

2021-2022

Version 1

Marshfield Primary School

**Governing Body Report to
Parents**

Chair of Governors- Mr. John Tobutt

Section 1: Letter from the Chair of Governors

Dear Parents / Carers,

I am pleased to introduce the Governors Annual Report for the school year 2020-2021. This is another excellent report setting out all the activities that our children have been enjoying in school.

It has been a very unusual year and the children, community, staff and governors have dealt with the huge and complex challenges of adapting school life in a time of great uncertainty.

We see ourselves as a flag bearer for schools across the EAS and Wales, and we are pleased to share our good practice with many other schools, whilst at the same time we are always keen to take on fresh ideas, which stimulate the education and wellbeing of our children.

We set challenging goals for the children to achieve, and with your support and their own hard work and commitment, Marshfield children rise to the occasion, whether in their work, in the sports they play, the music they create, or the numerous activities in which they are involved during their time at school. We are continually inspired by and proud of them.

Marshfield continues to strive towards being a centre of excellence, to develop children as independent and confident life-long learners and to produce the stars of the future- 'Together-learning to care, aspire and achieve.'

The positive partnership that we have between home and school is vital if we are to achieve such high aspirations.

We thank all parents for your continued support.

Regards,
Mr. John Tobutt

Chair of Governors
Marshfield Primary School

Section 2: Introduction

2.1: About this Report

This report is produced by us, the governing body, for you, the parents and carers of pupils in our school.

It contains information which we are required to provide by law, as well as additional information which we hope will aid your understanding of the school. It covers our achievements during the past year, and sets out our targets for future improvement. Through this report, we want to encourage dialogue and communication with parents and carers, and to promote increased interest and involvement of parents in the activities and development of the school.

2.2: Parents' meeting

There is no longer a statutory requirement to hold a parents' meeting following the issue of this annual report. However, we often send out community questionnaires to gauge parents' views on a variety of areas of school life.

2.3: Highlights

Reasonable endeavours were taken to complete reading and procedural tests national tests in 2020-21. The Welsh Government has suspended current duties on schools to report teacher assessments. Teachers have worked collaboratively to consider 'soft targets' for pupils for planning, organisation and preparation purposes. During this year, the emphasis will be on pupils' wellbeing and practitioners will complete discussions about the whole child rather than school levels.

Section 3: School information

Name	Marshfield Primary School
Classification	Primary
Pupil Age Range	3-11
Address	Marshfield Road, Castleton, CF3 2UW
Telephone	01633 680303
Email	school@marshfieldprimary.co.uk
Website	https://www.marshfieldprimary.co.uk

3.1: Term Dates

2021-2022

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	2 Sept 2021	25 Oct 2021	29 Oct 2021	17 Dec 2021
Spring	4 Jan 2022	21 Feb 2022	25 Feb 2022	8 April 2022
Summer	25 April 2022	30 May 2022	3 June 2022	22 July 2022

NB: May Day is Monday 2 May 2022

Training Days 2021/22:

27th September 2021
22nd October 2021
4th January 2022
18th February 2022
25th April 2022
1st July 2022

Additional day for Jubilee 27th May 2022

2022-2023

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	2 nd Sept 2022	31 st Oct 2022	4 th Nov 2022	23 rd Dec 2022
Spring	9 th Jan 2023	20 th Feb 2023	24 th Feb 2023	31 st March 2023
Summer	17 th April 2023	29 th May 2023	2 nd June 2023	21 st July 2023

3.2: Session times

For most of the previous year and in line with Covid guidance, the school operated a variety of systems to reduce contact. Since September 2021, the school has reverted back to pre-covid operations, however some adaptations including the use of a one-way system have remained.

School external gates open for children at 8.40 a.m. for KS2 pupils and 8.50am for Foundation Phase pupils. There are now two entrances in operation. Pupils can enter the school when the bell rings at 8.50am.

Foundation Phase	
Session 1	9.00 a.m. - 10.30 a.m.
Morning Break	10.30 a.m. - 10.50 a.m.
Session 2	10.50 a.m. - 12 p.m.
Lunch	12 p.m. - 12.45 p.m.
Session 3	12.45 p.m. - 1.55 p.m.
Afternoon Break	1.55 p.m. - 2.10 p.m.
Session 4	2.10 p.m. - 3.15 p.m.

Key Stage 2	
Session 1	9.00 a.m. - 10.50 a.m.
Morning Break	10.50 a.m. - 11.10 a.m.
Session 2	11.10 a.m. - 12.30 p.m.
Lunch	12.30 p.m. - 1.15 p.m.
Session 4	1.15 p.m. - 2.15 p.m.
Comfort Break/ Brain Booster	5 minutes
Session 5	2.20 p.m. – 3.15 p.m.

All external doors will be closed at 9.00 a.m. Children who arrive later than this should enter through the front door and register with the office. The Education Welfare Officer conducts “Late Gates” through the term, where details of children arriving late are taken, and parents contacted where a pattern of repeated lateness is discovered.

The school vehicle gates will be closed between the hours of 8.30 a.m. and 3.30 p.m. and must remain closed to ensure child safety.

3.3: Contact methods

- For absences, please telephone or email to inform school before 9.30am on the day.
- For ‘quick’ issues, you can communicate with staff at the end of the school day, by coming into the main school office, telephone or email.
- If you wish to speak with a member of staff and need more than 5 minutes, please telephone or email to arrange an appointment. These will usually be conducted via telephone or virtually.
- You can follow our school Twitter feed, which you can access from the front page of our school website. It is used to share school activities. Parents can also subscribe to emails via the school website. See-saw is also used by all classteachers.
- The PFA Facebook page is used to share PFA events and activities.
- Parental Consultations take place twice a year, during the autumn and spring terms.

- 'Teachers2Parents', a text messaging communication system, is used to communicate with parents.

3.3.1: Complaints procedure

We follow NCC's guidelines for complaints. Our full Complaints Policy and Complaints Procedure can be found on our school website.

3.4: Prospectus changes

The School Prospectus is available on the school website. Paper copies can be requested at the office.

3.5: Language category

Marshfield Primary School is an English medium school.

Section 4: School life

4.1: Teaching & learning/Aims

Our Mission

We are committed to developing the whole child. Our aim is to offer opportunities for children to have a wide range of experiences and to be able to find out what they are good at and where their interests lie. Every child is treated as an individual and is targeted as an individual. This ensures that every child is able to fulfill their potential and achieve their own level of academic excellence.

We believe children learn best when they feel happy, secure, confident and valued, irrespective of their ability or disability, social background, culture or gender. We believe children learn best when their surroundings are stimulating and interesting with access to a full range of varied and appropriate resources and given the opportunity to reflect and talk about their learning.

We believe children learn best when work is differentiated, matching individual needs and providing appropriate challenge. We believe children learn best when there are clear expectations, knowing that they are making progress and knowing that their achievements are recognised and celebrated.

We believe that children learn best when they have opportunities to work collaboratively, as well as independently, with further opportunities for practical, relevant exploration of ideas that are relevant to their lives in the wider community.

Our Vision: School Motto

Our school motto is very important to us as it was devised by all members of the community.



Vision, mission and aims for our Marshfield Primary School

We aim to:

- Create the type of ethos conducive to us all working and learning together.
- Encourage all children to be actively involved in purposeful activities and for them to acquire the knowledge and relevant skills across the curriculum.
- Encourage each child to utilise his/her talents to the full by the acquisition of the basic skills necessary, and for him/her to compute and understand mathematical processes, to communicate clearly with others both orally and in writing, to listen attentively with understanding, and to develop an appreciation of the world in which he/she lives.
- Empower each child to achieve their full potential.
- Set high standards of behaviour and appearance, and encourage a good balance between work and play.
- Develop respect for religious and moral values, and sympathy with races and religion.
- Encourage a sense of responsibility in caring for the school environment, the wider community, the local parks and garden areas.
- Encourage participation in the school activities provided - art, music, sport, educational visits and experiences.
- Nurture a happy, inclusive and respectful community, where each child is valued.
- Create a diverse curriculum that embodies the four purposes.

4.1.2: Curriculum

Our approach to teaching children

The school aims to provide a balanced education. Although the Foundation Phase and National Curriculum are at the heart of the school's curriculum, the teaching and learning opportunities we provide for our children extend beyond that framework.

Nursery pupils are taught in two sessions; a morning or afternoon session. Each session is for 2 hours and 15 minutes with a Pupil Admission Number of 16 in each session.

Children in school are taught in single age year groups with ideally, no more than our statutory Pupil Admission Number (PAN) of 30 in each class.



Curriculum Reform in Wales

'Successful Futures' outlines the need for common purposes that apply to all children and young people and promote high aspirations and a determination to achieve. At Marshfield Primary School we advocate that learners should leave school having experienced a broad education that equips them to thrive in an increasingly complex and rapidly changing world.

As a forward-thinking school, we understand how children need to be rooted in their own cultures and have a strong sense of identity as citizens of Wales, the United Kingdom, Europe and the wider world. We aim to equip learners to be able to deal with difficult issues such as those that can arise from developments in science and digital technologies. We encourage and promote active citizenship, building our pupil's confidence and resilience to debate issues that naturally arise. Learners' confidence is built on a strong base of knowledge and respect for evidence.

Throughout Donaldson's review, he reinforces Literacy; Numeracy and Technological skills that children are expected to acquire and apply in their daily lives. These skills are used across the curriculum and in all subject areas. At Marshfield Primary School, learners are given opportunities to confidently engage with intellectual challenge and are ready to build on what they have previously learnt. Creativity and enterprise are central features of modern life, which are developed and extended throughout our school curriculum. The capacity to contribute individually or as a member of a team is an essential part of each child's learning throughout the school day.

At Marshfield Primary School, we recognise that well-being and mental health is at the heart of all education. We aim to care for our pupils' physical and emotional needs and to help them to take responsibility for their own lives. Through the learning day, we enable children to understand the importance of: diet, fitness independence, self-reliance and respect for others. These skills are promoted and fostered during the teaching and learning process throughout all areas of the curriculum.

At Marshfield Primary School, we take positive steps to ensure that the contribution of all pupils is valued and we are committed to developing learners who are:

- **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.**

The curriculum is planned and taught with a focus on the basic skills of literacy and numeracy. Skills are taught separately and then applied across all areas of the curriculum. Children's acquisition of these key skills is monitored, assessed and reviewed on an on-going basis.



4.1.3: Our priorities

- To teach children basic literacy skills: to read, write, speak and listen.
- To teach basic Maths and numeracy skills: to understand and apply mathematical concepts.
- To encourage children to become active learners in Science, Design Technology, Information Communication Technology, History, and Geography.
- To develop children's philosophical thinking and problem-solving skills.
- To develop children's creative and artistic abilities in Music and Art.
- To help children fulfil their physical potential through Physical Education and games.
- To develop children's pride in their culture and heritage through the study of Welsh and History.
- To develop children as happy, independent, courteous people who are well prepared for the challenges that face them, particularly the transition to secondary school.

4.1.4: Additional Learning Needs (ALN)

At Marshfield Primary School, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Phase (FP) pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties, which affect their learning, and we recognise that these may be long or short term.

