

# Colcot Primary SCHOOL



# School Development Plan 2023 – 2024

## Staffing Structure – Teaching Staff

| Name                 | Position     | Responsibilities   |
|----------------------|--------------|--|
| 1. Nia Cule          | HT           |  |
| 2. Shaun O'Connell   | DHT          |  |
| 3. Claire Bosomworth | Assistant HT |  |
| 4. Jodie Rose        | ALNCo        |  |
| 5. Louise Sanderson  | 1/2          | TLR Progression Step 1 and part of Progression Step 2 Leader |
| 6. Zoe Thomas        | 4/5          | TLR Part of Progression Step 2 and Progression Step 3 Leader |
| 7. Victoria Noble    | 1/2          |  |
| 8. Ruth Ellis        | 1/2          |  |
| 9. Karen Parsons     | 3            |  |
| 10. Fran Stephenson  | 3            |  |
| 11. Monique Hibbert  | 4/5          |  |

|     |                |     |      |
|-----|----------------|-----|------|
| 12. | Mollie Hopkins | 4/5 |      |
| 13. | Owen Greenow   | 6   |      |
| 14. | Deane Clash    | 6   |      |
| 15. | Zoe A'Hearne   | 1/2 |      |
| 16. | S. Stephens    | N   | HLTA |
| 17. | Josh Rush      | PPA | HLTA |
| 18. | Greg Halliday  | PPA | HLTA |
|     |                |     |      |

**Staffing Structure – Support Staff**

| Name                        | Position | Responsibilities |
|-----------------------------|----------|------------------|
| 1. Nicole Davies            | L3       | Nursery          |
| 2. Hannah Stokes            | L3       | Reception        |
| 3. Ceri Jenkins<br>(Supply) | L3       | Reception        |
| 4. Liz O'Brien              | L3       | 1/ 2             |
| 5. Tracy Everitt            | L3       | 1/2              |
| 6. Sophie Alloway           | L3       | 1 / 2            |
| 7. Jennie Bennett           | L3       | 1/2              |
| Danielle Lane               | L3       | 3                |
| 8. Gail Williams            | L3       | 4 / 5            |
| 9. Callum Binns             | L3       | 6                |
| 10. Misty Davies            | L3       | 6                |
| 11. Amanda Kayani           | L4       | Family Engager   |
| 12. Jaqui Pyer              |          | Business Manager |
| 13. Mandie Davies           |          | Admin Staff      |
| 14. Dennis Paige            |          | Caretaker        |

**Priorities for: 2023 – 24**

| <b>Targets</b>  |  | <b>Why a priority?</b>           | <b>Funding Allowance</b> |
|-----------------|--|----------------------------------|--------------------------|
| <b>Target 1</b> | To further develop positive relationships and enhance well-being with all school stakeholders.                                 | National and cluster priorities. | 7,000                    |
| <b>Target 2</b> | To further develop our school curriculum in line with the Curriculum for Wales.  |                                  | 7,000                    |
| <b>Target 3</b> | To further improve engagement with families, communities and multi-agencies to support the needs of our learners and families. |                                  | 8,000                    |

|   |               |
|---|---------------|
| <b>Education improvement Grant the school has to spend for financial year 2023 – 24</b> | <b>22,000</b> |
|---|---------------|

Rationale - The three targets set this year have been decided upon following an evaluation and review of the last academic year. All three targets are linked to the local and national education agenda.

