



Wood Memorial C.P. School

'From little acorns, mighty Oaks grow'

School Development Plan

2024-2027



Kindness



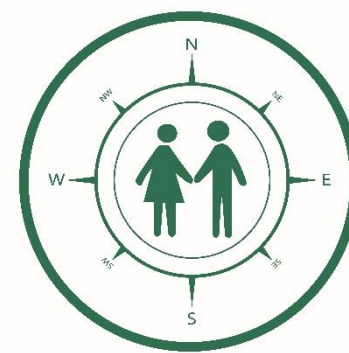
Respect



Determination



Nurture



Integrity

Priority 1

Introduce a specialised and progressive outdoor learning offer with the aim of improving the confidence, skills, self-esteem and well-being of learners, staff and the wider community.

Priority 2

Provide opportunities to progressively apply the five connected and interdependent proficiencies, raising standards in numeracy across the curriculum [R2].

A Culture of Safeguarding
Whole-school Approach to Emotional and Mental Well-being

**ambitious,
capable learners**
ready to learn throughout
their lives

*Cymraeg 2050:
A million Welsh speakers*

**enterprising,
creative contributors**
ready to play a full part in
life and work

*Schools as Learning Organisations
& Team Management*

**healthy,
confident individuals**
ready to lead fulfilling lives
as valued members of
society



**ethical,
informed citizens**
ready to be citizens of Wales
and the world

*Additional Learning Needs and
Education Tribunal (Wales) Act 2018*

Priority 4

To enhance the quality and purpose of learners' extended writing skills across all AoLEs, enabling them to express their knowledge and understanding, effectively, coherently and creatively [R2].

Priority 3

Develop our 'Culture Cymraeg' to promote and encourage everyday Welsh, and Welsh speaking skills of all school stakeholders, improving progress and raising standards [R1].



Priority 1



Introduce a specialised and progressive outdoor learning offer with the aim of improving the confidence, skills, self esteem and well-being of learners, staff and the wider community.

Where are we now?	However...
- We have three trained Forest School leaders in school - There is a forest resource on site with extensive grounds and room to develop - We have developed some areas of the forest with some small grant funding and introduced a climbing area - Feedback from learners and families regarding outdoor learning is overwhelmingly positive, with many requesting more opportunities - Prospective parents/carers of Nursery and Reception aged children have asked about our outdoor learning offer stating that learning outdoors is key to the school they will choose - We have held Wellies in the Woods and some other family engagement sessions in the forest area - There is a strong correlation between outdoor learning and improved emotional and mental well-being – we have seen the positive impact first hand with the current opportunities we have been able to offer - We have some outdoor provision spaces for all year groups to develop AoLEs including literacy and numeracy. - Two sheds have been purchased for the school yard – one to house forest school equipment, the other for scrap/outdoor play at lunchtimes	- We do not have the funds to physically resource the area properly - Learning opportunities are being missed due to limitations within the current set up and provision available - Staffing issues due to budget cuts mean that it is more challenging to free up relevant staff to run the sessions - Currently, when accessing the forest, classes need to be split so that we are compliant with ratios – health and safety is key but learners (and teachers) have said that they would prefer to access the forest as a whole class so that it becomes more of a shared experience - The forest is the other side of our field and access can be challenging without requisite clothing and footwear – there is also an accessibility issue for wheelchair users - Our outdoor class provision areas are significantly limited, especially for Years 3-6 - Some outdoor learning spaces are in disrepair and need investment - The budget is limited so we will need to look at external grants to support any developments - Opportunities to improve maths and literacy skills across the curriculum have been missed – areas need appropriately resourcing
Vision - we will be successful if...	
- All learners have regular access to outdoor spaces to enhance learning and improve well-being. - Secure grants to improve the forest school provision, improving our learning offer and outcomes for all. - Secure grants to improve the outdoor continuous provision and learning areas to support progression of skills, with a focus on numeracy and literacy. - We have built a new Forest School classroom to increase the area footprint, providing a platform for larger groups to access together. - We have established a new model of forest School curriculum delivery which engages all learners and allows. - Staff are enrolled in continuing professional development to deliver high quality outdoor learning experiences. - We see an improvement in numeracy and literacy skills. - There is an increase in learners developing their independence skills and planning in the moment - Strong community partnerships with local businesses/charities are established to support the development of our outdoor provision. - We have increased the number of volunteers (DBS enhanced) able to support the school to support school staff during delivery. - We provide a wide range of family learning and community based activities throughout the year, leading to increased uptake/engagement. - We are able to open our Forest School provision to local community groups and cluster work. - Projects take place which involve pupils in community service style activities such as environmental clean ups, volunteering at local events, big clean up events. - Social media is increasingly used to keep the community informed about activities, achievement and opportunities to be involved.	

