



Pembroke Primary School

Happy and secure, learning together.

School Development Plan 2023-2026



Professional Standards (Leadership, Teaching and Assistant Teaching)

- Pedagogy
- Leadership
- Professional Learning
- Innovation
- Collaboration



National Mission and the 4 enabling Objectives

- Developing a high quality education profession
- Inspirational leaders working collaboratively to raise standards
- Strong and inclusive schools committed to excellence, equity and well-being
- Robust assessment, evaluation and accountability arrangements, supporting a self-improving system

ENGAGING

PASSION

School Improvement

INSPIRING

Successful Futures

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors ready to play a full part in life and work
- Ethical, informed citizens of Wales and the World
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

EMPOWERED

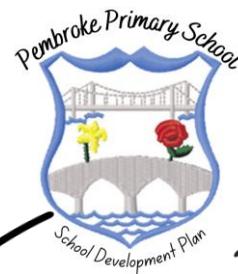
Schools as Learning Organisations

- Developing
- Creating
- Promoting
- Establishing
- Embedding
- Learning
- Modelling

Priority Area 1:

To improve pedagogy and practice in Language, Literacy and Communication with a focus on developing Welsh oracy skills.

Priority Area 2: To further develop *Assessment for Learning* to ensure high quality learning standards and progression for all; *Including that of vulnerable groups*



Priority Area 5: To ensure a strategic approach to the inclusion of the cross cutting themes within the development of our Curriculum Design.

Priority Area 3: To continue to create authentic application of number through all WM statements and across all AOLE's.

Priority Area 4: To continue to ensure that pupils' experiences, provision and progression are not negatively impacted by economic disadvantage.

CONTEXTUAL INFORMATION

Happy and Secure, Learning together

We aim to create an environment based on tolerance, care and thought for others. We will encourage meaningful links with other schools and the community to foster the concept of citizenship and participation.

We aim to create an atmosphere conducive to happy and effective learning.

SCHOOL CONTEXT

Pembroke Primary School is in Chepstow in the Monmouthshire local authority. It is a modern establishment with wonderful grounds allowing many exciting learning opportunities.

There are 239 pupils on roll aged from 3 to 11 years. The school has seven single-age classes and currently one part-time nursery class. An additional learning centre has a further four specialist classes that provide education for pupils from the south of Monmouthshire who have profound, multiple and severe learning difficulties and autistic spectrum disorder.

The school's three-year average for pupils eligible for free school meals is around 19%, which is close to the national average. Nearly all pupils are of white British heritage and very few speak Welsh at home. A very few pupils speak English as an additional language. With the introduction of the new ALN code of practise the school identifies around 15% of pupils as having additional learning needs, which is similar to the national average.

The Head teacher and Deputy Headteacher have been in post since September 2021. There are currently 32 teachers and teaching assistants (TAs) working in the school. The school has one full time Office manager, one part time office administrative assistant and one full time site manager. The senior leadership team is made up of the HT, DHT, Foundation Phase Leader, ALNCo and ALC Leader. PPA (Planning, Preparation and Assessment) & leadership time for teachers is covered by HLTA'S.

The school was inspected by Estyn in January 2019 and was judged as good in all 5 inspection areas, the current Headteacher was part of this school improvement in her role as Deputy Headteacher.

Strengths of the School Summary from ESTYN 2019

Pembroke Primary School is a happy, caring school community where most pupils make good progress as they move through the school. Pupils' standards of oracy, information and communication technology (ICT) and creativity are particularly high. Nearly all pupils in the school's additional learning centre make at least good progress from their individual starting points. Most pupils at the school behave well and have positive attitudes towards their learning.

They have an important say in what and how they learn. Most teachers plan stimulating experiences that engage pupils effectively in their learning.

The head teacher provides strong, effective leadership with a clear focus on improving teaching and learning. Other leaders, including members of the governing body, support her well in achieving this aim. As a result, the school has a good track record in making improvements over recent years.