The inclusion of children identified as having Additional Educational Needs is seen as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

At Marshfield Primary School, we aim to identify ALN as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential.

Children identified as having an additional educational need are generally catered for within the context of the classroom through appropriately differentiated tasks. Children with such needs are sometimes supported by a teaching assistant, to enable them to

access the classroom-based curriculum or withdrawn to work in a specific intervention programme. This is funded from within the school's resources.

Children identified as having more complex and ongoing additional needs, will initially be supported financially from the school's devolved funds. In February of each year, schools will then apply to the authority for a 'Funded IDP'. No further statements (new applications) will be issued by Newport. Local authority funded IDPs have now replaced this the previous statementing system.

At the end of the 2019/20, we had 7 statemented pupils. Currently, we have 6 but we are in the process of applying for 2 funded IDPs (nursery pupils).

- The Additional Learning Needs Co-ordinator (ALNCo) is responsible for overseeing additional needs provision within the school and liaising with parents and outside agencies.
- The school ALNCo attended training courses and update meetings to ensure the most recent and relevant information is implemented.
- The content of these courses is disseminated to the SLT and all staff in meetings.

4.1.5: Welsh

The school has fully implemented all the EAS Welsh programmes. The school is currently waiting to be assessed for the Cymraeg Campus programme.

All staff continue to promote the use of incidental Welsh throughout school.

Welsh (WSL) and the development of plurilingualism continues to be a high priority in our School Development Plan 2020 / 2021

4.1.6. Religious Education

Religious Education is of a broadly Christian nature but the study of aspects of other faiths is also included. In addition, we aim to address the children's spiritual and moral needs and to encourage respect and consideration for others, irrespective of race, religion, disability or gender. The school is assisted in its Religious Education with regular visits from members of St Mary's Church, Castleton Baptist Church (the Gateway Centre) and other ministers. All of these visitors deliver the subject in an interesting and popular way.

Schemes of work for Religious Education, alongside all subject schemes of work, have the skills identified in the Literacy and Numeracy Framework as well as Thinking and ICT skills as a key focus.

4.1.7. Sports

At Marshfield Primary School, the development of children's physical skills is supported through a number of initiatives and clubs. The school is proud of its many sporting achievements. Many of our pupils have progressed at both County and National level.

Extra-curricular clubs for sport include rugby, football, netball, athletics, cricket and rounders.

Some of our achievements in sport during 2019-/2 include:

- 4 pupils selected to play for Newport Schools District Rugby (2019/20);
- 1st place in two Newport Schools' rugby tournaments and 2nd in three others;
- Newport Schools finalists in rugby V The Dell (lost by only two tries);
- One girl selected to play for Newport Schools District Football;

- Quarter finalists in Newport Schools Football tournament and the New Foundation Football tournament;
- Girls' cricket team got through to the final at SWALEC stadium (Summer 2019);
- 2 pupils selected to swim for Newport Swimming Academy.

4.1.8: How children learn

Marshfield Primary School is a learning community where 'Learning to Learn' lies at the heart of effective teaching and learning. We are committed to providing all children with the opportunity to develop thinking strategies across the curriculum. We encourage all children to think reflectively, critically and creatively about their learning and to demonstrate independent and cooperative learning skills. Our approach to learning generates high levels of achievement, and excitement and enthusiasm for learning.

4.1.9: Pupil participation

Our school values the views of all its members. Learning is enhanced by exploring the thoughts and feelings of our pupils. Pupil participation is embedded in all aspects of school life. We provide children with opportunities to contribute to school improvement because we believe listening to them is fundamental to their wellbeing.

We aspire to enhance each child's self-esteem by providing a safe and secure environment in which they feel confident to take risks and strive to reach their full potential. Through recognising and celebrating achievement, we encourage every child to view themselves as a successful individual.

We believe that engaging our children in 'learning about learning' enables them to develop a deeper understanding of themselves as learners and therefore equips them with a greater capacity to learn. Our school ethos and the positive relationships established within our school community promote the value of learning and create a desire for children to become lifelong learners.

At the beginning of each term pupils in all year groups were asked what they wanted to learn about the projects they were covering, how they wanted to learn and how they wanted to record their findings. Feedback was then planned into the curriculum, developed and adapted as the term progressed.

All pupils in KS2 applied for the school's new PALs (**P**upils as **A**ctive **L**eaders in **S**chool) programme. As a school, we want to ensure that all pupils have a voice.

Each council will be facilitated by a member of staff, but a pupil Chair will be appointed to lead each one. All councils will have a clear role in the school's Self-Evaluation cycle.





Equalities

We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. We seek to provide an inspirational learning environment based on a personalised style of learning. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong learners. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the nine protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.

4.1.9: Well-being

- Children in Reception to Year 6 took part in the PASS survey (Pupils Attitudes to Self and School). Data was analysed and pupils' / cohorts identified for support with raising self-esteem, confidence and preparedness for learning.
- Pupils in Year 3 to Year 6 also complete the HAPPEN wellbeing survey. Results inform teachers of any additional support or advice the pupils may require.
- All children are encouraged to bring healthy snacks for playtime – fruit or vegetables.
- All children have drinking water available throughout the day.
- Lunch boxes are encouraged to be a healthy balance of essential food groups.
- Milk is given to all children at Foundation Phase. (A Welsh Government initiative).
- Games, P.E. and outdoor activities take place according to the Foundation Phase, National Curriculum and projects.

4.1.9.1. Safety

Our first priority is to provide a safe and happy environment for our children and staff. Security is maintained by means of a buzzer entry system and locks on all doors. Locks can be opened by children in the case of an emergency. All visitors must sign in electronically on their arrival at the school and sign out when leaving. Children leaving school during the school day must be signed out by the collecting adult.

The main school drive gates are locked during the school day and vehicle entry is regulated by a remote entry system from the School Office.

Timed fire drills are carried out each term to ensure that staff and children are trained in the correct procedures.

4.2: Community

At Marshfield Primary School, we provide children with opportunities to experience and become aware of life outside school. This includes our immediate environment, the immediate and wider community and the world of work, business and industry. We recognise the importance of having close links with the community, local businesses, industries and our environment and have incorporated these into the curriculum.

School Trips

Listed are the types of trips taken in different year groups.

Nursery	Bloom's Nursery
Reception	Noah's Ark Farm Park/Cardiff Castle
Year 1	Wild Place Project
Year 2	Caldicot Castle/ Mountain View
Year 3	Bristol Museum/Egypt Centre
Year 4	National Botanic Gardens/ Techniquet
Year 5	Hay Festival
Year 6	Fleet Air Arm Museum, Bassaleg School x 2/Raglan Barracks for Crucial Crew

4.2.2: Community involvement

A selection of activities this year (these were limited due to Covid and many took place virtually)

- The police visited all year groups to talk on a range of topics: Friend or Foe, Internet Safety, Sticks and Stones, Right or Wrong.
- Fire safety officers worked with Years 2 and 6 on fire safety.
- The school nurse worked with FP and Year 6 on health and hygiene.
- School nurse carried out Reception growth and vision screening.
- Hearing tests were held for Reception children.
- A range of STEM visitors visited the school.
- Animal Magic visited the school.
- Year 5 and 6 completed parliamentary workshops.

- Chicks were hatched in Reception. The pupils thoroughly enjoyed looking after them and they were an excellent stimulus for literacy and maths work.
- We had a special Harvest Assembly. Donations were made to Raven House.
- Year 6 celebrated their time in Marshfield with a super leaver's 'Ringing of the Bell' ceremony and a festival in the grounds.
- The new reception intake parents evening was held virtually.
- Colorfoto took individual portraits class and group photographs.

4.2.3: Events

- Children performed in front of parents in a range of celebration concerts, assemblies and showcases. These were distributed via Seesaw.
- The Christmas productions received excellent reviews.
- Year 5 participated in Black History month.
- We held a very successful St. David's Day Eisteddfod. The children came to school in a range of Welsh costumes and we celebrated with music, drama, poetry recitals and songs. The children sparkled in their performances and the hall looked stunning, decorated with the children's competition entries. Throughout the week, the children were immersed in Welsh heritage and culture.
- STEM afternoons led by pupil councils showcased the children's knowledge of the STEM curriculum.
- Welsh Literature Week including book signing.

4.3: Facilities

Mr Francis, our Premises Manager, maintains our school building and grounds. Mr Francis is supported through service level agreements for: Grounds Maintenance; Property Services; and Cleaning.

4.3.1: Buildings and Grounds

Work funded through the school budget:

- Complete refurbishment of external fasciae on boiler house and canteen
- External painting to main hall area, front of admin block and front entrance including timber repairs.
- Internal painting of Year 2/3 corridor and Open Area
- Removal of macerator in Medical Room and connection to main outlet.
- New tables and chairs for Years 1, 2 and 4 classrooms
- Annual Fire Fighting equipment service

- Annual Boiler service
- Annual Emergency Lighting test
- Annual Canteen table maintenance
- Sovereign Design annual wooden trim trail inspection
- New Beech hedge planted from main pedestrian gate
- Memorial rose and geranium barrel and apple tree planted in memory of Sam Peard, a past pupil who sadly passed away in June.

4.3.2: Outdoors

Resources have been purchased for the outdoors in FP to replace broken and dated resources.

- £1500 spent on 6 new wooden picnic tables outside of Year 2 and 3 classrooms from SPF.
- New outdoor classroom
- £220 outdoor ball games equipment for Year 6
- Additional seating areas at various points across the playgrounds.
- £600 trikes and scooters, and traffic sign donated by PFA



4.3.3: Information Technology

The school is committed to improving the learning opportunities for pupils using digital technologies. Below is a summary of the school's most recent

purchases, and equipment supplied directly by the Welsh Government Edutech Grant.

Budget

- 6 llayma Smart TV's, funded by budget – completing the school install in all classrooms, ICT Suite and Meeting Room.

Edutech Funded:

- 14 Lenovo laptops
- 13 ipads
- 15 PC's
- 54 Chromebooks
- 1 Lapcab Trolley

4.3.4: Toilets

There are boys' and girls' toilets situated in each area of the building, as follows:

Area	Cubicles	Urinals	Basins
Nursery	3		3
Reception	3		3
Year 1	8		8
Year 2 & 3 Girls	3		3
Year 2 & 3 Boys	2	1	3
Year 4 Boys	2		2
Year 5 & 6 Boys	2	1	2
Year 4/5/6 Girls	6		4
Disabled (1 by Y4 and 1 by Y3)	2		2

Adult Toilets

Area	Cubicles	Urinals	Basins
Main Offices Ladies	1		1
Main Offices Male	1		1
Y4 Corridor Unisex	1		1

One of the toilets is a multi-purpose with disabled access.
Our cleaning staff clean toilets daily. Any accidents throughout the day are dealt with by school staff.

