



School Development Plan 2021 – 2022

This document is based on the Welsh Government regulations 155/2014

Timeline	Date	Staff Members and GB
Planning	September 2021	All staff and Governors
Reviewing	December 2021	All staff and Governors
Reviewing	March 2022	All staff and Governors
Reviewing	July 2022	All Staff and Governors

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Birchgrove Primary School

Contextual Information

Strategic Overview 2020-2021

Workforce Planning: number of fte TEACHERS	20	
Workforce Planning: number of fte SUPPORT STAFF	Foundation Phase: 12	Other: 10

Grant Finance 2021-2022

Source of Funding	Purpose	Sum
Education Improvement Grant (inc Foundation Phase Grant)	Ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none">Improving LiteracyImproving NumeracyBreaking the link between disadvantage and educational attainment	£156,114
Pupil Development Grant PDG LAC	Breaking the link between disadvantage and educational attainment Supporting learners to be ready and able to learn. Supporting learners through school transfers and transitions	£102,350
EMAU	Develop 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.	£4311
Professional Learning Grant	Support and raise the quality of our teachers	£5281
ERW Professional Learning Network	To develop a high quality education profession by improving teaching and learning through professional enquiry	TBC



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2021-2022	Nursery	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Eligible for Free School Meals	-	10	14	16	20	6	11	12	77
Children in Need	-	-	-	2	2	1	-	-	5
Looked After Children	-	-	-	1	-	-	-	1	2
Early Help Hub	3	1	2	1	1	0	1	1	10
English as an Additional Language	1	4	1	5	4	4	3	6	28
Additional Learning Needs									
School Action									
School Action Plus									
Statement / IDP									



Progress since the Last Inspection

Date of Last Inspection:Jan 2020	Current Performance: 1	Capacity to Improve: A	Subsequent Monitoring: <u>None</u> / LA / Estyn / GS / MA	
RECOMMENDATION				
Recommendation	Very good progress	Strong progress	Satisfactory progress	Limited progress
	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Definition	Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.
Share good practice in teaching and learning, including the outdoors, across the school	See Action Plan			



School and Governing Body appraisal of the progress with 2020/2021 priorities

	Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Priority 1: Language, Literacy and Communication Identify and improve the reading standards of targeted pupils who have regressed as a consequence of the Covid 19, 6-month closure				
Appraisal : See specific Action Plan milestones				
Priority 2: Mathematics and Numeracy Develop effective opportunities for both self and peer assessment of Numeracy targets/skills				
Appraisal : See specific Action Plan milestones				
Priority 3: Science and Technologies To improve pupils' collaborative skills and increase the engagement and competence in the use of MS Teams and other online collaboration platforms.				
Appraisal : See specific Action Plan milestones				
Priority 4: ALN To prepare for ALNET, transforming school-based systems as required.				
Appraisal : See specific Action Plan milestones				
Priority 5: Schools as Learning Organisations To further develop a culture of enquiry, innovation and exploration				
Appraisal : See specific Action Plan milestones				
Priority 6: Curriculum / Pedagogy Share good practice in teaching and learning, including the outdoors, across the school				
Appraisal : See specific Action Plan milestones				



Two-Year Priorities 2021 – 2023

Standards	Wellbeing and attitudes to learning	Teaching and Learning experiences	Care, Support and Guidance	Leadership and management
<p>Further develop pupil responses to learning in Mathematics and Numeracy through effective self and peer assessment strategies.</p> <p>Maintain: High standards in literacy and numeracy of all groups of learners according to age and ability.</p> <p>The organisation of teaching groups in years 3-6 in order to target groups of more vulnerable pupils through small group approach.</p> <p>Targeted intervention from reception to year 6 to support the development of groups of pupils with speech, language and communication delay (Wellcomm groups)</p> <p>Early intervention for literacy and numeracy – Reading Eggs and Maths Seeds offered universally in year 1.</p>	<p>Develop the target group for specific sessions in order to improve the social interaction skills and resilience of a minority of pupils.</p> <p>The overall planning for learning for Health and Wellbeing to meet the expectations of Curriculum for Wales 2022</p> <p>On release of the updated RSE documentation from WG, Health and Wellbeing leader to brief staff and ensure planning takes account of new expectations.</p> <p>.</p>	<p>Develop long-term planning which includes every What Matters statement, and is characterised by authentic, interdisciplinary learning experiences. (SDP Key Priority 1)</p>	<p>Adapt school processes and undertake key tasks in preparation for proposed ALN reform (SDP Key Priority 4)</p>	<p>Continue to strengthen school-to-school support with a range of schools.</p> <p>Effective distributed leadership system, involving SMT, MMT, AoLE leaders and team members.</p> <p>To promote team learning and collaboration among all staff through primary/secondary professional learning partnership focusing on Curriculum for Wales (leaders) (SDP Key Priority 3)</p>