Recommendations:

R1 Address the health and safety issue identified during the inspection

R2 Improve standards of handwriting and presentation

R3 Give pupils more regular and purposeful opportunities to use their numeracy skills in other areas of the curriculum

R4 Improve attendance

Year 1: 2023/2024	
1	<p>Learning</p> <p>To improve pedagogy and practice in Language, Literacy and Communication with a focus on developing Welsh oracy skills.</p>
2	<p>Wellbeing and attitudes to learning</p> <p>To further develop <i>Assessment for Learning</i> to ensure high quality learning standards and progression for all; <i>Including that of vulnerable groups</i></p>
3	<p>Teaching and learning experiences</p> <p>To create authentic application of number through all WM statements and across all AOLE's.</p>
4	<p>Care, Support and Guidance</p> <p>To ensure that pupils' experiences and progression are not negatively impacted by economic disadvantage.</p>
5	<p>Leadership and Management</p> <p>To ensure a strategic approach to the inclusion of the cross-cutting themes within the development of our Curriculum Design.</p>

Named person(s) responsible: Mrs. J.Wakley Year 1 – 2022-2023

Priority	Action
<p>1. Skills and Standards</p> <p>To improve pedagogy and practice in Language, Literacy and Communication with a focus on developing Welsh skills.</p>	<ul style="list-style-type: none">• Assessments to take place as appropriate, to identify pupil progression and provide interventions to ensure that the different groups of learners are accounted for.• To continue to develop subject specific pupil vocabulary to build pupils' oracy skills relating to all AOLEs WM statements.• To embed strategies from Voice 21 to continuously improve all pupils' oracy. <i>Twilights in Autumn term to support staff in achieving their target.</i>• To plan for pupils' attainment in SPaG. Planning and activities to be differentiated to target the needs of key groups.• Staff to continue to plan and embed modelled and shared reading techniques with multilingualism being included regularly.• Continue to establish planning for purposeful activities focussing on the comprehension of text and applying these opportunities across all AOLEs.• Continued effective home school support in place to support families in developing LLC at home.• Opportunities for staff to plan together in progression steps to enable collaboration.• To use Welsh language continuum to ensure progressive oracy skills for all pupils from Reception to Year 6.• Criw Cymraeg to support the promotion of incidental Welsh through school community

<p>2. Teaching, Provision and Learning Experiences (IA 3 & IA 4)</p> <p>To further develop Assessment for Learning to ensure high quality learning standards and progression for all; including that of vulnerable groups</p>	<ul style="list-style-type: none"> • To ensure that assessment for learning is purposeful for individual children to aid pupil progress. • To develop pupils' understanding of their own academic performance and develop the independence of all learners to talk confidently about their learning. • To continue to improve whole school attendance ensuring learning experiences are maximised • To continue to embed a nurturing environment where pupils' emotional and behavioural needs are met through an inclusive and targeted approach through purposeful intervention, meeting needs of all groups of learners • To continue to focus on Family engagement with an overview of purposeful events for family learning. • To continue to develop and embed the knowledge and understanding of all staff around systems and processes of ALN Transformation. • Assess the impact of the nurture groups provided to pupils, ensuring that emotional and behavioural needs are met through an inclusive and targeted approach through purposeful intervention
<p>3. Teaching and Learning Experiences (IA 3)</p> <p>To continue to create authentic application of number through all WM statements and across all AOLE's.</p>	<ul style="list-style-type: none"> • To develop the pedagogy for skills acquisition across all 5 WM statements. • Audit of current numeracy resources to develop a variety of materials to engage, support and provide differentiation to all children.

4. Care, Support and Guidance (IA 4)

To continue to ensure that pupils' experiences, provision and progression are not negatively impacted by economic disadvantage.

- To continue to ensure that the Price of Pupil Poverty is considered in all school activities to allow students to experience high quality education and memorable experiences to enhance curriculum.
- To continue to provide ELSA support for Young carers , achieving the Care Collective award and assessing the impact on these learners
- To maintain the provision of intervention groups for R-Y6 for pupils who require support, based on effective assessments procedures, with a focus on FSM.
- To continue to develop and audit nurture sessions for all pupils who have been identified as requiring emotional support.
- To continue to seek professional development to support all school community to meet needs of pupils and understand behaviours.