Section 5: Performance

Not required for this period due to Covid implications



5.3: Attendance

Not required for this period due to Covid implications

6: Development

Every year, the staff and governors prepare a School Development Plan with the intention of raising standards and improving performance. The factors that influence the development plan are:

- The vision we have for our school
- Progress made in our Post – Inspection Action Plan
- On-going whole school self – evaluation and action planning
- Our long-term school improvement programme (three year plan)
- FADE reviews throughout the year

- Data analysis identifying the need for improvement in specific areas
- Government initiatives
- LA initiatives
- School initiatives
- Need for building maintenance
- Results of risk assessments

6.1. Estyn Inspection

The school's most recent report can be found using the following link:-

<https://www.estyn.gov.wales/sites/default/files/documents/Marshfield%20Primary%20School.pdf>

The school was judged as **good** in all inspection areas. The report outlined many key strengths as well as recommendations for school development.

Key Strengths:

- ✓ The headteacher has involved the whole school community in creating a strong vision for the future of the school, based on securing pupils' wellbeing, providing a stimulating curriculum and achieving high standards.
- ✓ Behaviour in classes and around the school is very good
- ✓ Teachers establish productive working relationships with pupils and have high expectations
- ✓ Pupils' enjoyment of books and reading is clear and pupils respond enthusiastically to a range of texts from an early age

Recommendations:

R1 Provide purposeful opportunities for pupils to communicate frequently in Welsh throughout the day

R2 Enable pupils to develop as independent learners who make choices about how and what they learn and contribute effectively to decision-making

R3 Ensure that learning activities match pupils' needs closely so that pupils of all abilities make the best progress they can

R4 Develop governors' role in monitoring the quality of provision and pupils' progress

All of the outlined recommendations form part of the school's on-going improvement plans.

6.2. Progress in the past year

This section lists the targets that were identified in last year's development plan, what progress was made on each, any problems that arose, and whether it is completed or still being progressed.

Inspection Area(s): Main focus-IA2,4 and 5 (subsidiary IA3)

Rationale for development: The ongoing COVID 19 pandemic has only served to heighten the importance of support pupils' emotional health. Additionally, the school's PALs initiative (2018-19) that allows all KS2 pupils a voice in shaping the school, although successfully implemented, requires further involvement of FP pupils and the wider community. Results from pupil surveys show perceptions of behaviour need development (see link to SER below). A greater incidence of pupils requiring emotional support necessitate a wider programme of opportunities and enhancements. The fulfilment of the expectations for the new curriculum, particularly through the Wellbeing AOLE, Cross Curricular Team and PALs Health and Beyond team.

Area for Development & Key Objective(s) (What?)

1. To further embed strategies to improve pupils' emotional well-being and build pupils' resilience in response to the COVID pandemic.

Inspection Recommendation	R2 Enable pupils to develop as independent learners who make choices about how and what they learn and contribute effectively to decision-making R3 Ensure that learning activities match pupils' needs closely so that pupils of all abilities make the best progress they can. R4 Develop governors' role in monitoring the quality of provision and pupils' progress	National Priorities	Wellbeing and Equity programme (WG/EAS) Wellbeing of Future Generations (Wales) Act 2015 ALN Review
Consortium/ LA Strategy	1, 2, 3 & 4	National Mission(s)	Strong and inclusive schools committed to excellence, equity and well-being.

PLAN		REVIEW	
Action (What do we plan to do to achieve these objectives?)	Success Criteria (How will we know when this has been achieved?)	Review 1 (January 2021)	Review 2 (April /May 2021)
<u>SLT to complete the WELL Survey and assess results.</u> > SLT meeting to complete survey > LD to use checking template and summary provided to analyse and assess results. > Results to be shared with staff in staff meeting.	> By end of spring term 2021, 90% of statements to score 2 or above.	> Nearly all members of SLT completed WELL Survey in the autumn term (LD). > Results were analysed and found there were consistent views across the SLT. All SLT members recognised the requirement for an anti-poverty strategy (score 2), staff training on the UNCRC and displays sharing the rights of the child (score 3) (LD).	> Reviewed in January (LD).
<u>Further embed a range of programmes and develop pedagogy to improve pupil wellbeing, especially in response to COVID.</u> Including:-	> All parents to have received a 'wellbeing' phone call before October half term.	> An excellent and robust schedule of Wellbeing calls in place to monitor engagement and activity (LJL)	> A robust review of Wellbeing with a special focus on the use of the outdoors proved to

<ul style="list-style-type: none"> ➤ Enhanced 'Well Being' phone call to parents / carers ➤ Bespoke Wellbeing intervention ➤ 5 Ways to Wellbeing - <ul style="list-style-type: none"> ○ Continue to relate wellbeing tasks and exercises to the 5 ways, especially through the PALS Wellbeing team. ○ Re-establish the 5 ways on a daily basis in class sessions, around the school and in assemblies. (use renewal section of playlist) ➤ Circle Time - The development of activities based on Jenny Mosely's golden rules. ➤ Mindfulness - Further implementation of the Mindfulness programme and the consistent use of 'Headspace' across the school. ➤ Art Therapy https://thingi.easmysid.co.uk/playlists/view/1fb9a7cd-134f-425c-a1a6-37ef07c7b1a5/en#page1 ➤ Transition - Programme for Year 6's. ➤ To improve boys PSD Outcome 6. ➤ Further implement the HAPPEN programme and additional strategies. 	<ul style="list-style-type: none"> ➤ Nearly all pupils to access at least three sessions of high-quality. ➤ Targeted circle time every week. ➤ Nearly all pupils to access effective Headspace sessions daily. ➤ Year 6 transition group to have a positive impact on targeted pupils in relation to self-esteem. ➤ Most pupils to have a good understanding of the '5 Ways to Wellbeing' and can apply these in daily life and across the curriculum. 	<ul style="list-style-type: none"> ➤ The introduction of engagement trackers has further enhanced the distance learning programme. This has enabled teachers to closely manage/ assess progress and support levels (LJL) ➤ All members of staff have increased opportunities for pupils to engage in circle time. ➤ All classes have adopted mascot for wellbeing which has had a positive impact on pupils' willingness to talk freely and safely. (LJL) ➤ When in school, Headspace is used across many year groups and is tailored to the needs of the pupils and class. Staff find it is particularly useful to use after break times (LD). ➤ Most classrooms have a wellbeing zone with ways to boost wellbeing, including mindfulness colouring, worry boxes etc. These enable pupils to relax and reduce anxieties (LD). ➤ Nearly all pupils have a good understanding of the 5 Ways to Wellbeing and these are referred to often in learning opportunities. (LJL) 	<p>have a positive impact on the wellbeing of nearly all pupils. (LJL)</p>  <p>Learning Walk - Autumn 2020 new.d</p> <p>✓ Listening to Learners evidenced that all pupils recognised an increase in outdoor learning activities and all highlighted the benefit of these opportunities.</p>  <p>Year 5 - Listening to Learners - Autumn 2</p> <p>✓ The incidence of circle time has increased. However, the frequency of sessions is inconsistent across the school. (LJL)</p> <p>✓ The wider use of Lego/Art therapy is limited; however, mindfulness has had a positive impact in Y3-Y6 (LJL)</p>
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<p>Staff Well-being (5Rs) Refer to EAS playlist.</p> <ul style="list-style-type: none"> ➤ Share clips and advice to help teachers ➤ Ensure adequate time for PPA and management time. ➤ Develop a safe place for staff to meet socially distanced during the day. 	<ul style="list-style-type: none"> ➤ All staff to access support and resources available. ➤ All staff to have adequate PPA and management time to successfully undertake their roles. 	<ul style="list-style-type: none"> ➤ All staff fully aware of the RA and covid requirements. All staff have access to a safe area for breaks. (LJL) ➤ All staff have adequate PPA time. (LJL). ➤ An informal schedule of wellbeing events has helped to ease anxieties amongst staff. (LJL) 	<ul style="list-style-type: none"> ➤ Staff HAPPEN wellbeing questionnaire carried out by all staff. Thematic analysis of survey responses based on 208 schools identified five recommendations; (i) prioritise the health and wellbeing of pupils and staff. This includes more focus on wellbeing activities and less focus on attainment/ assessments and protecting staff breaks to promote workplace wellbeing; (ii) focus on enabling parental engagement and support. Introduce support sessions for parents and include regular check ins during periods of home learning; (iii) improve digital competence amongst pupils, teachers and parents. Ensure the provision of equipment and training in building digital skills. Offer a combination of paper-based and digital home learning
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			<p>activities; (iv) consider opportunities for smaller class sizes and additional staffing. Ensure support is directed to need whilst providing pastoral care; and (v) improve the mechanism of communication between schools and families, and between government and schools. Ensure that schools receive advance notice of local or national changes in guidance. (LD)</p>
<p>Parent and Carer Wellbeing</p> <ul style="list-style-type: none"> ➤ Organise a range of wellbeing workshops and sessions for parents ➤ Continue to provide updates re wellbeing strategies to try at home ➤ Establish a Wellbeing area on the school's website for information/guidance. 	<ul style="list-style-type: none"> ➤ Wellbeing Workshops to be delivered for parents and carers. ➤ 5 Ways to Wellbeing and additional information to be shared, 	<ul style="list-style-type: none"> ➤ Regular, high-quality resources and updates provided to all members of the community (LJL) ➤ Limited progress re website resources. (LJL) 	<ul style="list-style-type: none"> ➤ Face to face wellbeing workshops unable to happen due to COVID restrictions. (LD) ➤ Useful websites and resources shared with parents and carers during Feel Good February.(LD). ➤ Useful documents shared and re-tweeted on Twitter page (LD).
<p>Develop Wellbeing zones and 'Cwtch'</p> <ul style="list-style-type: none"> ➤ Collate findings from Curriculum Team research project to ensure wellbeing zones are effective. ➤ Wellbeing zones to include a variety of therapies e.g. Lego, sand etc. 	<ul style="list-style-type: none"> ➤ Wellbeing 'Cwtch' to be used effectively by pupils and has a positive impact on emotional behaviour. 	<ul style="list-style-type: none"> ➤ Most classes have a wellbeing zone with resources, worry boxes, happy boxes and ways to boost wellbeing using the 'Five Ways to Wellbeing'. These allow anxieties to be reduced and quiet time 	<ul style="list-style-type: none"> ➤ 'Cwtch' unable to be used as frequently due to bubbles and lack of additional staff