## SIP 2023- 24 Colcot Primary

| <b>Target 1</b>  | To further develop positive relationships and enhance well-being for all school stakeholders   |  |                                     |  |                            |  |                 |
|--|--|--|-------------------------------------|--|----------------------------|--|-----------------|
| <b>Priority – National</b>   |  |  |                                     |  |                            |  |                 |
| <b>Target Leader:</b>  | SLT  | <b>Team Members &amp; GB link member</b> |                                     |  | Governor link.....M Peplow |  |                 |
| <b>Success Criteria</b>  |  |  |                                     |  |                            |  |                 |
| By the end of the academic year  |  |  |                                     |  |                            |  |                 |
| <ul style="list-style-type: none"> <li>● All staff, children and parents are aware of the Restorative Practice philosophy</li> <li>● Restorative Approaches impact positively across the school</li> <li>● Learners demonstrate that they accept responsibility for their actions, recognise the harm and upset caused and are supported to find restorative responses</li> <li>● Learners and staff are aware of where they can go for well-being support</li> <li>● School attendance meets the LEA target</li> <li>● Most learners display qualities from the VIA character strengths</li> <li>● Through the Appreciative Inquiry work positive staff and learner relationships are enhanced across the cluster of schools</li> </ul> |  |  |                                     |  |                            |  |                 |
| <p><b>MER times-frame - The SIP will be monitored monthly by the Leadership Team and a report and update provided to all staff and Governors. Where a need to support a member of staff with the implementation and success of this target a clear graduated support plan will be put in place and monitored by the Leadership Team</b></p>  |  |  |                                     |  |                            |  |                 |
|  | <b>Provide clear, succinct and specific actions to ensure the success criteria above will be met</b>                                   | <b>Personnel Involved</b>                | <b>Start &amp; Completion dates</b> | <b>Budget Allocation Identify EIG/PDG/ Main Budget/ ANO.</b> | <b>MER times-frames</b>    | <b>Impact of actions <small>What difference did they make?</small></b> | <b>Evidence</b> |
| 1.   | Staff attend whole school and cluster Restorative Approaches Wales training.   | All                                      | September - July                    | EIG / Cluster grant  | Termly monitoring          |  |                 |
| 2.   | Parents/families and children receive Restorative Approaches Wales training.   | SLT and RAW staff                        | October                             | Main budget - release CLB / SOC                              | Termly monitoring          |  |                 |
| 3.   | To establish peer mediators to help support younger learners with their relationships and to help them find solutions to their issues. | SLT and RAW staff                        | October                             | Main budget  | Termly monitoring          |  |                 |
| 4.   | Staff use restorative approaches to help learners rebuild relationships and resolve conflict.  | All staff                                | September - ongoing                 |  | Termly monitoring          |  |                 |
| 5.   | Admin Officer and FE to complete weekly attendance monitoring.   | AK and MD                                | September - ongoing                 | Main budget  | Termly monitoring          |  |                 |

|            |   |  |                     |  |                    |  |  |
|------------|---|--|---------------------|--|--------------------|--|--|
| 6.         | Admin and FE provide reports to class teachers and headteacher to contact parents and families to help improve overall attendance.      | AK and MD                              | September - ongoing | Main budget                                  | Termly monitoring  |  |  |
| 7.         | SLT to select 10 of the VIA Character Strengths and share with staff.   | SLT and all staff                      | September           | N/A  | Monthly monitoring |  |  |
| 6.         | Monthly introduction assemblies take place to introduce the new character strength and is celebrated by all throughout the school week. | All classroom based staff              | September           | N/A  | Monthly monitoring |  |  |
| 7.         | Cluster working party established to carry out an appreciative inquiry based around relationships.                                      | NC and SOC                             | September / October | Main budget - release time for SOC           | Termly review      |  |  |
| 8.         | SLT undertake a SWOT analysis of relationships in each other's school and take back strengths to implement in own school.               | NC and SOC                             | September / October | Main budget - release time for SOC           | Termly review      |  |  |
| 9.         | To establish a new well-being team and carry out the self-assessment toolkit.   | SOC and members of the well being team | October             | Main budget - release time for staff members | Termly review      |  |  |
| 10.        | Send out staff, parent and pupil questionnaires to gain baseline information to inform a whole school well-being plan.                  | SOC                                    | October             | Main budget - release time for SOC           | Termly review      |  |  |
| Evaluation |   |  |                     |  |                    |  |  |

