

**School Improvement Plan**

**2023 to 2026**

**Our Vision Statement**

*Park CP School Llay is a place where children become independent learners through a world of discovery. We share a positive environment where everyone is valued and diversity and all successes are celebrated.*

*Park C.P. School Llay is a friendly, welcoming community where everybody works together to promote enjoyment in learning in an uplifting and motivated atmosphere where equality, opportunity and freedom of expression is welcomed.*

*At Park C.P. School Llay we aim to stimulate minds to develop a lifelong love of learning. We aim to inspire independent, creative, sociable and inquisitive learners who are engaged in achieving their full potential.*

*The curriculum is exciting, challenging and varied to develop a sense of awe and wonder in the world and ensure that there are no limits to learning.*

*All staff endeavour to ensure that children encouraged to be honest, friendly, curious, motivated, confident, well-mannered and inspired.*

*To achieve our vision we will aspire for excellence in terms of …*

* *Pupil wellbeing, achievement, behaviour and attitudes;*
* *Teaching and learning;*
* *Provision;*
* *Leadership and management;*
* *Communications and relationships.*

**Our Values**

We:

* Celebrate achievement and positively encourage all children to do their best.
* Create stimulating learning environments and fun memorable lessons.
* Understand and value every child’s right to be an individual.
* Respects pupils’ dignity, encourage self-esteem and acknowledge that children will make mistakes.
* Provide a wide variety of opportunities for children to learn and grow, both within the school grounds and in the wider community.
* Place the emotional health and mental well-being of the children at the heart of everything we do.
* Allow opportunities for children to make progress at their own pace.
* Work in partnership with parents, governors and the wider community.
* Maintain a multi-professional approach in order to meet the holistic needs of our pupils.
* Promote pupils’ spiritual and moral development.
* Foster respect for those with differing religious beliefs and ways of life and develop an attitude which is opposed to discrimination against any person or group on grounds of socio-economic background, creed, ethnic origin, gender or disability.

* Actively encourage lifelong learning and ongoing development of expertise and knowledge for all and believe that staff professional development is critical to school improvement and in the achievement of high standards.
* Have high expectations of behaviour and positive attitudes to learning.

#### *Agreed in consultation with pupils, parents, staff and governors Autumn Term 2020*

**Our Curriculum 2022**

*Park Community Primary School is a place where children are inspired to become independent learners in a positive learning environment, where everyone is valued, where equality and diversity are celebrated and where inclusion is embraced. Our curriculum is designed to stimulate minds, developing a lifelong love of learning. We aim to inspire ambitious, independent, creative, sociable and inquisitive learners who are engaged in achieving their aspirations and dreams. Our curriculum is exciting, challenging and varied, developing a sense of awe and wonder in an ever changing world.*

*When consulting with children, parents, staff, governors and the wider community it was determined that our curriculum will be:*

*Inclusive Nurturing*

*Inspiring Diverse*

*Creative Engaging*

*Flexible Fun*

*Encouraging Rewarding*

*Children will be encouraged to support each other, build resilience and develop confidence when facing challenges, showing determination to achieve their ambitious goals and aspirations.*

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*At the core of our curriculum are the Four Purposes:*

* *Ambitious, capable learners*
* *Ethical, informed citizens*
* *Enterprising, creative contributors*
* *Healthy Confident Individuals*

*Our full Curriculum Vision can be viewed at: https://www.parkcpllay.co.uk/new-curriculum/*

**Our Strategic Plan (incorporating Local and National Priorities):**

### Welsh Government National Mission: High Standards & Aspirations for All

*In Wales, education is our national mission. Together we will achieve* ***high standards & aspirations for all,*** *tackling the impact of poverty on attainment and ambition. All learners, whatever their background, are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work.*



[](#SDP)

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### Wrexham County Borough Council Key Objectives:

The current Council Plan was approved in March 2022.  It sets out 6 well-being and improvement priorities:

* Developing and decarbonising our environment
* Developing our economy
* Ensuring everyone is safe
* Ensuring a modern and resilient council
* Improving secondary education
* Promoting good health and well-being (with a focus on improving children’s services)

Further information including how the plan is developing can be found at [www.wrexham.gov.uk](http://www.wrexham.gov.uk)

