

Nottage Primary School

School Improvement and Recovery Plan

June 2022-24

DRAFT 1.1



The rationale.

We use a variety of information and data to evaluate our school's performance.

- Lesson observations/TRIADS
- Learning walks
- Work scrutiny/Moderation
- Listening to all our stakeholders and pupil voice
- Data analysis and tracking
- CSC/WG audits
- Staff self-evaluation
- Monitoring impact on training
- Wellbeing monitoring
- Financial monitoring

Staff meet in their teams each term to create focused action plans which are then fed into our SIP

At Nottage we will nurture and develop:

| | |
|--|---|
| <p>ambitious, capable learners who:</p> <ul style="list-style-type: none"> • set themselves high standards and seek and enjoy challenge • are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts • are questioning and enjoy solving problems • can communicate effectively in different forms and settings, using both Welsh and English • can explain the ideas and concepts they are learning about • can use number effectively in different contexts • understand how to interpret data and apply mathematical concepts • use digital technologies creatively to communicate, find and analyse information • undertake research and evaluate critically what they find <p>and are ready to learn throughout their lives</p> | <p>enterprising, creative contributors who:</p> <ul style="list-style-type: none"> • connect and apply their knowledge and skills to create ideas and products • think creatively to reframe and solve problems • identify and grasp opportunities • take measured risks • lead and play different roles in teams effectively and responsibly • express ideas and emotions through different media • give of their energy and skills so that other people will benefit <p>and are ready to play a full part in life and work</p> |
| <p>ethical, informed citizens who:</p> <ul style="list-style-type: none"> • find, evaluate and use evidence in forming views • engage with contemporary issues based upon their knowledge and values • understand and exercise their human and democratic responsibilities and rights • understand and consider the impact of their actions when making choices and acting • are knowledgeable about their culture, community, society and the world, now and in the past • respect the needs and rights of others, as a member of a diverse society • show their commitment to the sustainability of the planet <p>and are ready to be citizens of Wales and the world</p> | <p>healthy, confident individuals who:</p> <ul style="list-style-type: none"> • have secure values and are establishing their spiritual and ethical beliefs • are building their mental and emotional well-being by developing confidence, resilience and empathy • apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives • know how to find the information and support to keep safe and well • take part in physical activity • take measured decisions about lifestyle and manage risk • have the confidence to participate in performance • form positive relationships based upon trust and mutual respect • face and overcome challenge • have the skills and knowledge to manage everyday life as independently as they can <p>and are ready to lead fulfilling lives as valued members of society.</p> |

2022-23 Target Summary

| | |
|---|--|
| ambitious, capable learners who: | enterprising, creative contributors who: |
| <p><u>Target:</u> To create and develop the curriculum for Wales at Nottage, embedding our Welsh language and culture</p> <p><u>Intended Impact:</u> An enriching, ambitious curriculum that aligns with our philosophies at Nottage</p> | <p><u>Target:</u> To create a culture of high ceiling lessons, whilst closing the gap in Mathematics and English</p> <p><u>Intended Impact:</u> All children achieve, including closing the gap for pupils who have fallen behind their peers over the lockdown periods, whilst simultaneously teacher through ambitious high ceiling lessons for depth of understanding</p> |
| ethical, informed citizens who: | healthy, confident individuals who: |
| <p><u>Target:</u> Continue to develop Enquiry based philosophy to create a Nottage Assessment philosophy based on progress</p> <p><u>Intended Impact:</u> An assessment philosophy that will demonstrate learners' progress but is actually useful to our practitioners</p> | <p><u>Target:</u> To begin to implement the new ALN Act whilst nurturing our culture of developing healthy young people</p> <p><u>Intended Impact:</u> The new ALN act statutory requirements are met, whilst pupils feel safe, happy and confident in school</p> |