<ul style="list-style-type: none"> ➤ Further development of zones and 'safe places' within classrooms. Cwtch to be used more effectively and with targeted pupils e.g. action on IDP. 	<ul style="list-style-type: none"> ➤ All pupils have access to classroom resources to improve emotional wellbeing e.g. worry box/monster, stories, headspace app on iPads. ➤ Increased opportunities to access a greater range of specialist resources to boost wellbeing. 	<p>away from their usual seat within the classroom (LD).</p> <ul style="list-style-type: none"> ➤ Research into effective resources needed to ensure consistency throughout the school (LD). 	<p>members to supervise. (LD)</p> <ul style="list-style-type: none"> ➤ Wellbeing areas and resources continually developing. (LD)
<p><u>Implement the effective use of PASS (Pupil Attitudes to Self and School) to analysis, identify and improve pupil well-being.</u></p> <ul style="list-style-type: none"> ➤ Complete analysis of PASS data. ➤ PASS Action Plans for targeted pupils. ➤ Interventions linked to PASS criteria. ➤ Pupils to have greater involvement in analysing results and implementing plans. 	<ul style="list-style-type: none"> ➤ By the end of September, all PASS results analysed and target groups identified. ➤ By the end of January, PASS re-analysis to demonstrate most pupils undertaking wellbeing intervention have made appropriate progress. ➤ Nearly all teaching staff regularly access PASS analyses to gauge and track pupil's progress. ➤ Termly, interventions all well tracked and monitored. ➤ All staff use enhanced pupil action plans to successfully improve pupil wellbeing. 	<ul style="list-style-type: none"> ➤ PASS Surveys completed by nearly all pupils from Year 1 to Year 6. Overall reports were very positive and similar to last year. (LD) ➤ Nearly all results were analysed by staff, pupils were identified and bespoke interventions commenced (LD). ➤ Nearly all interventions tracked and monitored using 'Intervention Record Keeping' documents. (LD) 	<ul style="list-style-type: none"> ➤ PASS Surveys to be completed in July 2021 prior to pupils finishing. (LD) ➤ Results to be analysed and passed on to next class teachers. (LD)
<p><u>ALP Grant</u></p> <ul style="list-style-type: none"> ➤ Identify the needs of the pupils. ➤ By October, identified pupils to have completed PASS Survey. ➤ By November, identified pupils to be part of intervention programme. ➤ Generate support plans for pupils. ➤ Employ member of staff to support pupils. ➤ Staff to monitor progress of pupils. <p>PASS Survey to be completed by pupils. LD to review, analyse and feedback to class teachers.</p>	<ul style="list-style-type: none"> ✓ All pupils from Y1-Y6 complete the PASS Survey by October. ✓ All identified ALP pupils to complete the PASS re-analysis in the Spring Term. 	<ul style="list-style-type: none"> ✓ PASS Surveys completed by nearly all pupils in Year 1 to Year 6 at the beginning of the autumn term which enabled staff to identify pupils for ALP interventions (LD). Pupils identified for ALP Grant and additional support prior to C19- ✓ Nearly all ALP pupils made significant progress during their 6 week intervention programme (CL) 	<ul style="list-style-type: none"> ✓ 2 new members of staff employed to support ALP strategies. ✓ Nearly all classes have carried out interventions and staff have supported pupils on return to school. (LD)

<p>£11,000 ALP grant to support programmes. Autumn Term</p>		 ALP analysis Jan 2021.doc  ALP analysis Jan 2021.xlsx	
<p>Enhance pupil leadership capacity through the PALS councils focusing on the inclusion of foundation phase pupils and the wider community.</p> <ul style="list-style-type: none"> ➤ Establish whole school consistency for pupil voice and the PALS agenda, running simultaneously from Y1 → Y6. ➤ Establish a clear rationale/guide for meetings and evaluate success. ➤ All PALS teams to develop worthwhile programmes including action plans that are individual. ➤ Initiate PALS Champions sessions in order for Chairs to discuss their plans. ➤ Ensure meaningful roles for pupils Local community members / links to be forged for every PALS team. 	<ul style="list-style-type: none"> ✓ Nearly all pupils understand their roles in their respective PALS teams ✓ Pupil chairs show clear improvements in aspects of their leadership ✓ All action plans are of a good quality and are reviewed effectively by the PALS groups ✓ All PALS groups successfully outline their plans and communicate these on the school's website. ✓ The PALS Champion programme effectively uses digital platforms to share ideas. 	<ul style="list-style-type: none"> ✓ Nearly all pupils effectively explain roles within their respective council, including roles of the Chair, Vice Chair and Secretary. (PD) ✓ All pupil chairs demonstrate an exemplary capacity of leadership, steering the strategic direction of their respective council. (PD) ✓ All PALS councils applied a consistent and extensive approach to action plans written and reviewed each term (RAG). (PD) ✓ All PALS groups have shared a comprehensive voice bubble and popplet, outlining their intentions with the wider community. A minority used twitter to share progress with other stakeholders. (PD) ✓ The innovative use of Microsoft TEAMS for the PALS Champions programme promotes superb opportunities for pupil voice capacity. (PD) 	<ul style="list-style-type: none"> ✓ Nearly all pupils are highly effective in clarifying the roles within their respective council. (PD) ✓ All pupil chairs continue to demonstrate superior leadership capacity. In which, pupils are beginning to seek collaborative opportunities amongst other PALS. (PD) ✓ All PALS continue to apply a consistent and comprehensive approach, when regarding supporting documentation. Newly constructed RAG rating proved beneficial. (PD)

			<ul style="list-style-type: none">✓ All PALS continue to develop innovative ways of sharing progress with the wider community, including CSSR presentation. A majority use twitter successfully. A valuable GB meeting proceeded to update programme progress. (PD)✓ Collective positive feedback received from GB members regarding the programme (LJL)✓ Successful PALS Champions meetings delivers a creative platform of opportunities to share ideas. (PD) ✓ Attached- final evaluation of PALS programme. Strong/good progress made.
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Pupils as Active Leaders in School Pr

<p><u>Establish community support clubs, sessions and incentives including the promotion of intergenerational links (Generations Together)</u> https://gov.wales/family-and-community-engagement-toolkit https://www.childcomwales.org.uk/resources-2/intergenerational-resource/</p> <ul style="list-style-type: none"> ➤ Heddlu Bach <p>Plan and evaluate a variety of projects and deliver to children in assemblies.</p>	<ul style="list-style-type: none"> ➤ Nearly all PALS teams to build successful connections and relationships with the wider elderly community. ➤ Nearly all PALS teams make successful partnerships with members of the community to deliver assemblies. ➤ All Year 5 pupils to impact of school safety and life through the Heddlu Back programme. 	<ul style="list-style-type: none"> ➤ Limited progress due to Covid restrictions. ➤ All Year 4 pupils in the Community PALS team wrote to local elderly home. ➤ Nearly all Year 6 pupils engaged with the proposed new extension in Bassaleg School, participating in TEAMS meetings with NCC, completing forms and designing plans. (LD) 	<ul style="list-style-type: none"> ➤ Limited progress due to Covid restrictions. (LJL)
<p><u>Audit current pedagogy and further improve the use of the outdoor environment</u></p> <ul style="list-style-type: none"> ➤ Develop 'Outdoor Learning Toolkit' on tdrive to support whole staff training and development. ➤ All pupils to access a broad range of outdoor activities enhanced by a focused 'Health and Beyond' outdoor learning day each week ➤ All staff to have an Outdoor Learning target as part of their PM ➤ Establish playground reps for each class. ➤ The Daily Mile 	<ul style="list-style-type: none"> ✓ By October 2020, all classes actively undertake a 'Health and Beyond' day each week focusing on physical activity and outdoor learning on a weekly basis. ✓ Feedback from pupils demonstrate a high-quality impact of health and wellbeing 	<ul style="list-style-type: none"> ✓ Many KS2 classes have a Health and Beyond Day either weekly or fortnightly dedicated to outdoor learning. (LD). ✓ The addition of a new outdoor classroom has been a success as teacher feedback demonstrates. (LD) 	<ul style="list-style-type: none"> ✓ Consistency with the Daily Mile has proved difficult due to bubbles, PE times and staggered break times. (LD) ✓ Many members of support staff use their PM targets to guide

<ul style="list-style-type: none"> ➤ Audit provision for outdoor learning/kit/resources, particularly in KS2. Liaise with Commando Joe regarding virtual sessions / assembly https://commandojoes.co.uk/about/ 	<ul style="list-style-type: none"> ✓ The incidence in the use of the outdoors is greatly improved (teacher feedback). 		<p>outdoor learning sessions. (LD)</p> <ul style="list-style-type: none"> ✓ Commando Joe booked for next academic year. Delayed start due to covid restrictions. (LD)
<p><u>Audit and assess the school's Rights Respecting Schools status</u></p> <ul style="list-style-type: none"> ➤ One class (3JAD/JH) to develop leadership capacity of RRS ➤ The school to achieve gold accreditation. ➤ Improve the learning environment to include access to RR information. ➤ Embed new anti-bullying policy and use of WG toolkit ➤ Explore and embed the use of SIM recording systems of any incidents 	<ul style="list-style-type: none"> ✓ Nearly all pupils to have an improved understanding of the RR agenda. ✓ School to successfully achieve the gold standard. ✓ New Anti-Bullying policy embedded in school and understood by all. 	<ul style="list-style-type: none"> ✓ The new anti-bullying policy is at an early stage of development. (LJL) ✓ All pupils in school were actively engaged in anti-bullying week through a range of high-quality projects. (LJL) 	<ul style="list-style-type: none"> ✓ Limited progress with child-friendly version of Behaviour Policy, however initial preparatory work has taken place. (LJL) ✓ Limited progress with steps to accreditation due to lockdown and bubble provision. Accreditation postponed until Spring 2022 (LJL) ✓ Developing work on improving visual access to the RR agenda at a class and whole school level. Links to on-going research by the Humanities AOLE team. (LJL) <div style="text-align: center;">  <p>Rights Respecting Schools audit.docx</p> </div> <ul style="list-style-type: none"> ✓ The quality and frequency of RR assemblies has improved.

			<ul style="list-style-type: none"> ✓ The new cluster anti-bullying policy ratified by GB and shared with all staff. (LJL) ✓ All staff have received and have a good understanding of the Behaviour Policy and the requirements of SIMS recording.
<p><u>Wellbeing and Equality Lead to update policy and processes</u></p> <ul style="list-style-type: none"> ➤ LD to liaise with cluster and the EAS about policies and processes. ➤ Equity leader to attend update meetings and disseminate information to staff. 	<ul style="list-style-type: none"> ✓ The Wellbeing and Equity leader has an excellent understanding of current policies and processes. 	<ul style="list-style-type: none"> ✓ Any information shared by cluster schools or the EAS is passed on to the SLT or staff, if necessary. (LD) 	<ul style="list-style-type: none"> ✓ Any information shared by cluster schools or the EAS is passed on to the SLT or staff, if necessary. (LD)
<p><u>Improve pupils' opportunities to develop creatively in order to enhance their wellbeing</u></p> <ul style="list-style-type: none"> ➤ Review current themes and opportunities for creative work. ➤ Explore opportunities to develop creative learning regarding curriculum Cymraeg. ➤ Establish links with partners to improve creativity. ➤ Whole school celebration- Carnival of Creativity 	<ul style="list-style-type: none"> ✓ Pupil books and seesaw accounts show an increase in opportunities to develop creatively. ✓ Most class teachers have established links with creative organisations. ✓ All pupils to be actively involved in high quality Arts projects- culminating in a day of celebration. 	<ul style="list-style-type: none"> ✓ Whole school celebrations provide pupils with competitive creative opportunities e.g. Chinese New Year, Feel-Good February, St. David's Day etc. (LD) 	<ul style="list-style-type: none"> ✓ Class teachers have provided pupils with opportunities to develop their creativity through the versatile topics. (LD) ✓ Campus Cymraeg provides opportunities for pupils to link with other schools. (LD)
<p><u>Utilise hwb modules to develop Safeguarding Training</u> Staff to use new pilot Hwb modules for update training.</p>	<ul style="list-style-type: none"> ✓ All staff have a clear understanding of safeguarding procedures and policies. 	<ul style="list-style-type: none"> ✓ All members of staff have completed hwb safeguarding training or school-based equivalent. (LJL) 	<ul style="list-style-type: none"> ✓ All staff have completed further update training by DSG in relation to appropriate use of cause for concern templates (LJL) ✓ The Headteachers has completed all enhanced training courses and has