*“Improving education is our national mission. Nothing is so essential as universal access to, and acquisition of, the*experiences*,*knowledge*and*skills*that our young people need for employment, lifelong learning and active citizenship.*

*The Curriculum for Wales guidance is a clear statement of what is important in delivering a broad and balanced education. The*[***four purposes***](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes)*are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.*

*A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.*

*Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all, tackle the attainment gap, and ensure an education system that is a source of national pride and enjoys public confidence.*

*This development will also contribute to our goals as a nation as set out in the Well-being of Future Generations (Wales) Act 2015. It is also an important vehicle for embedding the United Nations Convention on the Rights of the Child (UNCRC) in the experience of learning and teaching for our children and young people and for giving them an understanding of their rights.”* ***Welsh Government, Curriculum for Wales 2022***

**School Improvement Priorities 2023 to 2024:**

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|  | **Key Priority Description** | **Rationale** |
| **1** | **Curriculum**  Further develop our planning documents to ensure full curriculum coverage with noted opportunities to embed the four purposes and to raise the aspirations of all learners. | * Staff feedback – plans are too long and unrealistic in what can be achieved throughout the term * Current plans are more of a tick box activity * Impact of Gareth Coombes training and the freedom the Curriculum 2022 provides * New Curriculum Lead in post * More emphasis needs to be given to the Four Purposes to raise aspirations (most recent survey showed only 88% of children in KS2 believe that school will help them in the future). |
| **2** | **Progression**  Ensure we have a consistent approach to effective feedback and assessment procedures, which allow all children to make progress. | * 92% of children said they knew how to improve their work – up from 66% in 2022. * Impact of Gareth Coombes training * Cluster priority to ensure children are well prepared to transfer to secondary school with common practices in place in all cluster schools * Staff discussion around capturing the progress of learners * Reduced workload * Change of mindset from attainment to progress * New Progression Lead in Post |
| **3** | **Additional Learning Needs**  Further develop the strategies in place to remove the barriers to learning and improve the support given to those who find literacy challenging. | * Secure systems in place identifying children with ALN and supporting those on Targeted Universal Provision * Impact of training with Nina Jackson – Removing the Barriers to learning * Staff discussion on supporting children who find literacy particularly challenging and demonstrate elements of dyslexia * Received training from SALT on the Narrative Project and from EPs to use Precision Teaching to support learners |
| **4** | **Engagement**  Further develop links with parents and the local community to raise the aspirations of the children and promote excellent citizenship | * Limited attendance from parents/carers at information sharing or educational events * Reduced participation in community events due to CoVid * Staff discussions regarding the impact of Parents Evenings on children’s progress * Concerns from community & PCSOs over the behaviour of some children in communal areas * Parents questionnaire results – children hesitant to share what they’ve been doing in school that day! * WG National Priorities: Objectives 1, 2,3 & **5** * SER: Area 2:4, 5, 8, 11,12. Area 3: 1,2,3**,4**,7,8. Area 4: 1,2,**5**,**7**, **15.** |
| **5** | **British Sign Language**  Embrace BSL as our third language and develop innovative ways to promote the use with staff, children and parents. | * Statutory requirement of Curriculum 2022 for children in upper years to learn a language in addition to English and Welsh * High number of children in provision and across the school who rely on Makaton signing * Pupil Voice – children consulted over third language and were enthused at learning BSL |

**Key Priority One:** *Further develop our planning documents to ensure full curriculum coverage with noted opportunities to embed the four purposes and to raise the aspirations of all learners.*

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| **Aims & Objectives** | **Actions Required:** *Identify Resources, Training Needs, Assign Budget, Determine Timescales, Identify Responsible Person, etc.* |
| * Plans will be realistic, specific and focussed. * Planning will be responsive, with ‘Cold Tasks’ created to inform future learning opportunities * Develop consistent approaches to capture learning * Staff will ensure that all learning is driven by the four purposes * Planning documents will include real life learning opportunities and show clear links to future careers (CWRE), raising the aspirations of learners * Opportunities to further develop skills in RVE, RSE, UNCRC, DCF and LNF will be clearly referenced * Taith 360 will be used to track curriculum coverage effectively | Lead – Pauline Harrison   * SLT to devise new planning sheet * Staff training on new approaches to planning including discussions within staff meetings * A new approach to make the Four Purposes meaningful to the children will be launched * Visitors invited to school to promote careers etc. To raise aspirations * Children University pilot with Year 6 * Staff to access courses as required * Visits to other schools, including those in the cluster to share good practice around planning and embedding the four purposes |
| **Monitoring:** | |
| * New planning sheets created and shared with staff Sept 2023 * Children’s university introduced Sept 2023 – including visits and activities added to the portal * Planning shared with GwE SIA 17th Oct 2023 – positive feedback gained * Staff meeting used to share and discuss new planning/ offer further support 13th Nov 2023 * Planning sheet to be updated in Jan 2024 following feedback – add effective questioning and specific assessment opportunities -completed and in place | |