| | | | | | | | |
|---|----------------|--|---|--------------|--|---------|---|
| Ensure the learning environment is conducive to the Core Purposes | July 2023 | <p>Create a Wellbeing Space for pupils</p> <p>Create a STEM/Technology pod for pupils</p> <p>Improve creative outdoor areas for pupils (Construction/ Creativity)</p> <p>Create a kitchen/DT room for the pupils</p> <p>Improve the ascetics of the breakout rooms</p> | AT & RO | MT | The school environment is purposefully organised to enable achievement of the four core purposes | £10,000 | <p>New IT suite developed resulting in IT used more consistently and at a higher level</p> <p>Outdoor learning introduced daily from September 27th 2021 offering new pedagogy and opportunities for children to learn differently</p> <p>Nurture support offered daily and including ELSA almost immediate support offered to those pupils in need</p> <p>Created relationship with AYPD for outdoor resources</p> <p>Construction Area created for physical learning through play</p> <p>Kitchen being developed</p> <p>STEM independent room created</p> <p>Engaging learning spaces developed for independent learning</p> |
| The School council to collaborate and offer their views on all areas of learning and school life | July 2022 | <p>SC to collaborate as a cluster</p> <p>SC to meet regularly to discuss current school priorities</p> <p>SC take driving role in achieving Rights respecting school award</p> | DH & AT RE (covering DH on sabbatical) | All Teachers | <p>The SC members are the voice of the pupils</p> <p>School priorities are discussed with the pupils and their views are taken/acted upon when appropriate</p> | N/A | <p>Pupils take part in 'Removing Barrier Walk' as starting point</p> <p>School Council present core purpose assembly and role this out to lead other purposeful assemblies</p> <p>All pupils made purposefully part if planning</p> <p>Physical school council re-established and strengthened September 2021</p> |
| To continually involve parents in the developments towards the Curriculum for Wales | Oct 22 (Trial) | <p>Hold meeting with parents to discuss New curriculum</p> <p>Parents to be invited in for open days to witness learning</p> | AT/RO | All teacher | Parents to have a clear understanding of the 4 core purposes and how they can assist their child's development | | <p>July 22 Curriculum shared with parents and published on website and comments and ideas asked for.</p> <p>Parents physically invited to school to hear more about the curriculum on September 20th 2022</p> |
| To ensure learners are given the opportunity to build resilience and respect whilst working collaboratively and independently | July 2022 | <p>KS2 to utilise the best practice from FP and begin carousel approach (including DCF and Independent activities)</p> <p>Concrete/Talk based maths scheme</p> <p>Listening to learners/Pupil voice</p> | AT/RO | All teachers | <p>Pupils have greater independence and resilience</p> <p>Pupils demonstrate an awareness of fairness and equality</p> | | <p>Carousel's started in KS2</p> <p>New Maths Scheme started Sept 'NUMICON TRAINING X2 INCLUDING September 2021</p> <p>Informal listening to learners started Sept '18 and continues</p> |
| Topics to include the cultural, linguistic and ethical diversity of Wales. | July 2022 | <p>Listening to learners</p> <p>Book monitoring</p> <p>Planning</p> | CS/M N/MD | All Teachers | Pupils will be engaged in their topics and are | N/A | Welsh language day, including Welsh disco for all pupils – |