Limited Progress	Good Progress	Excellent Progress
Apply for grants to build 'Coed Woody' outdoor classroom in the forest area and further enhance provision areas within forest		
Introduce a robust timetable to ensure that all learners have regular access to outdoor spaces to enhance learning and improve well-being.		
Introduce AoLE sheds in outdoor learning spaces to support skills progression and independent learning for all classes/outdoor spaces (grant dependent)		
Rolling programme of training and CPD related to outdoor learning and planning in the moment		
Introduce a programme of family and community sessions		
Produce a bank of outdoor learning plans/resources to support curriculum development and progression of skills – create from within school, cluster, LA (outdoor learning network)		
Look at disability/community group access – explore grant funding to build an access path to the forest (grant dependent)		
Revise Forest School curriculum delivery model once Coed Woody is built to allow for full class to access the space together, providing a more holistic outdoor learning model which also involves the class teacher.		
Purchase new outdoor clothing – wellies and waterproofs		
INSET/training focusing on providing opportunities to develop numeracy, literacy and digital skills in the outdoors		
Introduce outdoor library/game space for learners to use during lessons and at break/lunchtimes (grant already secured)		

Priority 2



Provide opportunities to progressively apply the Mathematics and Numeracy five connected and interdependent proficiencies across the curriculum [R2].

Where are we now?	However...
- Following a comprehensive review of Mathematics and Numeracy, we identified a need to improve consistency across classes and year groups. - Outside, specialist input was sought (Gareth Metcalfe/GwE advisor etc) to help identify issues and support a way forward. - White Rose was purchased to use alongside our existing approach to maths, with a view to providing consistency of language and approach. Initially for Year 1-6. - White Rose problem solving and extension activities trailed in some classes. - We have now started to introduce the White Rose resources to Reception learners, without the booklets. - Class marking sheets are now used across all classes which enables staff to group learners together in terms of understanding, plan next steps and support progression. - Numbots and TT Rockstars purchased and shared with parents/carers so that that learners can access at home, and in school. - Wal Mathemateg in each classroom set up to support children within sessions.	- Our most recent Estyn report recognised that we need to improve Numeracy and problem solving skills across the curriculum. - Learners are not always afforded opportunities to develop the five interdependent proficiencies (5ips): conceptual understanding, communication using symbols, fluency, logical reasoning and strategic competence across the curriculum. - The majority of learners are not using Numbots/TT Rockstars at home, only in school – this needs addressing. - Inconsistent use of Wal Mathemateg to support and scaffold learning – in need of review - White Rose problem solving and extension activities not used in all classes. - Some children unable to access the White Rose programme at expected age, so adaptations needed. - We have recognised that we are sometimes missing opportunities to apply numeracy skills - Outdoor numeracy provision needs investment to allow learners to apply their numeracy skills
Vision - we will be successful if...	
- We see improvement in learners Mathematics and Numeracy skills. - There is consistency in standards and expectations in Numeracy across the school. - All staff have a clear understanding of what constitutes Numeracy and how to plan for it including the five mathematical proficiencies. - Opportunities and resources are available in the outdoor environments to develop Numeracy skills. - White Rose problem solving and extension activities are used across all classes where learners are able to access. - There is an increase in the number of learners accessing Numbots/TT Rockstars outside of school. - We have rich and purposeful opportunities for Numeracy in all AoLEs. - Appropriate assessment for learning strategies effectively impact on small steps of progression. - There is a consistent approach to feedback, editing and marking - Speaking, listening and reading actively feed into and support the development of Numeracy skills. - Pupils identify opportunities to develop and apply their own Numeracy skills in a range of contexts.	

