

SDP Appraisal 2023-24

Please find outlined below, an overview of RAG rated focus points from priority targets and management activities. Listed next to this table is a list of actions to be followed up next academic year.

	End of Year RAG Rating	Follow up actions necessary
High Priority Target 1	Well-being, safeguarding, child-protection and pastoral care	
Evaluative commentary: The school has robust and extensive systems in place to support learners' well-being, safeguarding, child-protection and pastoral care. For example, pastoral team statistics show that since the introduction of emotion coaching approaches, the percentage of learners across the school needing pastoral intervention has decreased by 14% (from 33% to 19%). This is better than our target of decreasing by 8% to 25% of pupils. A progressive approach to teaching emotional wellbeing/ self-regulation has enabled many pupils to develop well as healthy and confident learners, although the school recognises the need to further develop older pupils emotional vocabulary and further understanding of self and peer-regulation. Professional development logs and staff questionnaires in regards to emotion coaching show that nearly all staff have gained confidence and a strong skillset to appropriately support emotionally-dysregulated learners. A very few staff need follow-up training due to their absence during sessions.		1. Team 3 classes to continue to embed provision to develop learners' emotional vocabulary and understanding of peer and self-regulation. 2. Provide emotion-coaching training for the very few staff who were absent for previous sessions 3. Updates to the school's "Pupil-Centred Values, Attitudes and Behaviours Policy" needs to be completed .This to include corporately agreed emotion coaching approaches.
High Priority Target 2	Coaching and mentoring <i>(in pupil aspirations and staff expectations)</i>	
Evaluative commentary: The school has begun to develop good systems of coaching across staff working with all ages of learners. Coaching and mentoring systems are purposefully used to support staff expectations in-line with professional teaching standards but greater embedding is needed in order to coach and mentor learners in their personal aspirations and attitudes to learning. (This should link closely to follow-up work from this year's medium priority 2)		4. Further coach and mentor learners in their personal aspirations and attitudes to learning 5. Develop further opportunities for effective coaching and mentoring through the performance management cycle

Senior leaders have all received training and undertaken professional development in this regard and recognise that although staff do not have an appetite for personal coaching sessions in directed time, that group coaching has proven successful in team meetings and 'collabovation' times. For example, senior leaders are looking to develop opportunities for personal coaching in the future with staff, particularly in relation to improving performance management processes. Feedback from staff shows that they: recognise the benefit of, have interest in and are willing to participate in coaching themselves, but would like more opportunities to apply this to have a direct impact on learners.

High Priority Target 3

Refine Mathematics and Numeracy Provision In-line With 'Curriculum For Wales'

Evaluative commentary:

The school is well resourced in all classes to progressively support pupils' concrete/ experiential maths mastery. For example, Numicon, Cuisenaire and Dienes' resources located throughout learning environments are readily accessible for both mathematical focus lessons and cross-AoLE numeracy work. Professional learning has successfully ensured that staff identify opportunities to improve maths teaching and learning, but a majority of staff state that they would appreciate further opportunities to embed and develop their confidence in provision of concrete maths experiences.

Daily 'maths memory' times are beginning to support learners progression with remembered facts consistently and this is reflected in national test data which shows that many pupils are achieving in their standardized band, although procedural maths continues to be the weaker area of mathematical achievement for learners. For this reason, further embedding of concrete teaching of maths concepts is needed, particularly with older learners encountering new maths concepts.

Assessment systems across the school provide worthwhile data which is used extensively by leaders to put in place relevant intervention strategies to supplement classroom differentiation, and by teachers to work with learners on their next steps in mathematical learning. However, many learners still find it difficult to say what

6. Further professional development opportunities for embedding and developing staff confidence in providing concrete maths teaching, particularly with older pupils.
7. Further development of concrete maths learning is needed, particularly with older and MAT learners encountering new maths challenges
8. Develop learners' understanding of their next steps in maths to ensure progression
9. Consider further strategies that might prove helpful in developing partnership work with families(e.g. exemplar videos on the school's Youtube channel or website).

their next steps are to progress in mathematical learning. The school also needs to further consider opportunities for MAT pupils in maths as a very few cohorts contain learners that require extra mathematical challenge.

The school offers families opportunities to partner in maths learning, but due to only a minority of families engaging in these opportunities, the school should now consider other strategies that might prove helpful in this way (e.g. exemplar videos on the school's Youtube channel or website).

Medium Priority Target 1	Additional learning needs
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Evaluative commentary:

The school makes good systems in place to ensure the transitioning of ALN learners between classes, groups and staff. Nearly all ALN pupils make good progress from their starting points. For example, class profiles, online learner profiles and 'learner blueprint/ 1-page profiles' in 'Boat Building Books' support the transfer of relevant and comprehensive information needed for staff to meet the needs of the full range of learners in their care.

The school's ALNCo ensures that staff and learners are fully supported throughout ALN pathways being explored, processes of diagnoses and through IEP/IDP target setting and reviewing. As a result, there is a growing awareness of how universal provision can meet the needs of all learners, for example, ASD learners, particularly when they are emotionally dysregulated. The school should now develop their purposeful universal provision further to consider identification and support strategies for emotionally dysregulated learners diagnosed as on the ADD/ADHD continuum.

The school has embedded an extensive range of outside partners in order to support the pastoral needs of ALN learners and in or to provide thorough multi-agency approaches to working with families of ALN learners.

10. Develop universal provision further to support emotionally dysregulated learners diagnosed as on the ADD/ADHD continuum

Medium Priority Target 2	Pupil Aspirations and Staff Expectations
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Evaluative commentary:

The school has developed a range of staff quality assurance systems in-line with the new curriculum and professional standards. Leaders and managers set high

11. Create exemplar portfolios of learners' work in order to further exemplify and standardise teacher assessments

expectations for staff, pupils and themselves. Most staff understand and fulfill their roles and responsibilities well, and co-operate effectively in developing strategic priorities in the school. For example, systems now include: work scrutiny, professional reflection times for all teachers with senior leaders, trust duos, AOLE listening to learners, planning scrutiny, lesson observations, emotion-coaching logs, progressive “I can” statements and AOLE threshold vocabulary designed and agreed for standardisation of assessment, end of progression step team assessments and regular team meetings all ensure robust collaboration around high expectations. The school should next consider creating exemplar portfolios of learners’ work in order to further exemplify and standardise teacher assessments recorded in ‘Boat Building Books’, progression step team assessments and online learner profiles. Around half of learners have personal aspirations and interests which they follow independently. The school has developed strategies in order to support learners develop a wider range of personal interests but these need to be embedded further. Many learners’ can share personal aspirations they have in relation to progressing in their learning, however, a few learners do not know the next steps that they can take in order to follow their aspirations.	12. Embed planning of ‘Discovery Time’ learning 13. Further develop learners’ understanding of their own progress, next steps and where appropriate targets for improvement
Medium Priority Target 3 Languages, Literacy and Communication	
Evaluative commentary: Due to the extenuating circumstances, the school is in the process of reviewing LLC leadership. Currently the schools senior leaders share responsibility for LLC but need to carry out a review of standards in order to set priorities as appropriate next year.	14. Review LLC learning and agree how this will be led in the next academic year.