			<p>a high level of understanding of procedures (LJL)</p>
<p>Review ALN procedures in preparation for the new ALN bill</p> <ul style="list-style-type: none"> ➤ Sessions with all staff and Governors to ensure good understanding of procedures. ➤ All paperwork to be aligned to new procedures. ➤ ALN tracking systems to be audited and reviewed. ➤ Combine ALN tracking tool to intervention trackers and termly maps. <p>Explore Edukey intervention tracking map with cluster.</p>	<ul style="list-style-type: none"> ➤ All staff and governors have a clear understanding of the requirements of the ALN bill. ➤ The new ALNCO has a good knowledge of the new requirements. 	<p>ELISHA training L1 undertaken by Nearly all support staff and ALNCo.</p> <p>Cluster application has been made to trial a provision mapping tool in place in Caerphilly authority. This will ensure consistency across the cluster.</p> <p>Nearly all ALNCOs in the cluster have attended demonstration o invest in EduKey provision mapping tool. This will provide the school with a one stop shop information centre for all stakeholders.</p> <p>Bitesize ALN training offered to nearly all staff.</p> <p>ALNCo leading new ALN bill in line with the SEWC 2020-2021 action plan.</p>	<ul style="list-style-type: none"> ➤ Nearly all governors have under gone training provided by ALNCo updating them on new ALN bill and procedures put in place in school. ➤ ALNCO successfully complete Middle Leaders course with accreditation of ALN (JUNE) ➤ Nearly all teaching staff have completed ELISHA level 1 training ➤ Most governors have completed ELISHA training level 1 ➤ Nearly all staff have taken part in ALN reform training (May 28th) ➤ Edukey has been purchased as a cluster and a further meeting

			regarding collective paperwork has been arranged for June 15th
<p>Audit provision for MAT. Evaluate curriculum for MAT pupils. Ensure appropriate interventions for MAT Curriculum for MAT pupils Interventions for MAT</p>	<ul style="list-style-type: none"> ➤ By November, all MAT registers to be revised and up-to-date. ➤ By November, plans of when and what MAT interventions will take place across the year. 	<ul style="list-style-type: none"> ➤ All MAT pupils being catered for through differentiated activities during distanced learning. (LD) ➤ MAT interventions not carried out due to covid restrictions. (LD) 	<ul style="list-style-type: none"> ➤ All MAT pupils given opportunities both inside and outside the classroom for them to thrive (LD). ➤ MAT interventions carried out by very few staff as Wellbeing interventions have taken priority (LD).
<p>IDPs and WASPS</p> <ul style="list-style-type: none"> ➤ Revisit the code of practice flow chart for ALN ➤ Introduce the effective use of IPPs. ➤ Ensure SMART targets are taken from the pupils SSEN. ➤ Embed a consistent timeline to review current targets. <p>Set new, worthwhile targets that involve all stakeholders.</p>	<ul style="list-style-type: none"> ➤ All staff to have an excellent understanding of the stages and expectations in the ALN code of practice and also ensure that these are ALN bill ready. ➤ All staff working with statemented children to follow consistent processes. ➤ Nearly all IDPs, WASPS and One Page profiles etc include appropriately SMART targets. 	<p>ASD friendly training completed by Nearly all support staff - this to be rolled out to teachers. (January 21)</p> <p>Introduction of IPPs in September 2020 used by nearly all one to one supports and teachers on a weekly basis to support targets of IDP pupils.</p> <p>The majority of staff have attended ASD TEAMS training by YBD Blended Learning, structured teaching approaches, levelling pupils in FP, Understanding and developing approaches, nonverbal communication, understanding and developing approaches for emotional; behaviours and anxiety. (February 21) These strategies are beginning to be applied with pupils who are diagnosed with ASD.</p> <p>ALNCo is currently putting together a model of provision provided by our school to share with staff which will impact on future ALN procedures and evidence gathering.</p> <p>ALNCo attended IDP writing. (1.2.21 - 3.2.21)</p>	<ul style="list-style-type: none"> ✓ ALN timeline incorporated in MER timetable ✓ ALN chart is nearly complete. ✓ IPPs have been implemented successfully, however, now they will need to be audited to ensure consistency across the board. ✓ Nearly all IDPS have SMART targets and this is overseen by ALNCo.

		Half termly calls to ALN pupils and VP parents have been carried out. These were successful and had a positive outcome in supporting parents and pupils.	
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Overall progress of this SDP 1: To further embed strategies to improve pupils' emotional well-being and build pupils' resilience in response to the COVID pandemic.

Excellent	✓	Strong/Good		Satisfactory		Limited	
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Summary of main strengths and successes 2020-2021

- ✓ The use of the outdoors for purposeful activities has increased significantly
- ✓ The use of adopted 'Wellbeing Mascots' has enabled pupils to talk more freely about worries and concerns in a very relatable manner. This has had a positive impact on emotional wellbeing, especially with younger pupils.
- ✓ Staff confidence in a range of wellbeing strategies has improved. The tracking of interventions has improved.
- ✓ Data demonstrates that most pupils undertaking wellbeing intervention made good or better progress.
- ✓ Nearly all ALP pupils made significant progress during targeted intervention programmes.
- ✓ Most staff report strengthened relationships with parents as a result of increased communication due to the impact of Covid.
- ✓ The newly adapted PALS programme has been highly effective in ensuring nearly all pupils continue to influence school development.
- ✓ Successful implementation of 'Health and Beyond Days' from Year 3 to 6.
- ✓ Procedures and timelines of ALN - Reviews and annual reviews
- ✓ New planning format of IPP.
- ✓ Up to date staff training in ALN reform and school procedures.

Summary of key priorities for 2021-2022

- Increase the frequency and evaluate the quality of circle time sessions across the school.
- Increase the frequency and breadth of a range of wider wellbeing strategies including the use of Lego/Art therapy and further areas throughout the school for larger scale, high quality wellbeing sessions. Establish a Wellbeing area on school website to provide on-going support and regular updates regarding incentives, guidance and programmes.
- Key priority to be given to wellbeing interventions based on results from individual and group analysis of PASS data
- Evaluation of wellbeing interventions undertaken by support staff as part of PM.
- Compressed focus and clearer alignment of PALS structure in order for pupils to have a greater impact on school development.
- Increase PALS networking opportunities both within school, at a cluster and wider level.
- Accreditation for Rights Respecting school as well as the formulation of a child-friendly Anti-Bullying brochure.
- Bespoke training for our school to support universal and targeted provision.
- Implementation and consistent use of EduKey systems.

Inspection Area(s): IA3, IA1, IA5 and IA2 (Subsidiary IA4)

Rationale for development: The ongoing COVID 19 pandemic has required for high quality blended learning experience to be provided for all pupils. Additionally with the new Curriculum for Wales (January 2020) being implemented at the design and trialling stage, there continues to be a strong focus on the four purposes and updating pedagogy. The school needs to fulfil the expectations for the new curriculum, particularly through the six AOLEs (driven by teaching staff) and Cross Curricular Teams (led by SLT). The cluster PL programme and SLO model is developing throughout the school.

Area for Development & Key Objective(s) (What?)

2. To successfully implement and embed the final Curriculum for Wales (January 2020) including high quality blended learning experiences for all pupils in response to the COVID 19 pandemic.

Inspection Recommendation	R1 Provide purposeful opportunities for pupils to communicate frequently in Welsh throughout the day R2 Enable pupils to develop as independent learners who make choices about how and what they learn and contribute effectively to decision-making R3 Ensure that learning activities match pupils' needs closely so that pupils of all abilities make the best progress they can. R4 Develop governors' role in monitoring the quality of provision and pupils' progress	National Priorities	Development of a cluster approach to Curriculum for Wales.
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Consortium /LA Strategy	1, 2, 3 & 4	National Mission(s)	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.
PLAN		REVIEW	
Action <i>(What do we plan to do to achieve these objectives?)</i>	Success Criteria <i>(How will we know when this has been achieved?)</i>	Review 1 (January 2021)	Review 2 (April/May 2021)
<p>To explore, research and implement a high level of blended learning experiences between school and home.</p> <ul style="list-style-type: none"> ➤ Identify a senior strategic lead with responsibility for the distance learning (DL) ➤ Review and evaluate initial home learning via a google questionnaire ➤ Establish an inclusive 'Pupil Offer' to enhance the blended learning experiences of all pupils based on the feedback from parents/carers and staff of initial HL activities. ➤ Parental questionnaire analysed and data utilized to inform blended learning model for the Autumn term. ➤ DL lead to ensure consistency and quality assure blended learning approach between year groups. ➤ By October model shared with teachers, governors and parents ➤ Develop use of the school website and twitter to enhance the blended learning process and to further raise the learning profile of the school. ➤ Further utilise opportunities for provision through learning platforms such TEAMS and Seesaw. ➤ Continually review and amend the school's blended learning approach to meet the needs of all learners and to include pupil voice and parental feedback. 	<ul style="list-style-type: none"> ➤ Parental questionnaire analysed and data utilized to inform blended learning model for the Autumn term. ➤ By September Blended learning policy and learning model devised that ensures consistency and expectations across the school. ➤ All teachers effectively provide blended learning opportunities as outlined in the Blended Learning policy and guidance. ➤ Many KS2 pupils engage with the TEAMS platform for Distance Learning during times of SI due to C19. ➤ Many FP pupils engage with the Seesaw platform for distance Learning during times of SI due to C19. ➤ Review and reflect upon success of model after first incidence of partial lockdown. All staff/pupils/parents given a voice and opportunity to feedback upon blended learning approaches. ➤ Nearly all learners access the school's vision for distance learning. 	<ul style="list-style-type: none"> ➤ Parental questionnaire, research, EAS and Welsh Government documentation used to develop blended learning model.(EC) ➤ Policy and blended learning model implemented (Sept 2020)(EC) ➤ Nearly all teacher's using Blended Learning weekly overview, ensuring consistency of approach.(EC) ➤ Many pupils in y4 - y6 engage with TEAMS effectively and consistently. Which can be seen in high levels of engagement. (see engagement tracker)(EC) ➤ Many FP pupils engage with the seesaw platform (see engagement tracker)(EC) ➤ After each instance of partial lockdown, questionnaire conducted and analysed(EC) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Analysis of home learning questionnaires </div> <div style="text-align: center;">  Distance learning Parent analysis 1 (1). </div> </div> <ul style="list-style-type: none"> ➤ Blended learning approach reviewed and refined. (FADE Jan 2021) (EC) ➤ Website updated to include Blended Learning area.(EC) ➤ The school Twitter following has increased by 76% since Oct 2020.(EC) 	<ul style="list-style-type: none"> ➤ Further blended learning questionnaires sent out (March 2021) and analysed. (EC) Feedback used to inform future blended learning provision. (EC) <div style="text-align: center; margin-bottom: 10px;">  Analysis of Distanced Learning FP March 20 </div> <div style="text-align: center; margin-bottom: 10px;">  Analysis of Distanced Learning KS2 March 2 </div> <div style="text-align: center; margin-bottom: 10px;">  blended learning model diagram - upd </div> <div style="text-align: center; margin-bottom: 10px;">  Blended learning model - updated May </div> <ul style="list-style-type: none"> ➤ Views of teachers collated (Blended Learning Review with teachers) which demonstrated nearly all teachers were pleased with the provision, with ways forward that will be

