"> a. All staff to attend BCBC staff training b. Review arrangements for DBS for volunteers / parents / trips. c. Review & Update Safeguarding Policy 	HT / DHT (DSL) & SG Governor	Autumn 22 Spring 23 Summer 23	Staff meetings	Staff training records Volunteers Policy Safeguarding Policy	

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

Inspection Areas: 3.2

@teb References:

Context: Substantial work was carried out (pre-covid) around developing staff confidence and understanding around the four purposes and pedagogical principles. However, focus on this has declined during the pandemic and with time spent on developing curriculum provision particularly over 21-22. Therefore, priority to reflect upon teaching strategies and ensure that we have a whole-school core body of approaches that is aligned with our vision and values. As part of this, we need to seek to further develop pedagogy that will help learners to maintain a positive mindset, and develop learning skills including critical, creative thinking and problem-solving.

Aims / Success Criteria:	Actions:	Responsible:	Timescales:	Resources & Cost:	Review, Evaluation & Support:	Update / Progress Report:
1. To improve staff and pupil understanding of integral skills.	a. To introduce integral skills to all staff as defined in C4W document with particular focus on critical & creative skills and problem solving. b. To work in mixed-stage research triads to identify existing relevant practice and explore ways to further improve and consolidate these skills. c. To review, refine and agree progressive approach to developing thinking skills throughout the school, visual tools & strategies. d. To consolidate whole school approaches to positive mindset	RR / CM RR / CM / JK	Spring 23 – Summer 23	Staff Meetings	Feedback within research triads. APLP Prof Lng project Staff feedback Pupil feedback Staff feedback Pupil feedback	
2. To continue to embed four purposes in pupil experiences and classroom life.	a. Continue to 'audit' long term planning against four purposes to identify any aspects where there needs greater emphasis. b. Identify, if necessary, specific aspects of four purposes for additional focus within teachers mid-term planning.	RR / CM	Throughout Year	Staff Meetings	SLT feedback	
3. To review effectiveness and impact of assessment and AfL strategies to ensure continuing impact.	a. Review current feedback strategies and evaluate impact with staff and pupils. b. Revise marking & feedback policy to reflect outcomes of 3.3.a	RR / CM	Autumn 22	Staff Meetings	Staff feedback Pupil feedback	

	c. Review schedule of assessments and agree 'average' expectations for each year group.					
4. To continue to provide high quality professional learning for all staff.	<p>a. To develop teacher understanding of action research methodology and begin to establish this through actions in 3.1.a</p> <p>b. To develop coaching skills across the SLT in order to establish wider capacity throughout the school.</p> <p>c. Provide refresher training for LSOs in Welsh, ALN and ICT</p> <p>d. Provide emerging leadership training for staff with aspirations for TLR positions.</p> <p>e. Various staff to engage with CSC 'funded projects' around AoLE development.</p>	<p>JK</p> <p>CM</p> <p>SJ / HStA/ RR</p> <p>KS</p> <p>KS</p>	<p>Spring 23 – Summer 23 Throughout Year</p> <p>Spring 23 – Summer 23 Throughout Year</p> <p>Autumn 22 – Spring 23</p>	<p>Staff Meetings</p> <p>APLP Release Time (Supply)</p> <p>Release Time Gareth Coombes CSC funded.</p>	<p>Feedback from research triads</p> <p>Feedback from SLT</p> <p>Feedback from LSOs</p> <p>Feedback from staff</p> <p>Feedback from staff</p>	

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

Inspection Areas: 5.2, 5.3

@teb References:

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. To re-establish effective MER routines throughout the school year.	a. To evaluate MER routines prior to pandemic/new curriculum and agree new routines for MER across the school. b. To introduce @teb as framework to support self-evaluation and compare / consider previous SER model. c. To ensure awareness of any updates to Inspection procedures and implications for recording of self-evaluation work. d. To renew analysis of progress for vulnerable learners based on information available.	SLT HT/DHT HT/DHT DHT	Autumn 22 Autumn 22 Ongoing Autumn 22 – Spring 23	Release Time (Supply) NIL NIL NIL	SLT discussion SLT discussion @teb document SLT discussion SLT discussion	
2. To improve engagement of stakeholders in self-evaluation processes.	a. To ensure that MER routines incorporate purposeful engagement of pupils, parents and governors. b. To ensure that feedback from stakeholder engagement is fed into decision-making processes.	DHT HT / DHT	Ongoing Ongoing	Release Time (Supply) NIL	SLT feedback Governor feedback	
3. To further build upon collaborative links and projects with other schools.	a. Continue to build on working partnerships with APLP and other schools to develop practices around leadership, curriculum reform, pedagogy. b. Explore opportunities for structured peer review with other schools	DHT / JK HT	Ongoing Autumn 22	Release Time (Supply) NIL	Feedback from collaborative activities. CSC Peer Review programme	

Three Year Strategic Overview 2022/23 – 2024/25
(Priorities are subject to change if necessary to respond to changing need)

2022 – 2023 Aims & Aspirations	2023 – 2024 Aims & Aspirations	2024 – 2025 Aims & Aspirations
<p>Progression</p> <ul style="list-style-type: none"> • Improve progression within AoLEs and statutory elements. • Develop shared understanding of progression with cluster colleagues <p>Cross cutting themes/integral skills</p> <ul style="list-style-type: none"> • Begin to implement a revised whole-school approach to cross-cutting themes • Improve staff / pupil understanding of integral skills <p>Pedagogical principles</p> <ul style="list-style-type: none"> • Continue to embed four purposes • Review effectiveness of and impact of assessment / AfL <p>Professional Learning:</p> <ul style="list-style-type: none"> • Develop coaching skills and research methodology • Further develop leadership skills • Continue to support development of Welsh language and ICT skills across all staff. <p>Leadership:</p> <ul style="list-style-type: none"> • To re-establish effective MER routines throughout the school year. • To improve engagement of stakeholders in self-evaluation processes and further enhance collaborative work with other schools. 	<p>Progression</p> <ul style="list-style-type: none"> • Review impact of current C4W long-term plans and progression within AoLEs & statutory elements. • Evaluate early approaches to RVE & RSE, consider any national developments. • Review shared understanding of progression with cluster colleagues • Review core strategies for literacy. • Evaluate strategies targeted at vulnerable pupils. <p>Cross cutting themes/integral skills</p> <ul style="list-style-type: none"> • Embed whole-school approach to cross-cutting themes • Review staff / pupil understanding of integral skills <p>Pedagogical principles:</p> <ul style="list-style-type: none"> • Review 12PP, new focus to be determined following review of 2022-23 • 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 <p>Leadership:</p> <ul style="list-style-type: none"> • To evaluate / revise changes to MER routines. • To review SLT structure, roles & responsibilities. 	<p>Progression</p> <ul style="list-style-type: none"> • Continue to review current C4W long-term plans and progression within AoLEs & statutory elements. • Review core strategies for numeracy. • Evaluate strategies targeted at vulnerable pupils. <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 2023-24 <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 embed and changes to MER routines. • To develop SLT following any changes in 2023-24.