**Key Priority Two:** *Ensure we have a consistent approach to effective feedback and assessment procedures, which allow all children to make progress.*

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| **Aims & Objectives** | **Actions Required:** *Identify Resources, Training Needs, Assign Budget, Determine Timescales, Identify Responsible Person, etc.* |
| * Assessments will be accurate and consistent * Staff will be confident when making assessments and be familiar with the Progression Steps * Feedback will be purposeful and age/needs appropriate * Successful tracking systems will be in place to ensure all learners are achieving their potential and making appropriate progress across all AOLEs * Develop a consistent approach to capturing the progression of learners | Lead – Emma Rogers   * Further engagement with Taith 360 to track progress (£1500) * Track and monitor data, ensuring accuracy of decisions (based on pupil knowledge/book observations/listening to learners and discussions with teachers) * Embed training and methods from Mark Creasy and Gareth Coombes in a consistent manner across the school * Introduce new ways of capturing learning for progression into classes * Work with cluster schools to ensure progression within a progression step is clear * Work with All Saints’ school to ensure a consistent and effective approach to Marking & Feedback is in place |
| **Monitoring:** | |
| * Training attended by ER provided by GwE Sept 2023 on Progression * Staff training on Taith 360 23.10.23 followed by additional non contact time for teachers to update the system * Reading stages assessed Sept 23 to be tracked and monitored Dec 2023 * New approach to capturing learning introduced Sept/Oct 2023 – class/group/individual books. Shared with GwE Oct 2023 – positive feedback given * Staff meeting used to share books and discuss good practice 13th Nov 2023 * Schools Partnership Programme with All Saints’ started Oct 2023 on Marking and Feedback, joint staff meetings with feedback shared – successful project which has led to plans for further staff collaboration * January 2024 – Taith consultation and updates shared with staff: notes for assessment purposes, tracking and planning * Staff training day in April to be utilised for staff to begin customising the DOLs on Taith to make them purposeful for assessment & tracking purposes | |

**Key Priority Three*:*** *Further develop the strategies in place to remove the barriers to learning and improve the support given to those who find literacy challenging.*

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| **Aims & Objectives** | **Actions Required:** *Identify Resources, Training Needs, Assign Budget, Determine Timescales, Identify Responsible Person, etc.* |
| * All children will have equal access to educational opportunities to succeed * We will have robust systems in place to ensure early identification of children who need additional support to achieve their potential * Embed strategies suggested during Nina Jackson Training (Links to WG Objective Two) to remove the barriers to learning * All children will have a positive school experience * Further engagement with LA and Noddfa to ensure school is compliant with ALN framework | Lead – Cari Parry   * Maintain then early identification and support systems for children on Target Universal Provision or with ALN. * Cari Parry to attend ‘Understanding and Supporting Students with Dyslexia in Education’ course, October 2023 * Cari Parry to attend and then facilitate the RILL programme for year 3 and 4 pupils. Training to take place in October 2023. * CP and PH to attend relevant forums (ALNCo and RP) and advised training, * Staff training to be identified and arranged as required   *(WG objectives 1 & 2)* |
| **Monitoring:** | |
| * ALN audit for school completed Sept 2023 – discussed at iTAS * Sept 2023 – Matrix for school provision created * CP attended Dyslexia training Oct 23 – good practice shared with staff * ALN support sheets created and shared with staff and GwE SIA with ideas on how to support children/early identification * Narrative project continues * RILL training attended by JP and philosophies introduced into Year 3 class as a trial * ALN updated included in staff meetings * CP met with all teachers to complete small steps targets * Referrals to Noddfa started Nov 2023 * Further training opportunities arranged for staff – Autism Awareness Bus; Narrative Project, Sensory Cicuits | |