			<p>built into the learning model. (EC)</p> <ul style="list-style-type: none"> ➤ Home school agreements and safeguarding policies updated for live well being 'check in' with pupils. (EC) ➤ CSSR presentation shared, reflecting, reviewing and identifying areas to refine and initiatives to take forward into the renewal phase. Excellent feedback received regarding the blended learning provision and aims for the future. 'The investment in preparing staff, pupils, and families to move from face to face - blended - remote learning was seamless. Ensuring that the school's key pedagogical principles were maintained.'(EC) <p></p> <p>Marshfield CSSR Report -April 29 2021</p> <ul style="list-style-type: none"> ✓ Nearly all pupils engaged with the blended learning provision consistently (See engagement tracker) (EC) ✓ Teachers planning adapted to increase participation and increase enthusiasm.
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			<p>(See weekly overviews) (EC)</p> <p>✓ There has been a further 62% increase in followers (761)</p> <p>Adaptation of three tier model needed to reflect parental questionnaire, teacher and governor feedback.</p>
<p>Further develop the implementation of the <u>New Curriculum</u> (published January 2020) at the design and trialling stage, including auditing planning, provision and standards</p> <ul style="list-style-type: none"> ➤ Continue to trial and audit planning for the age appropriate progression steps of the new curriculum; ➤ Audit and enhance provision using AOLE maps and toolkits; allowing for a flexibility of approach through pupil voice. ➤ Enhance higher quality Expressive Arts experiences particularly in KS2 ➤ To develop pupils' wider skills particularly through the application of themes ➤ Provide more 'real-life' hands on experiences and develop a projects based approach and use of specialist e.g. visitors, local community etc ➤ AOLE leads to develop an exceptional understanding of their areas, including developing leadership opportunities through collaboration with other schools and providers on more regional/ national basis. ➤ Produce a whole school Teaching and Learning Map that reflects the New Curriculum for Wales (January 2020) and the school's vision. 	<ul style="list-style-type: none"> ➤ By October half term, all teachers to have improve knowledge and increased confidence of new curriculum AOLE area through regularly using: <ul style="list-style-type: none"> - the progression maps on a page. - consistent short term planning template (including the 4P, progression steps, cross curricular links to AOLE, pupil voice and outdoor activities). ➤ Every term, all thematic topics reflect the requirements of the new curriculum and AOLE areas, including mini topics and pupil voice 'pop up' topics. ➤ Nearly all pupils experience stimulating new curriculum learning opportunities that have at least a secure or high impact on their learning. 	<ul style="list-style-type: none"> ✓ All AOLE leads have demonstrated increased capacity of leadership providing strategic direction for their respective teams (CL). ✓ All teaching staff have a good understand of the progression steps, support by the AOLE maps (CL) ✓ All teachers plan and deliver New Curriculum activities using a consistent update planning template (2020) clearly outlining AOLE, pupil voice and outdoor activities (CL) ✓ All AOLE leads applied a consistent approach to action plans, priorities auditing and coverage during the 'Design and Trial' stage. (CL) ✓ All AOLE leads have reviewed the effectiveness of the new planning template and agreed changes to enable the 'Design and Trial' (CL) 	<ul style="list-style-type: none"> ➤ All leads have continued to provide strategic directions for their AOLE teams through a focused line of inquiry (CL) ➤ All teaching staff have a more detailed understanding of the WMS through auditing their themes (CL) ➤ Nearly all teachers provide learning opportunities that have a secure or high impact on pupils' learning (Summer Term MER - CL). <p>ALOEO leads yet to analysis thematic audit (CL)</p> <ul style="list-style-type: none"> ➤ High quality T&L map is pivot to the CSSR

			<p>process of the school (CL)</p>  <p>Teaching and Learning Map.pub</p>
<p>Further develop Marshfield as a professional learning organisation</p> <ul style="list-style-type: none"> ➤ Undertake high quality research based on the key pedagogical principles using the Spirals research model. For instance, questions based on Estyn reports/case studies. 'Improving teaching June 2018.' ➤ Use the seven dimensions of the SLO model to formulate training programme/ activities based the school's results (Autumn 2019) ➤ Further developing the school's collaboration with other providers on more regional/ national basis (e.g. EYE events/ S2S system) including raising the professional learning profile of the school more proactively on twitter. 	<ul style="list-style-type: none"> ➤ All teaching staff to continue to use the spiral model to develop a research question. ➤ By the end of the academic year 2020/21, the SLO action plan will have had a positive impact Marshfield as a learning organisation. ➤ All staff to continue to track their professional learning using the schools log closely aligned to the professional standards ➤ By July 2021 to have increased Twitter followers by 10% therefore raising the professional learning profile of the school. 	<p>New lines of inquiry to be developed during Summer 2021 in line with AOLE (CL)</p> <ul style="list-style-type: none"> ➤ Many teachers track their professional learning using the schools logs, linking their development to the professional standards. E.g.  <p>Example PL Learning and Trainir</p> <p>Limited development of the SLO (CL)</p> <ul style="list-style-type: none"> ➤ Since September 2020, the professional learning profile of the school has significantly increased, including a 73% rise in twitter followers (312 more followers) CL 	<ul style="list-style-type: none"> ➤ Nearly all teachers have strengthened AOLE pedagogy and practice through high quality research based on the NFER model (CL) <p>Limited development of the SLO (CL)</p> <ul style="list-style-type: none"> ➤ Impressive CSSR showcase exemplifies the highly effective education provided for the pupils at the school during the current pandemic  <p>Marshfield CSSR Report -April 29 2021</p> <ul style="list-style-type: none"> ✓ Further 62% increase in Twitter followers now totalling 761 which has almost tripled since September 2020

Overall progress of this SDP 2: To successfully implement and embed the final Curriculum for Wales (January 2020) including high quality blended learning experiences for all pupils in response to the COVID 19 pandemic.

Excellent	✓	Strong/Good		Satisfactory		Limited	
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Summary of main strengths and successes 2020-2021

- ✓ Dynamic Blended Learning model which was continually evaluated and refined.
- ✓ Staff developed new ways of working and communicating due to the needs of blended learning
- ✓ Upskilling of staff and children in preparation for Blended Learning.
- ✓ Engagement tracker - throughout the blended learning process participation was tracked, assessed and altered.
- ✓ On-going feedback of Blended Learning process from all stakeholders.
- ✓ Visual interpretation of the school 's 'Teaching and Learning Map' used effectively to identify areas of progress, development and renewal in line with the Curriculum for Wales.
- ✓ The actions of leaders have been proactive, empathetic and responsive in all aspects of curriculum and pedagogical development during the period of the pandemic.
- ✓ Communication with parents including a vast increase in Twitter followers.

Summary of key priorities for 2021-2022

- Further evaluate and refine blended learning model.
- Continue to develop the website as a learning hub.
- To further develop higher quality Expressive Arts experiences particularly at progression step 3
- Further evaluate, review and adapt planning, including use of thematic overviews on a daily and termly basis to inform community of current and future pedagogical plans.
- Analyse 'School level Curriculum' audit and AOLE research outcomes to further refine high level curriculum.
- Increase cluster revision/ development of steps to success in regard to the CfW.

Inspection Area(s): IA3/ IA5

Rationale for development: The ongoing COVID 19 pandemic has only served to heighten the importance of support pupils' emotional health. As stated in the new curriculum for Wales (2020) 'Reading and literacy have a key role to play in supporting mental health, emotional wellbeing and holistic development.' Additionally, owing to a significant gap in pupils learning over the past year, there is a need to focus on pupils basic reading skills. In order to raise standards, there needs to be a focus on re-igniting a passion for reading, with a particular focus on literature, 'Literature also fires imagination and inspires creativity' (LLC AoLE) Finally, along with literature, a greater focus needs to be addressed in the promotion of Wales and the Welsh language. 'Wales is a land of two languages and that means learning in both Welsh and English.' (WAG)

Area for Development & Key Objective(s) (What?)

3. To maintain high standards in Literacy, with a particular focus on igniting a whole school reading ethos.

Inspection Recommendation	R1 Provide purposeful opportunities for pupils to communicate frequently in Welsh throughout the day R2 Enable pupils to develop as independent learners who make choices about how and what they learn and contribute effectively to decision-making R3 Ensure that learning activities match pupils' needs closely so that pupils of all abilities make the best progress they can. R4 Develop governors' role in monitoring the quality of provision and pupils' progress	National Priorities	Development of a cluster approach to Curriculum for Wales- improve levels of Literacy.
Consortium/ LA Strategy	1, 2, 3 & 4	National Mission(s)	Robust assessment, evaluation and accountability arrangements supporting a self-improving school.