|  |   |  |                                     |  |                         |  |                 |
|--|---|--|-------------------------------------|--|-------------------------|--|-----------------|
| <b>Target 2</b>  | To further develop our school curriculum in line with Curriculum for Wales - particular reference to developing concepts and conceptual triggers and assessment   |  |                                     |  |                         |  |                 |
| <b>Priority – National</b>   |   |  |                                     |  |                         |  |                 |
| <b>Target Leader:</b>  | SLT   | <b>Team Members &amp; GB link member</b> | Curriculum Committee                |  |                         |  |                 |
| <b>Success Criteria:</b>   |   |  |                                     |  |                         |  |                 |
| By the end of the academic year-   |   |  |                                     |  |                         |  |                 |
| <ul style="list-style-type: none"> <li>All teaching staff will have a clear understanding of the What Matter Statements and the progression steps expectations</li> <li>Most learners will have a secure understanding of the concepts from the What Matters Statements in line with their stage of learning</li> <li>Thinking is valued, visible and actively promoted in classrooms and the wider school to promote positive learner engagement</li> <li>The learning environment enhances learning, understanding, interactions and behaviours</li> <li>Most learners will demonstrate and reflect upon the C21st learning skills of critical thinking, creativity, communication, collaboration, citizenship and character-The 6 C's of Lifelong Learning</li> <li>Diversity and anti-racism is evident in learning and teaching and is visible in the wider school</li> </ul> |   |  |                                     |  |                         |  |                 |
| <b>MER times-frame - The SIP will be monitored by the Leadership Team and a report and update provided to all staff and Governors. Where a need to support a member of staff with the implementation and success of this target a clear graduated support plan will be put in place and monitored by the Leadership Team.</b>  |   |  |                                     |  |                         |  |                 |
|  | <b>Provide clear, succinct and specific actions to ensure the success criteria above will be met</b>  | <b>Personnel Involved</b>                | <b>Start &amp; Completion dates</b> | <b>Budget Allocation Identify EIG/PDG/ Main Budget/ ANO.</b> | <b>MER times-frames</b> | <b>Impact of actions</b> <small>What difference did they make?</small> | <b>Evidence</b> |
| 1.   | SLT participate in the Pencoedtre Cluster professional learning to develop overarching concepts and conceptual triggers for the Humanities, Science and Technology, Expressive Arts and Health and Well-being AoLE.   | SLT - CLB                                | September - ongoing                 | Main budget - release time CLB                               | Termly Review           |  |                 |
| 2.   | SLT establish and support a working party to implement concepts and conceptual triggers into school curriculum for Humanities, Science and Technology, Expressive Arts and the Health and Well-being AoLE and to ensure consolidation through the 3 Progression Steps and then disseminate the information across the school. | CLB and CTs                              | September - ongoing                 | N/A  | Termly review           |  |                 |
| 3.   | Following staff sharing (TLRs to lead) - implement individualised learning journals for learners to reflect   | CLB, NC, ZT and LS                       | October                             | Main budget - Leadership release time                        | Termly review           |  |                 |

|     |   |                    |                     |                                       |               |  |  |
|-----|---|--------------------|---------------------|---------------------------------------|---------------|--|--|
|     | on their understanding of the concepts and learning skills.   |                    |                     |                                       |               |  |  |
| 4.  | INSET Day and twilight sessions to carry out professional learning around the Cultures of Thinking and establish and implement routines relevant for the 3 Progression Steps across the 'Types of Thinking Categories'. | CLB and all staff  | January - ongoing   | Main budget - Leadership release time | Termly review |  |  |
| 5.. | INSET Day and twilight sessions to carry out professional learning around the learning environment using the Regio Emilia and Shahana Knight approach.  | CLB and all staff  | January - ongoing   | Main budget - Leadership release time | Termly review |  |  |
| 6.  | To work with the Year 6 cohort to develop a learning environment that fosters learning, understanding, interaction and responsibility.  | CLB, NC, OG and DC | November - ongoing  | Main budget - release time for staff  |               |  |  |
| 7.  | To attend professional learning about DARPL-Diversity and Anti-Racism Professional Learning. To complete a school audit and create an action plan.  | MH and GW          | September - ongoing | EIG                                   | Termly review |  |  |
| 8.  | To establish a working party of adults and children for DARPL and ensure diversity and anti-racism is planned into the Spring and Summer Term inquires for the 3 Progression Steps and is visible around the school.    | MH and GW          | September - ongoing | EIG                                   | Termly review |  |  |
| 9.  | SLT to lead professional learning for class teachers around C21st learning skills-The 6 C's for Lifelong Learning.  | SLT and all staff  | October - July      | Main budget                           | Termly review |  |  |
| 10. | To establish working parties to identify what the learning skills look like at each Progression Step, to resource and implement into the curriculum.  | SLT and all staff  | October - July      | Main budget                           | Termly review |  |  |
|     | Evaluation  |                    |                     |                                       |               |  |  |