**Key Priority Four*:*** *Further develop links with parents and the local community to raise the aspirations of the children and promote excellent citizenship*

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| **Aims & Objectives** | **Actions Required:** *Identify Resources, Training Needs, Assign Budget, Determine Timescales, Identify Responsible Person, etc.* |
| The children will:   * Have access to engaging and stimulating activities that cater for their needs, interests, and abilities, * Drive planned activities, * Show a greater awareness of how learning within school is relevant to later life (careers), * Be more engaged, aware, and respectful of resources, activities, and people. * Have improved well-being, self-esteem & attitudes to learning * Show an improvement in attendance rates.   Parents will:   * Be kept well informed of new initiatives, school information, and classroom activities, * Be more engaged with school life and understand that their views/suggestions are valued   Governors will have a secure knowledge of school life and make regular visits to meet with SLT and speak with the children  In addition, school will strive to become the hub of the community by holding events that promote ‘Cynefin’ | Lead – Meryl Ivison   * Trial real –life activities with a target group of children from Year 5 and 6, * Improve the outdoor learning environment (£36, 500) * Engage parents and businesses from the local area to share their skills * Gauge views of parents * Website to be updated regularly and a Community section introduced * New approach to Parents Evenings to be discussed * Introduce Parent Engagement sessions, with invitations to external providers * Use Google Classroom to share examples of classroom practice with parents * Create links with people/businesses/groups within the community to share experiences and build positive relationships.   *(WG Objectives 1, 3 and 5)* |
| **Monitoring:**  1/9/23 - Website updated with staff changes,  8/9/23 - Community section added to the school website, local business contacted, and information added,  15/9/23 - Parental Engagement Questionnaire uploaded onto website to ascertain how parents prefer to engage with school, dates for the year added to the website,  Autumn Term Updates shared with parents  My Happy Mind Parental Engagement afternoon/evening planned for Dec 2023  Plans in progress for monthly parental engagement sessions for a variety of areas of learning  Teacher/parent meetings for Spring Term agreed dates and trialling new approach of offering timeslots throughout the day for longer sessions and more meaningful discussions involving the children. | |

******Key Priority Five*:*** *Embrace BSL as our third language and develop innovative ways to promote the use with staff, children and parents.*

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| **Aims & Objectives** | **Actions Required:** *Identify Resources, Training Needs, Assign Budget, Determine Timescales, Identify Responsible Person, etc.* |
| * Ensure Middle Leaders are confident when using BSL and have access to appropriate training, support and resources * Gauge the views of all stakeholders * Determine starting points for the children * Provide training for all staff to increase knowledge and confidence of BSL * Establish a positive culture of true bilingualism across the school * Create a rich BSL environment where the use of the language is promoted at all opportunities * Establish a BSL Ambassador group (children) * Promote BSL in the wider community with further opportunities for parents/carers to develop their knowledge * Network with other schools – local and national using BSL) | Lead Persons – Cheryl Sear, Dionne Wilmore, Justine Poole   * Appoint TLR 3s (£3,750) * Contact Stephanie Ellis Williams for support (International Languages Lead GwE) * Contact Borras Park for support (currently using BSL across all departments.) * Determine suitable BSL course and support for our school – Budget (£2000) * Devise an appropriate vocabulary list suitable for purpose in each year group * Include sub targets on Taith for BSL to ensure progression is clearly defined * Gauge the views of all stakeholders via Google Forms * Purchase resources to assist the introduction and establishment of BSL (£500) * Ensure an effective whole school/community launch day * See also Middle Leaders BSL Action Plan   *(WG Objectives 1 and 4)* |
| **Monitoring:** | |
| * TLR3s in place 1st Sept 2023 * Contacts made through GwE and with Borras Park and Rhosymedre to share good practice introducing BSL * Visits made to Rhosymedre November 2023 with ideas shared and feedback given * Pupil Influence Group created * Plan for language development created * Non Verbal Communication day held Oct 2023 with a visitor from the deaf community invited into school * JP, DW & CS completed initial BSL introductory course Nov 2023 and have booked onto Level 1 course (accredited) (£600) * Training Day in December 2023 dedicated to teacher training for introductory BSL course (£3 per teacher) Offer open to TAs – school would fund the course but time could not be given within the working day, 3 TAs took up the offer * Plans for teachers to share key signs with TAs * Videos “Signs for the Week” uploaded to the website for parents/carers/community Nov 2023 * New scheme of work for BSL shared with teachers January 2024 * Option to include a personalised tracking BSL page on Taith – in progress | |