PLAN		REVIEW	
Action (What do we plan to do to achieve these objectives?)	Success Criteria (How will we know when this has been achieved?)	Review 1 (January 2021)	Review 2 (April/May 2021)
Re-ignite love of reading ✓ 'Establish a Stori Ni' communal library area by December 2020 ✓ Organise welcoming reading areas in classrooms; ✓ Invite authors and reading enthusiasts to the school; ✓ Timetable reading enrichment days/weeks; ✓ Join this years. 'Reading is Magic,' festival ✓ Establish a virtual class 'Reading buddies,' partnerships between the Culture Criw and other classes. ✓ Introduce weekly, 'Chatterbook,' sessions into the classroom and collate video footage evidence	➤ Nearly all pupils to have engaged in at least two reading enrichment activity days by Dec 2020; ➤ January learning walk reflects an accessible 'Stori Ni' in most classrooms; ➤ January MER cycle to evidence nearly reading activities have at least a secure impact on learning.	✓ Successful establishment of a 'Stori Ni' library in Y5/6 Communal area; ✓ Nearly all year groups engaged and completed follow up activities linked to the 'Reading is Magic Festival' ✓ Weekly chatter book sessions introduced in nearly all classrooms (LLC Evidence Folder) ✓ Most KS2 pupils have shared book recommendations via live chatter-book sessions on Teams	✓ Nearly all Y5/6 have accessed the stori ni area for reading resources this term;(LS) ✓ Most classrooms have well-established reading areas;(LS)

<ul style="list-style-type: none"> ✓ Establishment of a reading extra-curricular club by April 2021. 		<ul style="list-style-type: none"> ✓ All pupils have participated in a 'Share a Story,' World Book Day activity which will be displayed in the communal library area ✓ Launch of 'Marshfield Primary's Virtual Library (March 2021) ✓ <div style="text-align: center;">  <p>Our Virtual Library @ Marshfield Primar</p> </div>	<ul style="list-style-type: none"> ✓ Limited access to author visits however a virtual event planned for 21.6.21 with author Claire Fayers; (LS) ✓ Whole school reading enrichment week planned for W.C 21.6.21(LS) ✓ Unsuccessful establishment of reading buddies due to COVID lockdown but a virtual version to begin W.C. 4.6.21 between Y6 and FP pupils.(LS)
<p><u>Enhance, 'Read and Response,' skills across the school:</u></p> <ul style="list-style-type: none"> ✓ Assess and benchmark pupils reading age/level at regular intervals in September and accordingly (depending on pupil needs etc); ✓ Improve pupils read and response skills; ✓ Inject focused read and response resources into intervention groups. ✓ Audit current reading scheme and purchase new resources; ✓ Engage pupils in Welsh literature and classic poetry; ✓ Promote use of the digital, 'Oxford Reading scheme,' both in class and at home; ✓ Parental questionnaire to gauge effectiveness of RB scheme (Jan 2021) 	<ul style="list-style-type: none"> ✓ By Oct 2020, Culture Criw to have set up a virtual reading buddies into daily guided reading sessions Spring Term ✓ FADE to show at least secure impact on teaching and reading provision across the school; ➤ Intervention (including ALP) progress graph to show improvement in reading standards through clear entry and exit data in FP and KS2. 	<ul style="list-style-type: none"> ✓ All pupils successfully benchmarked by Dec 2020 ✓ New PM reading scheme purchased for whole school (Nov 2020) ✓ Nearly all year groups have provided pupils with weekly opportunities to engage in high quality read and respond lessons (as highlighted in the Blended Learning FADE) <div style="text-align: center;">  <p>FADE Report Blended Learning o</p> </div>	<ul style="list-style-type: none"> ✓ Successful implementation of PM guided reading resources from N - Y6.(LS) ✓ Further work needed in the purchasing of individual reading books for pupils in FP;(LS) ✓ Pupil questionnaire completed with regards to pupil

<ul style="list-style-type: none"> ✓ Revise current FP reading scheme, including expanding and embed reading attack resources across FP; ✓ Evaluate reading provision via evaluative sessions. 	<ul style="list-style-type: none"> ➤ Analysis and evaluation impact positively on reading provision and opportunities. 	<ul style="list-style-type: none"> ✓ All KS2 weekly overviews signpost oxford reading buddies website for use at home. 	<p>perception of reading (May 2021) (LS)</p>  <ul style="list-style-type: none"> ✓ Parental questionnaire to be distributed end of May 2021; (LS)
<p><u>Evaluate blended learning from an LLC perspective</u></p> <p>Evaluate home learning provision for reading through questionnaires and evaluative sessions.</p>	<ul style="list-style-type: none"> ✓ Improved subject knowledge of proven LLC blended learning approaches to be demonstrated by staff. ✓ Analysis and evaluation to impact positively on reading provision for pupils at home. 	<ul style="list-style-type: none"> ✓ Parental questionnaire to be distributed March 2021. 	<ul style="list-style-type: none"> ✓ Parental questionnaire to be included in LLC Aole research project to be circulated May 2021.(LS)
<p><u>Further establish a plurilingual ethos amongst learners;</u></p> <ul style="list-style-type: none"> ✓ Continue to use the 'Culture Criw,' pupil council to drive forward W2L and MFL throughout the school; ✓ Celebrate , 'European Languages Week' (September 26th 2020) ✓ Provide opportunities for MFL teaching; ✓ Culture Criw to develop a questionnaire and complete with KS2 in Oct and again in May. ✓ Effectively align assemblies linked to RRS. <p><u>MFL to be a focus in transition arrangements</u></p> <ul style="list-style-type: none"> ✓ Schedule drawn up for MFL support from Bassaleg High ✓ 6 lessons for each Y5 class in the cluster. 	<ul style="list-style-type: none"> ➤ Autumn Term FADE to evidence high quality units of work linked to Wales and other cultures; ➤ Increased involvement of the 'Culture Criw,' in whole school assemblies. ➤ May 2021 pupil questionnaires to highlight increased pupil's perceptions of identity and culture; ➤ Nearly all classes to have celebrated European languages day with evidence of activities completed by pupils. 	<ul style="list-style-type: none"> ➤ Virtual Teams meetings established between Culture Criw and Mini Pals council (Nov 2020) ➤ 50% of KS2 pupils participated in an online questionnaire created by Culture Criw council as part of spiral research inquiry project (LS)  <p>Welsh Perceptions Survey(1-50) (1).xlsx</p>	<ul style="list-style-type: none"> ➤ Interactive storytelling videos circulated amongst FP (created by culture criw) (LS) ➤ Successful establishment of a 'Cornel Cymraeg' area within the monthly memo;(LS) ➤ Limited engagement with MFL and

	<ul style="list-style-type: none"> ➤ Autumn Term MER to show increased evidence of MFL work in all pupils LLC books. ➤ All pupils in Year 5 across the cluster to have a greater acquisition of Spanish 		Bassaleg due to the Covid pandemic.(LS)
<p><u>Achieve the silver award for Campus Cymraeg accreditation</u></p> <ul style="list-style-type: none"> ✓ Gather further evidence for the Cymraeg Campus 'Siarter Iaith' Silver award. 	<ul style="list-style-type: none"> ➤ By April 2021, Successful creation of a, 'Maerun ar y map,' promotional video. ➤ By July 2021, successful accreditation of the Cymraeg Campus silver award. 	<ul style="list-style-type: none"> ➤ Virtual Eisteddfod held in week commencing 22.2.20 ➤ All pupils participated and entered a variety of competitions with certificates awarded for different areas of learning. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  !Blended Learning Overview - WC 22.02 </div> <div style="text-align: center;">  Digital Story Book Certificate.pptx </div> </div>	<ul style="list-style-type: none"> ✓ Re-establishment if campus cymraeg targets via staff meeting (12.5.21)(LS) ✓ On-going journey towards accreditation using baseline completed Nov 2019.(LS) <div style="text-align: center;">  Baseline arain Marshfield 2020.doc </div>
<p><u>Further develop Moderation / Standardisation procedure in the school</u></p> <ul style="list-style-type: none"> ✓ To strengthen standardisation and moderation in reading in both Literacy and Welsh. 	<ul style="list-style-type: none"> ➤ All staff to have collated at least one piece of levelled reading work in Literacy and Welsh, per pupil, per term. 	<ul style="list-style-type: none"> ➤ Not undertaken yet due to disruption of Covid pandemic. 	<ul style="list-style-type: none"> ✓ Timetabled for end of May 2021 (LS)

Overall progress of this SDP 3: To maintain high standards in Literacy, with a particular focus on igniting a whole school reading ethos.

Excellent		Strong/Good	✓	Satisfactory		Limited	
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<p>Summary of main strengths and successes 2020-2021</p> <ul style="list-style-type: none"> ✓ Implementation of guided reading resources across the whole school. ✓ Introduction of reading enrichment weeks to further inspire pupils to read for enjoyment. ✓ Launch of virtual library for use at home. ✓ Continued acquisition of evidence for Campus Cymreig silver award.

- ✓ Wider community involvement e.g. author visit.

Summary of key priorities for 2021-2022

- Enhance opportunities for in house moderation of literacy.
- Continuation of Campus Cymreig award.
- Further development of individual home reading scheme for Foundation Phase pupils.
- Moderation of pupils' work / further sharing of practice.

Inspection Area(s):

Rationale for development: The [new Curriculum for Wales \(January 2020\)](#) is being implemented at the design and trialling stage, with a continued strong focus on developing pupils' maths and numeracy skills through the four purposes. There is a need to ensure consistency across the school with both the high standards of mental maths and the application of numeracy skills. There is also a need to enhance provision and expose pupils to increased opportunities of numerical reasoning particularly in Y2 in light of NNRT 2019 (115+ performance dipped and <85 performance doubled to ~20%). Additionally a more transparent system for tracking pupil progress (value added) particularly for non FSM pupils is needed in mathematics.

Area for Development & Key Objective(s) (What?)

4. To further raise standards of basic mental maths and numeracy skill application across the curriculum.

Inspection Recommendation	R2 Enable pupils to develop as independent learners who make choices about how and what they learn and contribute effectively to decision-making. R3 Ensure that learning activities match pupils' needs closely so that pupils of all abilities make the best progress they can.	National Priorities	Development of a cluster approach to Curriculum for Wales- raising standards in numeracy.
Consortium/ LA Strategy	1, 2, 3 & 4	National Mission(s)	Robust assessment, evaluation and accountability arrangements supporting a self-improving school.
PLAN		REVIEW	
Action (What do we plan to do to achieve these objectives?)	Success Criteria (How will we know when this has been achieved?)	Review 1 (January 2021)	Review 2 (April/May 2021)
<u>Develop consistent approach to mental maths across the school</u> ➤ Audit the use of mental maths resources. ➤ Ensure each year group is equipped with a range of appropriate strategies and skills to effectively enhance pupils' basic mental maths skills.	➤ All teachers use the schools' toolkit to support their numeracy / maths teaching and learning.	➤ All teachers have a secure understanding of numeracy toolkit (CL)	➤ Most teachers use the wide range resources exemplified in the teacher toolkit to support and scaffold learning, particularly in the