|   |  |  |                                  |
|---|--|--|----------------------------------|
| <b>Target 3</b>   | To further improve engagement with families, communities and multi-agencies to support the needs of our learners and families. |  |                                  |
| <b>Priority – National</b>  |  |  |                                  |
| <b>Target Leader:</b>   | SLT  | <b>Team Members &amp; GB link member</b> | Chair of Governors-Martin Peplow |
| <b>Success Criteria</b>   |  |  |                                  |
| <ul style="list-style-type: none"> <li>• Parents and families have the opportunity to share their views and opinions to inform future steps for school</li> <li>• Parents and families are more informed of their child's learning, progress and next steps through child-led Family Conferences</li> <li>• Parents and families support their child's learning effectively at home</li> <li>• Parents and families can access school information via more efficient lines of communication</li> <li>• Learners and families are supported effectively through a wide ranging multi-agency offer</li> </ul> |  |  |                                  |
| <p><b>MER times-frame - The SIP will be monitored by the Leadership Team and a report and update provided to all staff and Governors</b><br/> <b>Where a need to support a member of staff with the implementation and success of this target a clear graduated support plan will be put in place and monitored by the Leadership Team</b></p>  |  |  |                                  |

| <b>Provide clear, succinct and specific actions to ensure the success criteria above will be met</b>   | <b>Personnel Involved</b> | <b>Start &amp; Completion dates</b> | <b>Budget Allocation<br/>Identify EIG/PDG/<br/>Main Budget/<br/>ANO.</b> | <b>MER times-frames</b> | <b>Impact of actions<br/>What difference did they make?</b> | <b>Evidence</b> |
|--|---------------------------|-------------------------------------|--|-------------------------|---|-----------------|
| 1. To establish a calendar of regular parent council meetings with clear and precise aims and outcomes.  | SLT and AK                | September - ongoing                 | Main budget and WG funding for AK  | Termly monitoring       |   |                 |
| 2. To review and implement parent and family views and ideas into school curriculum, expectations and use for future planning and share with all stakeholders via newsletters, Governor reports and website. | SLT and AK                | September - ongoing                 | Main budget and WG funding for AK  | Termly monitoring       |   |                 |
| 3. To set a calendar of appropriate discussion topics and host regular Flourishing Family sessions to enable healthier family relationships for our school and community.                                    | CLB and AK                | September - ongoing                 | Main budget release time for CLB and WG funding for AK                   | Termly monitoring       |   |                 |
| 4. To equip learners with the skills to present their learning, progress and next steps during a family conference session.  | All staff and pupils      | October                             | N/A  | Termly Review           |   |                 |
| 5. To invite parents/families to family conferences bi-annually.   | Staff, pupils and parents | October and March                   | Release time for class teachers  | Termly Review           |   |                 |

|  |                 |                     |                 |               |  |  |
|--|-----------------|---------------------|-----------------|---------------|--|--|
| 6. To release a member of staff to work with our cluster of schools on engaging parents in home learning.            | RE              | September - ongoing | Cluster funding | Termly Review |  |  |
| 7. To plan, prepare and deliver resources to support weekly home learning sessions with parents and families.        | RE              | September - ongoing | Cluster funding | Termly Review |  |  |
| 8. To collaborate with parents and families to develop a set of expectations to support their child's learning.      | RE              | October - ongoing   | Cluster funding | Termly Review |  |  |
| 9. To liaise with parents and families and gather opinions and views about the most effective communication methods. | SLT, CLB and AK | October             | Main budget     | Termly Review |  |  |
| 10. To streamline communication methods to meet the needs of parents and families.                                   | SLT and JP      | November            |                 | Termly Review |  |  |
| 11. ALNco and FE to signpost and facilitate family support through a range of multi-agencies.                        | JR and AK       | September - ongoing |                 | Termly Review |  |  |

Evaluation