

Marshfield Primary- School Development Snapshot (Review 2022-2023/ Looking ahead 2023-2024)

Progress Measures

Excellent	Strong/Good	Satisfactory	Limited
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Summary of Progress 2022-2023

Objectives	Main Strengths	Ways Forward	Judgement
To further embed an inclusive culture which is suitable for all learners and promotes high level of wellbeing (well-being, equity and inclusion)	Nearly all pupils behave consistently well. A clear and consistent behaviour policy ensures that the school is a calm and safe environment.	To further explore and embed the priorities of DARPL (Diversity and Anti-Racist Professional learning) and improve understanding of the Welsh perspective in raising multi-disciplinary and racial consciousness.	Excellent
To refine the breadth, quality and purpose of LLC opportunities to improve standards of learning (curriculum, learning and teaching)	Most FP classes using innovative spelling practise developed by LLC AOLE team	Further work needed in the promotion of W2L ethos around the school	Strong/Good
Ensure pupils have a broad range of high-quality opportunities to develop extensive real-life skills (curriculum, learning and teaching)	Increased and purposeful use of the outdoors from a broader range of AOLEs	Build upon teacher confidence in the delivery of DCF and overall pupil standards.	Excellent
To embed the key components of the curriculum for Wales through high quality research and teaching and learning (vision and leadership)	Strong cluster development ensures clear pace and coherence in curriculum development, pupil progress and transition	Strengthen partnership feedback through a more established Parent forum.	Excellent

Summary of areas for development 2023-2024

To improve the health and well-being of all through active community engagement (well-being, equity and inclusion)	
<ol style="list-style-type: none"> To embed the 'No outsiders' programme (Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.) To enhance the school's whole-school approach to DARPL (Diversity and Anti-Racist Professional learning) 	<ol style="list-style-type: none"> Framework on embedding a whole-school approach to emotional and mental well-being' Developing Marshfield as Community Focus Schools
Outline of help and support to achieve our priorities: - NCC inclusion team for diversity training/ toolkit development. Continued support from Wellbeing Network (EAS). Healthy Schools Project. DARPL	
To improve provision and practice in W2L across the school (curriculum, learning and teaching)	
<ol style="list-style-type: none"> Develop use of Incidental Welsh Establish a consistent approach to the teaching of W2L 	<ol style="list-style-type: none"> Establish a Welsh Ethos throughout the school and wider community
Outline of help and support to achieve our priorities: - LLC team (EAS), good practice reports, bespoke support from W2L team.	
To develop digital skills and scientific explorations throughout the curriculum (curriculum, learning and teaching)	
<ol style="list-style-type: none"> To enhance DCF (Digital Competence Framework) pedagogy and practice Create collaborative learning zones in classrooms. 	<ol style="list-style-type: none"> Establish a consistent approach to the teaching of e safety Further refine pupil scientific exploration skills
Outline of help and support to achieve our priorities: Cluster STEM group, external networks, new updated DCF scheme for coverage.	
To promote high-quality teaching and leadership through effective professional learning to support the success of all learners. (vision and leadership)	
<ol style="list-style-type: none"> Refine collaborative leadership to support growth and enable system-wide change. High-level pupil involvement in evaluating progress 	<ol style="list-style-type: none"> Develop Pupil Independence Further refine arrangements for PL through a culture of reading, inquiry and research-based practice.
Outline of help and support to achieve our priorities: - Sutton trust https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Additional guidance on impact reports for research. GB SE toolkit development	