| | | | | | | | |
|--|----------------|---|---------|--------------|--|--------------|---|
| | | Observing Learning | | | beginning to make connections | | <p>Planned whole week Eisteddfod to raise awareness of language and culture</p> <p>Lesson Obs each Spring demonstrates (2022) engagement of pupils in topics (strength)</p> <p>High ceiling welsh lesson led by seconded welsh staff Summer term</p> <p>Book monitoring demonstrates progress of priorities e.g. reduced worksheets, handwriting, independent learning</p> <p>Informal listening to learners highlights pupil's positive attitudes towards school</p> |
| To offer professional development to staff (where appropriate) to develop confidence in the Welsh Language | July 2020-22 | Prioritise PD based upon Welsh language Audit | AT/CS | | Use of Welsh language in formal and informal situation increased | £1000 | <p>Twilight provided by seconded welsh course staff</p> <p>CS – CPD</p> <p>Action plan created with SLT</p> <p>4x Staff attend year long sabbatical from 2020 to 2022</p> |
| To fully utilise the CSC SOW and embed across the school | September 2022 | Conduct Welsh Audit Listen to learners | CS | All teachers | Consistency across the school Evidenced in books and moderation tasks | 2 x supply | <p>Welsh Audit completed</p> <p>Extensive listening to learners taken place with staff and athrawes bro (tbc)</p> |
| To build positive attitudes towards the Welsh Language and Culture | October 2022 | Each year group to include at least 1 topic that is based upon Welsh History/Culture Build upon the success of the Eisteddfod to include more Welsh Language Tasks: Poetry Recital, Written Task, Song etc. Welsh lesson to be taught at the same time across the school to fully immerse the pupils | CS & MN | All Teachers | Pupils enthused by the Welsh Culture activities A greater use of the Welsh Language | 1 Day Supply | |
| To promote the Welsh Language through technology | July 2022 | Welsh lessons to include a wider use of technology Utilise current technology such as VR | CS/NA | All Teachers | Pupils enthused by technology in Welsh language activities | | Quality lessons, use of IT, pace, challenge and purpose led by seconded staff |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | A greater use of the Welsh Language | | |
|--|--|--|--|--|--|--|

enterprising, creative contributors who:

Target: To create a culture of high ceiling lessons, whilst closing the gap in Mathematics and English.

Intended Impact: All children achieve, including closing the gap for pupils who have fallen behind their peers over the lockdown periods, whilst simultaneously teacher through ambitious high ceiling lessons for depth of understanding

Rationale:

Attitudes to Learning

Adjust: Continue to develop further enrichment opportunities within the topics of each year group, promote staff confidence in digital lessons.

Start: Carousel based learning in KS2

Quality of teaching

Adjust: To utilise outdoors spaces in KS2

The breadth, balance and appropriateness of the curriculum

Adjust: Adapting planning to ensure the 4 core purposes are throughout

Start: Include 4 purposes in planning, progress-based assessments

Provision for skills

Adjust: Staff into teams for the New Curriculum to support skill development, utilise in-house expertise

Start: Develop an ethos for the school as a learning community

Personal Development

Adjust: Continue to develop the links with local businesses for expertise and lifelong learning

Quality and effectiveness of leaders and managers

Adjust: Continue to develop middle leaders, new curriculum to take ownership of curriculum area

Self-evaluation process and improvement planning

Adjust: Ensure targets are linked to pupil outcomes (Estyn recommendation), streamline the SIP to a manageable size

Start: New SER to fit the new Estyn Framework

Professional Learning

Adjust: Continue to raise awareness of new Teaching Standards and link to Performance Management

Start: Electronic Continua, Performance Management for all staff

Use of resources

Adjust: Staffing to meet the needs of the school

Start: Specialist teaching: drama, music, maths

Intended Impact:

| Target | Date of completion | Outcome/Evidence | Lead Responsibility | Other persons involved | Predicted impact | Budget | Resulting Impact |
|---|--------------------|---|---------------------|------------------------|---|-----------------------|---|
| School promotes collaborative working in teams and/or triads to develop the new AOLES – After the successful trial in Summer 2021 – Planning collaboratively in Progression step groups | | Staff have 1 x collaborative planning day per term | AT/RO | All Teachers | Staff planning collaboratively to the AOLE progression steps | £500/term | Planning takes place across the school promoting quality and consistency and meeting demands of CfW |
| School promotes collaborative working in teams/ schools/ outside agencies to develop the new AOLES | December 2022 | Time for teams to develop AOLE areas to fit with the four core purposes | AT/RO | SLT and Teachers | Action Plans for AOLES to highlight areas to improve our curriculum SIG plans/Outcomes | 10 Days' Supply Cover | Lesson obs continue to promote good practice AOLES further developed to reflect staff strengths |