5. Leadership (IA 5)

To ensure a strategic approach to the inclusion of the cross cutting themes within the development of our Curriculum Design.

- To review and develop curriculum design to ensure a strategic approach to cross cutting themes integral to RSE and RVE.
- Audit of opportunities to ensure that cross cutting themes are included within planning.
- Professional Learning opportunities to inspire and support staff to include cross cutting themes at all opportunities within planning.
- Leaders at all levels continue to follow the whole school monitoring, evaluation and review cycle to self-evaluate.
- To continue to embed and strengthen Chepstow Cluster links
- To continue to establish a professional research and enquiry culture within the school for all staff to improve current pedagogical practice impacting positively on standards.
- Ensure parents and wider community are kept informed of SDP priorities
- Headteacher to secure opportunities for ALNCo to engage with regional and LA support
- Further embed/ refine GB approach to self-evaluation and school improvement planning.
- ICT Lead to provide high quality digital resources and staff CPD to support staff understanding of excellence within the classroom and monitor impact.

Year 2 – 2024-2025

Priority	Action
1	To sustain pedagogy and practice in LLC and Welsh skills, developing the breadth of learning throughout the school.
2	To further develop Assessment for Learning to ensure high quality learning standards and progression for all; including that of vulnerable groups
3	To embed and showcase authentic application of number through all WM statements and across all AOLE's and seek ways to continuously improve practice through effective self evaluation.
4	To continue to ensure that pupils' experiences, provision and progression are not negatively impacted by economic disadvantage, improving health, wellbeing and equity for all.
5	To continue to ensure a strategic approach to the inclusion of the cross-cutting themes within the development of our Curriculum Design and embed professional learning and leadership for all.

Year 3 – 2025-2026

Priority	Action
1	To further consolidate high standards in all AOLEs, continuing to develop the breadth of learning throughout the school.
2	To embed Assessment for Learning and moderation to ensure high quality learning standards and progression for all.
3	To sustain authentic application of number through all WM statements and across all AOLE's.
4	To further embed health, wellbeing and equity for all.
5	To continue to ensure a strategic approach to the inclusion of the cross-cutting themes within the development of our Curriculum Design and embed professional learning and leadership for all.

Acronyms Used Within This Document.

MCC	Monmouthshire County Council	SDP	School Development Plan	CPD	Continuous Professional Development
LA	Local Authority	TA	Teaching Assistant	ELSA	Emotional Literacy Support Assistant
HT	Head teacher	FP	Foundation Phase (4-7 years)	LNF	Literacy & Numeracy Frameworks
DHT	Deputy Head teacher	KS2	Key Stage 2 (7-11 years)	ICT	Information Communications Technology
SLT	Senior Leadership Team	O	Outcome	LNS	Learning Network School
ALN Co	Additional Learning Needs Coordinator	L	Level	ESDGC	Education for Sustainable Development and Global Citizenship
ALN	Additional Learning Needs	FPI	Foundation Phase Indicator	LLC	Language Literacy & Communication (FP)
ALC	Additional Learning Centre	CSI	Core Subject Indicator	MD	Mathematical Development (FP)
IDP	Individual Development Plan	EWO	Education Welfare Officer	PSD	Personal & Social Development, Wellbeing and Cultural Diversity
SA / SA+	School Action / School Action Plus	HLTA	Higher Level Teaching Assistant	PSE	Personal and Social Education
MAT	More Able & Talented	LAC	Looked After Children	AoLE	Areas of Learning & Experience
WB	Well-Being	GB	Governing Body	DCF	Digital Competence Framework
ETLF	Excellence in Teaching and Leadership Framework	NAC	Numeracy Across the Curriculum	LAC	Literacy Across the Curriculum
POP P	Price of Pupil Poverty	FSM	Free School Meals	SOW	Scheme of Work
WMS	What Matters Statements	IA	Inspection Area	DC	Digital Competency