**Other Key Areas to Develop 2023 to 2026:**

* **Resourced Provisions:** 
  + Continue to make the necessary changes for children moving from existing Statements of SEN to IDPs
  + Staff to continue to engage with LA ALN Forums and network with colleagues from other RPs including visits
  + Engage with the Inclusion Team at the LA “Noddfa”
* **Infants:**
* Continue to develop more opportunities for good quality play across the department.
  + Encourage depth of learning and provide appropriate challenge in ways that will raise overall standards of achievement.
  + Promote coherence and encourage all to make connections across different aspects of their learning.
  + Continue to embed the Read, Write, Inc. programme to improve standards in literacy and provide a consistent approach to the teaching of reading and writing across the department
  + Improve and invest in the outdoor areas of continuous provision to ensure good quality play can take place.
  + Change the classroom environments to a more natural décor to promote calmness and address any sensory issues including flexible seating
  + Continue to make valuable use of Forest School sessions for all children in Years 1 and 2
* **Juniors**
  + Encourage depth of learning and provide appropriate challenge in ways that will raise overall standards of achievement.
  + Promote coherence and encourage all to make connections across different aspects of their learning.
  + Continue to embed Read, Write, Inc. into Years 3 & 4
  + Introduce a new staged reading scheme for KS2, for those who have completed the RWI programme
  + Continue to develop independent learning sessions: Time to Shine with a more play based focus in Years 3 & 4
  + Begin to introduce a more natural décor into classrooms and corridors to promote calmness and address sensory issues including flexible seating arrangements
  + Continue with fortnightly Music sessions with a qualified specialist teacher for all classes on a fortnightly basis
  + Continue to promote, encourage and develop pupil voice
  + Introduce Children’s University into Year 6
* **Whole School:**
  + Establish the new Senior Leadership Teams and Middle Leaders
  + Evaluate and adapt Performance Management arrangements to include opportunities for Peer Coaching to enhance and support continuous professional development
  + Further develop the school website to include Community events (WG Objective 5)
  + Ensure Self-Evaluation Reviews and AOLE Plans are robust and effective
  + Work closely with the Cluster schools on effective transition
  + Continue to use technology to remove the barriers to learning and further engage learners
  + Promote the 5 Ways to Well-Being at every opportunity
  + Use the language of and promote the four purposes within all lessons
  + Engage in the Schools Partnership Programme with All Saint’s, Gresford
  + Maintain, improve and update outdoor learning areas around the school grounds.
  + Secure a wide variety of after school clubs for children from Years 1 to 6.

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Last updated: 2nd February 2024

**A LOOK AHEAD: 2023 – 2026**

* Focus: Literacy (Writing)/Numeracy/reducing the impact of poverty on educational attainment.
* Embed the four purposes and Curriculum for Wales
* Continue to invest time and resources to embed RWI and Literacy & Language, with a possible extension to the RWI Spelling programme
* Continue to develop links and collaborative working with our Partner Cluster Schools
* Continue to work with families and the ESW team to improve rates of pupil attendance.
* Continue to embed the Digital Competence Framework.
* Further develop staff AOLE roles (Team Leaders)
* Further improve pupil voice with School Council and other AOLE linked Pupil Groups
* Look to establish a new Parent, Teacher Association or Friends of Park CP Group for fundraising and local community events
* Introduce Senior Leader Forums with parents to seek their views and opinions on a termly basis
* Arrange staff visits to other schools across Wales and England to share good practice, develop ideas and create professional learning networks
* Further develop the outdoor learning provision across the school with opportunities for Forest School available to all
* Ensure technology is updated as and when appropriate
* Establish closer links with Flying Start and Early Education, including the children in whole school events to prepare them for school life
* Establish closer links with Ysgol Castell Alun as a feeder school.