| | | | | | | | |
|--|----------|--|-----------|--------------|---|-----|---|
| | | Cluster Projects CSC Links School visits | | | Cluster project results | | Cluster working for implementation of curriculum strengthened Cluster wellbeing project (Perma) CSC Pedagogy and Leadership research DHT Cluster working Ongoing CPD for staff NQT Aspire Course |
| Year 3 to Embed the carousel approach to include DCF tasks daily (Foundation Phase Approach) | Dec 2022 | Listening to learners Book monitoring Planning Observing Learning | AT/RO | All Teachers | Pupils applying their skills in various ways | | Excellent feedback, rolled out through junior classes |
| A professional enquiry to potential cloud-based progression/coverage-portfolio | | Enquiry into cloud-based options Trial of selected option | AMW/RO/AT | All teachers | A clear and consistent method of capturing a pupil's progress over time | TBC | Trialling portfolios and progress spreadsheet monitoring prior to ALN mapping |
| coverage of the new professional standards- Performance Management | | Targets in line with PM | AT | | PM Targets and Review | | Light touch PM set for all staff blended learning, preparing for CfW Professional standards shared and discussed January INSET PM Completed rolling programme PM continued 2020-2021 light touch 2022 PM monitored July 7th |
| Continual listening to learners and develop new role of independent learner lead- work with cluster to establish good practice. September 2022 | ONGOING | Informal listening to learners sessions by HT/DHT/SLT and teachers Breige given time to audit, feedback and lead independent learning in all phases | AT/RO/BL | N/A | Reviewing comments made to improve the school To put into place good practice in independent, purposeful, quality learning | | Informal and formal listening to learners highlights pupils' positive attitudes towards school |

ethical, informed citizens who:

Target: Continue to develop Enquiry based philosophy to create a Nottage Assessment philosophy based on progress

Intended Impact: An assessment philosophy that will demonstrate learners' progress but is actually useful to our practitioners

Rationale:

Quality of teaching

Adjust: The consistency of pupil voice to lead learning, increase in independent learning.

Start: To utilise outdoor spaces in KS2

The breadth, balance and appropriateness of the curriculum

Adjust: Adapting planning to ensure the 4 core purposes are throughout

Start: Include 4 purposes in planning, progress based assessments

Provision for skills

Adjust: Staff into teams for the New Curriculum to support skill development, utilise in-house expertise

Tracking, monitoring and provision of learning support

Adjust: Stop the OC/level-based tracking systems

Start: To create an enquiry to trial assessment arrangements

| Target | Date of completion | Outcome/Evidence | Lead Responsibility | Other persons involved | Predicted impact | Budget | Resulting Impact |
|---|----------------------|--|---------------------|------------------------|---|----------------------|--|
| To create a Nottage Philosophy for Assessment | July 2022 | Academy for Leadership Grant To create a Nottage Assessment philosophy from researching practice from around the world See Project for more details | RO | AMW | A philosophy that is not only fit for purpose but utilising the best practice from around the world | £10,000 Grant Funded | |
| | July 22 (Trial) | Trial new assessment arrangements based upon Emerging, expected, exceeding | RO | AMW | Staff to have a clear understanding of their Year group, tracking progress | | |
| | Dec 22 (adaptations) | | | | Pupils requiring support quickly identified and actioned | | |
| July 23 (Embed) | | | | | | | |
| To co-construct and create an Assessment Portfolio at Nottage Primary | Dec 2022 | Portfolio of agreed techniques for Assessment for/of learning at Nottage | Departmental Leads | All Teaching Staff | Staff to begin to use an increasing variety of strategies in class | TBC | Class Dojo Portfolios Trialled in Year 4-6 Summer 2022 |