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Key Priorities for 2021 – 2022

Priority: See Action Plans					Related to the Post Estyn Inspection Plan: See Action Plan			
Key Question and Quality Indicator: See Action Plans					Success criteria in terms of standards or quality: See Action Plans			
Internal Accountability: See Action Plans			Accountability to the Governing Body:					
Very good progress		Strong progress		Satisfactory progress		Limited progress		
Actions			Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
1	Curriculum / Pedagogy Develop long-term planning which includes every What Matters statement, and is characterised by authentic, interdisciplinary learning experiences. See Action Plan		Mari Hockin AoLE Leads All Teachers					
2	Languages, Literacy and Communication Through exposure to a rich range of literature, develop pupils' ability to respond to and discuss texts using the STAR approach. See Action Plan		Nadine Aitcheson All Teachers					
3	Schools as Learning Organisations <ol style="list-style-type: none"> To promote team learning and collaboration among all staff through primary/secondary professional learning partnership focusing on Curriculum for Wales (leaders) To embed a culture of enquiry and continue to develop research-informed practice (teachers) See Action Plan		Kathryn Morgans Mari Hockin All Teachers					
4	ALN To prepare for ALNET, transforming school-based systems as required. See Action Plan		Karen Williams					



Policy Reviews

2020-2021		2021-2022		2022-2023	
Statutory		Statutory		Statutory	
Admissions Policy	Complaints	Admissions Policy	Accessibility Plan SEP	Admissions Policy	Charges and Remissions
Child Protection / Safeguarding	Equality (DEP, REP and DED)	Child Protection / Safeguarding	FOI Pub. Scheme PS, MPS, PN	Child Protection / Safeguarding	Positive Behavior
Pay Policy	Sex Education	Pay Policy	Register of Pupils	Pay Policy	Anti-Bullying
Performance Management Policy	Staff Discipline (DP, SCP, GP, CoC)	Performance Management Policy	Transition Policy	Performance Management Policy	SEN
School Prospectus	Food and Fitness	School Prospectus	School Toilet Policy	School Prospectus	Home School Agreement
Target Setting	Whistle Blowing	Target Setting	Equality (DEP, REP and DED)	Target Setting	School Uniform
Teaching and Learning	Marking and Feedback	Teaching and Learning	Marking and Feedback	Teaching and Learning	Marking and Feedback



Other Continuing Aspects linked to School Improvement

Aspect	Resources / personnel	Target Date and Evaluation
LLC	See Action Plan	See Action Plan
Numeracy	See Action Plan	See Action Plan
Expressive Arts	See Action Plan	See Action Plan
Health and Wellbeing	See Action Plan	See Action Plan
Science and Technology	See Action Plan	See Action Plan
Humanities	See Action Plan	See Action Plan
Pedagogy Network	See Action Plan	See Action Plan
Eco Warriors	See Action Plan	See Action Plan
Self-Evaluation	See Action Plan	See Action Plan
Staff Wellbeing	See Action Plan	See Action Plan

Staff Development Plan – see staff performance management targets



Checklist

Regulation	
Raising standards in Literacy	
Raising standards in Numeracy	
Focus on minimising the effect of poverty on attainment	
3-year plan	
SDP approved by the Governing Body	
Copy of SDP distributed to all staff and governors	
Summary copy of SDP available through the school Governors Annual Report to parents	
SDP monitored in each meeting of the full governing body	
GB have reviewed and updated the SDP where appropriate	
SC clear and quantifiable	
Attention given to leadership development	
Accountability noted clearer	
Financial resources clearly recorded	
Workforce development clearly noted	
Development Needs of all staff clearly noted	
Review of the previous SIP	