<ul style="list-style-type: none"> ➤ Develop a consistent pedagogy of mental maths from nursery - Year 6 through strategies such as counting choirs, show me etc ➤ Provide opportunities for staff development through observation of modelled sessions etc ➤ All teachers to effectively utilise 'My maths' to improve home learning opportunities and numerical standards at home. 	<ul style="list-style-type: none"> ➤ In house observations of mental maths sessions to be undertaken to share good practice February half term. ➤ Nearly all pupils who undertake numeracy intervention at least met / exceed their improvement target. ➤ By Summer 2021, nearly all mental maths observations demonstrate at least a secure or high impact on pupils' learning. 	<p>Covid pandemic restrictions impacted on live observations.</p> <ul style="list-style-type: none"> ➤ All pupils who took part in Autumn term numeracy intervention at least met their target (CL) <ul style="list-style-type: none"> - Y4 progress: 59% → 82% - Y5 progress: 58% → 80% 	<p>mental aspect of teaching and learning - FADE May'21 (CL)</p> <div style="text-align: center;">  FADE Report- Summer 2021.docx </div> <ul style="list-style-type: none"> ➤ 94% of observed mental maths sessions demonstrated at least a secure or high impact on pupils' learning (May 2021 - CL)
<p><u>Establish innovative learning opportunities in Numeracy and Maths</u></p> <ul style="list-style-type: none"> ➤ AOLE team to brainstorm new initiatives to improve pedagogy in their area to share their practice. ➤ Explore and embed progression steps of the maths and numeracy ALOE in planning. ➤ Ensure age appropriate numeracy resources are utilized effectively in classroom areas and the outdoor environment. ➤ Promote pupil choice and independence of numerical activities ➤ Establish strategies to enhance numeracy through embedded STEM activities within the curriculum, including developing STEM zones that focus on critical thinking. 	<ul style="list-style-type: none"> ➤ By December 2020, all teachers to have improve knowledge and increased confidence of numeracy and maths progression steps. ➤ By April 2021 (CCT planning/SeeSaw review), exemplifies that every week, foundation phase pupils to solve at least one reasoning / STEM problem to enhance their numerical application skills, through the enhanced provision. 	<ul style="list-style-type: none"> ➤ All teachers have a secure understanding of numeracy progressions steps, supported by the AOLE progression map (CL) 	<ul style="list-style-type: none"> ➤ All provision exemplified high quality opportunities for nursery - Year 3 pupils to apply their numerical skills in the enhanced provision / areas of the classroom (learning walk / lesson observations - May '21) <div style="text-align: center;">  Application of numeracy in classroom </div> <p>STEM opportunities need to be developed - SDP 2021/22</p>
<p><u>Audit numerical reasoning and provide training and support to improve standards in numerical pedagogy and application</u></p> <ul style="list-style-type: none"> ➤ Ensure PL opportunities, including training on numerical pedagogy in line with the new curriculum. 	<ul style="list-style-type: none"> ➤ By April 2021 (CCT 4 book review), all Y2-6 classes include opportunities for a wider range of numerical 	<ul style="list-style-type: none"> ➤ All pupils who took part in Y4 MyMaths intervention program at least met their target 	<ul style="list-style-type: none"> ➤ Nearly all Y2-6 pupils' numeracy skills are enhanced through at least two pieces

<ul style="list-style-type: none"> ➤ Develop a wider range of reasoning techniques and resources to support teaching and learning of numerical skills. ➤ Provide more opportunities for numeracy application, particularly in the classroom areas in FP. ➤ Establish and embedded higher quality numerical reasoning opportunities through cross-curricular themes and the outdoors. ➤ Utilise my maths to ensure high quality numerical intervention and to provide home learning reasoning tasks. ➤ Embed a more transparent system for value added tracking particularly for non-FSM pupils in mathematics. ➤ Use targeted intervention programmes to raise standards. ➤ Raise the numerical attainment of MAT pupils (ensuring the MAT register is audited) including innovative cluster/transition projects. E.g. MAT transition project with Bassaleg High School. 	<p>reasoning opportunities in cross curricular lessons.</p> <ul style="list-style-type: none"> ➤ By April 2021 all Y2-6 classes will have improved numerical application skills including the completion of two pieces of reasoning every 3 weeks. ➤ Intervention progress using MyMaths graphs exemplify high levels of pupil progress through effective and clear entry and exit data. 	<p>with average attainment increase from 59% → 82% (CL)</p> <p>As schools are not required to record final assessment date (due to the pandemic) - value added tracking data is not available 2020/21</p> <p>No MAT projects / cluster groups due to pandemic</p>	<p>of maths application / reasoning every 3 weeks (CCT 4 book review / audit - 11/6/21)</p> <ul style="list-style-type: none"> ➤ Nearly all pupils articulate the way their own organisation skills are developing to ensure they take growing responsibility for their own learning - FADE May'21 (CL) <p>Awaiting targeted summer intervention data - big maths</p>
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Overall progress of this SDP 4: To further raise standards of basic mental maths and numeracy skill application across the curriculum.

Excellent		Strong/Good	✓	Satisfactory		Limited	
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Summary of main strengths and successes 2020-2021

- ✓ Strong, consistent approach to mental maths pedagogy; closely aligned to TAPAS documentation and the demands of the Curriculum for Wales. Parity of provisions and opportunities is strong within year group teaching teams.
- ✓ Most teachers use the wide range resources exemplified in the teacher toolkit to support and scaffold learning, particularly in the mental aspect of teaching and learning.
- ✓ 94% of observed mental maths sessions demonstrated at least a secure or high impact on pupils' learning
- ✓ Support staff provide high level of targeted support and challenge to effectively aid, scaffold and extend learning in order to books the understanding, particular of the less able pupils.
- ✓ In discussion with pupils, nearly all talked confidently about their mental maths skills and acquisition, using a range of age appropriate vocabulary. Nearly all pupils articulate the way their own organisation skills are developing to ensure they take growing responsibility for their own learning
- ✓ High levels of pupil progress in maths intervention through Big Maths and the MyMaths programs.

Summary of key priorities for 2021-2022

- Further develop innovative mathematical learning opportunities in the outdoor environment, including increasing STEM activities.
- Further raise the numerical attainment of MAT pupils.
- Develop an improved tracking system of practical numerical skills.
- Further develop staff training opportunities, particularly through in house observations of both classroom and intervention practice. Also ensure PL opportunities in line with the new curriculum.
- Continue to develop maths & numeracy moderation activities and sharing of best practice to ensure that there is consistency in practice and clear progression and challenge between year groups and across the school.

6.2: Plan for this year (2021/22)

This section lays out the priorities that have been identified as this year's development plan.

Overview of School Development Plan 2021-2022	
Target 1:	Ensure the wellbeing agenda provides breadth, quality and a consistent approach for all learners.
Target 2:	Further develop the leadership capacity of the whole school community, reflecting upon the opportunities of the curriculum for Wales.
Target 3:	Ensure pupils have a broad range of high-quality opportunities to improve their creative skills.
Target 4:	Improve pedagogy and practice in STEM competencies.

7: People/ Children/ Class sizes –

Count of Year		Gender		
Year	Reg	F	M (blank)	Grand Total
Nursery	Nursery AM	15	5	20
	Nursery PM	10	10	20
Nursery Total		25	15	40
Year 1	JC	15	15	30
	SJL	14	15	29
Year 1 Total		29	30	59
Year 2	HW	13	17	30
	JD	10	18	28
Year 2 Total		23	35	58
Year 3	AJ	12	18	30
	LD	15	15	30
Year 3 Total		27	33	60
Year 4	CJ	19	10	29
	EM	15	15	30
Year 4 Total		34	25	59
Year 5	DLW	18	10	28
	HP	15	14	29
Year 5 Total		33	24	57
Year 6	LS	17	13	30
	PD	18	11	29
Year 6 Total		35	24	59
Year R	EE	17	13	30
	JS	14	14	28
Year R Total		31	27	58
(blank)	(blank)			
(blank) Total				
Grand Total		237	213	450

7.1.2: Year 6 leavers

The children who left Year 6 in July 2020 moved on to the following schools:

School	Bassaleg	John Frost	St Joseph's	Rougemo nt	St Johns	Moved out of Area
No. of children: 61	50	5	0	0	2	3 plus 1 with no place

7.2. Parents

The partnership between home and school is essential if children are to flourish and reach their full potential. The effectiveness of our relationship has been clearly shown through academic attainment, children's all-round achievements, Estyn Inspection Report, feedback from the Education Achievement Service (EAS), comments from visitors and when we take children out of school on visits and through having a school full of happy children.

Parental involvement this year has included:

- Supporting children with home learning on a range of platforms.
- Continuing to support their child's wellbeing
- P.F.A. activities, organising and supporting events to raise money for school, including:

PFA Successes/ stories

The school has a very active PFA who meet regularly to organise a wide range of activities for pupils throughout the year. All profits raised are used to support and nurture the pupils at Marshfield. They have recently purchased a range of group reading books and a selection of vehicles to develop pupils' gross and fine motor skills.

Staff

Class	Teacher	Classroom Support
Nursery	Mrs Lane	Mrs Powell
Reception	Mrs Elliott	Mrs Jones NNEB Mrs. Davies (1:1)
Reception	Miss Scrivens	Mrs Wilson
Yr1	Mrs Lewis/Mrs Freeman	Mrs Morgans
Yr1	Mrs Cervi	Mrs Silcox Mrs. Vanhees (1:1)
Yr2	Miss Wilson	Mrs Davies (1:1) Mrs Ridley
Yr2	Mrs Davies	Mrs Oswell (M, T, W) Mrs Miles (W, Th, F) Mrs Farley (1:1)
Yr3	Miss Davies	Mrs Beachus Mr Perez (1:1)
Yr3	Mr Jones	Mrs Ali / Mrs. Pearson (1:1)
Yr4	Mrs James	Mrs Ryan &
Yr4	Miss Moseley	Mrs Fletcher
Yr5	Mrs Packer	Mrs Evans & Mrs Cox (1:1)
Yr5	Mrs Williams	
Yr6	Mr Davies	Mrs Sainsbury & Mrs Turner (1:1)
Yr6	Mrs Sullivan/Mrs Cooper	

7.3 Financial Summary

Marshfield Primary		
Financial Statement for Year Ending 31st March 2021		
2019/20 Outturn		2020/21 Outturn
£	Employees	£
930,933	Teachers	975,720
450,775	Support Staff	443,398
21,201	Caretakers	23,355
0	Midday Supervisors	0
0	Cleaners	0
Other Employee Costs		
18,302	Supply Insurance Premium	17,918
22,198	Agency Staff	35,580
0	Lunch Time Meal Entitlement	177
0	Foreign Language Assistants	0
0	Exam Invigilators	0
0	Advertising	0
0	Interview Expenses	0
164	Misc Employee Costs	138
Energy		
6,400	Gas	5,726
11,856	Electricity	9,692
0	Oil	0
60,439	Capitation and ICT	56,953
3,687	SCC, EIG and PDG Expenditure	-185
Premises Related		
1,568	Hire of Facilities	1,339
10,126	Rates	10,299
13,219	Building Maintenance and Alarm Lines	16,632
5,742	Grounds Maintenance	14,397
4,354	Water	3,444
17,896	Building Cleaning Contract	24,540
2,510	Refuse Collection	2,323
5,651	Miscellaneous Premises	7,299
Communications		
71	Postage/Fax/Telex	618
3,916	Telephones	4,706
Transport		
0	Vehicle Maintenance	0
0	Purchase of Vehicles	0
0	Vehicle Hire	0
190	Car Allowance	16
0	Travel Expenses	0
0	Exam Fees	0

External Courses		
3,330	School Funded Training	1,005
0	Alternative Curriculum Provision	0
0	Sixth Form	0

34,781	Central Services	30,378
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Income		
-360	Lettings	0
-11,988	Sales Income	-2,940
0	Music Service Income	0
-42,034	Donations	-16,040
0	Miscellaneous	0
-49,317	Supply	-9,867
0	Exam Fees	0
-617	Interest	-435
0	Rental Income	0
0	EIG	0
0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
-235,508	Other Grant and Contributions	-332,768
0	Reserve Transfer	0
0	After Schools Club	0

1,289,485	Total Net Expenditure	1,323,418
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1,265,939	Total Funding	1,390,803
-23,546	In Year Surplus / Deficit	67,385
89,475	Prior Year Surplus / Deficit	65,929
65,928	Accumulated Surplus / Deficit c/fwd	133,314
5.21%	Balance as % of Funding	9.59%