| | | | | | | | |
|--|---------------|---|--------------|---------------------|---|-----------------------|--|
| | | Pupil Portfolios to be used in all Year groups. Updated at least 6 x per term | | | | | |
| To build on the Growth Mind-set philosophy and create a bank of feedback statements to use in class/and/or books | December 2022 | Marking scheme to include a list of feedback prompts for the staff to use in verbal and written feedback | RO | All Teachers | A consistent approach to verbal and written feedback | | Delayed/ slowed due to pandemic- new lead appointed first refresher twilight October 2021 |
| school promotes collaborative working in teams and/or triads to develop the new AOLES | April 2021 | Time for teams to develop AOLE areas to fit with the four core purposes SIG Cluster Projects Festival of Learning Staff to plan in AOLE groups in Collaboration planning days | AT/RO | SLT and Teachers | Action Plans for AOLES to highlight areas to improve our curriculum SIG plans/Outcomes Cluster project results | 10 Days' Supply Cover | Triads continue AOLES further developed to reflect staff strengths New Curriculum SIG continued to develop awareness Cluster wellbeing project (Perma) CSC Pedagogy and Leadership research DHT Cluster working Ongoing CPD for staff NQT Aspire Course |
| To join professional learning communities and/or networks | On going | Staff actively encouraged to join professional communities in CSC and beyond Join professional networks for Subject coordinators Make links with a successful school to see best practice | All teachers | Supported by HT/DHT | Staff to have an understanding of what a good one looks like New ideas beginning to be evident in the listening to learners and book looks | | CS – Network with lead school CS – Visited best practice school – virtually Action plan created – updated 2021 |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | Create an action plan based upon practice seen | | | | | |
|--|--|--|--|--|--|--|--|

healthy, confident individuals who:

Target: To begin to implement the new ALN Act whilst nurturing our culture of developing healthy young people

Intended Impact: The new ALN act statutory requirements are met, whilst pupils feel safe, happy and confident in school

Rationale:

WG ALN roll out of ALN act

| Target | Date of completion | Outcome/Evidence | Lead Responsibility | Other persons involved | Predicted impact | Budget | Resulting Impact |
|---|--------------------|--|---------------------|------------------------|--|--------|---|
| Health and Wellbeing lessons timetabled - Jigsaw | July 2022 | Listening to learners Book monitoring Planning Observing Learning | HK & WB Team | All Teachers | Pupils applying their skills in various ways | N/A | Evident in lesson obs, planning and informal learning walks |
| Trial Outdoor Learning for Y3-6 | July 2022 | A variety of activities planned and delivered outside for 3-4 days per week | RO | All Y3-6 Teachers | Pupils engaged and excited to attend school Pupils learning a variety of skills | £1000 | |
| Create a culture of community at Nottage | July 2023 | Create community link projects for the pupils to be directly involved in real world experiences linked with our community of Porthcawl | AT/RO | All staff | Pupils to have real world experiences to enrich their learning, understanding the critical life skills that support the academic | £3000 | Big Bocs Bwyd grant approved – Installation July 2022 Community Kitchen for pupils to make snacks for the school Pupils to run and organise the BBB when open |
| To ensure the new ALNET is successfully introduced and implemented. | | ALNET training Cluster collaboration IDP trials | ALNCO/AT | | ALN remains a priority within the school IDPs conform to legal requirements Pupils needs are met | | Staff and GB aware of changes ALNCO working successfully with cluster to achieve set targets and timescales |

Accelerating Learning Programme-closing the gap PDG

Target: To close the gap in Reading and Mathematics in identified pupils

Intended Impact: To ensure all children fulfil their potential and that the PDG is used effectively to remove the barrier of poverty from learning and achieving

| Target | Date of completion | Outcome/Evidence | Lead Responsibility | Other persons involved | Predicted impact | Budget | Resulting Impact |
|---|--------------------|--|---|------------------------|--|--------|--|
| Identified children perform as well as their peers All children achieve above 90% attendance | Ongoing | Assessment shows consistency across groups of learners | AT RO Teaching staff Intervention leads | LSO'S Parents | Improved outcomes Improved attendance | TBC | Children identified and support provided |