Limited Progress	Good Progress	Excellent Progress
Ensure consistency in standards and expectations in Numeracy across the school through targeted INSET and dedicated tri-weekly staff meeting/planning time leading to plan/track Numeracy		
Attend any courses related to Numeracy and wellbeing in nature & STEM		
Attend GwE workshops for developing maths, numeracy and digital skills		
Create a tracking tool for numeracy/DC skills across the curriculum and introduce Numeracy Across the Curriculum folder on Seesaw to show evidence and coverage		
Apply for grants to enhance outdoor areas across all age ranges by providing resources to support the development of numeracy skills (Kingspan and other grant opportunities)		
Use White Rose problem solving and extension activities alongside Gareth Metcalfe iSee challenges		
Raise the profile of Numbots/TT Rockstars by holding a Robots and Rockstars day in school and setting up a buddy programme of support.		
Ensure AoLEs (including topics/themes) are planned carefully to provide rich and purposeful opportunities to develop Numeracy and problem solving skills		
All Mathematics and Numeracy sessions to begin with appropriate assessment for learning strategy to effectively impact on progression		
Further develop use of Wal Mathemateg and resource spaces in all classrooms to support progression and independence		
Review marking and feedback/calculation policies to ensure consistent approach to feedback, editing and marking and supporting pupils to use the Woody Super 6 Questions for Learning		
Planning to provide weekly/regular Numeracy opportunities that also encourage learners to use speaking, listening and reading to support development of Numeracy		
Provide pupils with opportunities to develop and apply their own Numeracy skills in a range of contexts through setting effective challenges and utilising Coed Woody, STEM areas and outdoor spaces		
Introduce a Woody 'shop' for children to purchase good based on money they have earned in school.		

Priority 3



Develop our 'Culture Cymraeg' to promote and encourage everyday Welsh, and Welsh speaking skills of all school stakeholders, improving progress and raising standards [R1].

Where are we now?	However...
• Welsh in the Outdoors INSET training was delivered to support teaching staff with ideas and strategies. • We were part of a School Partnership Programme with our local cluster of schools – objective of raising the profile of Welsh within all schools. • Criw Cymraeg is established as part of the Student Senedd, meeting weekly and leading assemblies. • Rich timetable of activities and experiences planned in order to develop the use and learner's enjoyment of Welsh language – St David's Day, Eisteddfod in school, Dydd Miwsig Cymru, Dydd St Dwynwen's, Cwpan o byd, Mr Phormula, Shwmae Su'mae. • After school Welsh Club introduced for Y2-Y6. • Clwb Cymraeg in place for a couple of years now but altering format and widening age range. • TA training programme introduced – delivered by Welsh lead. • Welsh lead teacher now leads consortium projects and planning. • Learning walks held – new areas of improvement and targets identified. • Mentor Iaith training for junior leaders, criw cymraeg + 2 x TA delivered. • Art mural created for front of school working with local Welsh artist.	• We are a border school with approximately 40% of our learners living across the border in England – nearly all families identify as English or other nationalities/EAL. • Helpwr Heddiw is inconsistent across all classes. • Learners not confident using everyday Welsh skills across some subject areas. • Parents/Carers are not confident using everyday Welsh. • We have been unable to achieve the Cymraeg Campus Silver Award due to some of the indicators proving prohibitive. We will continue to work within the Cymraeg Campus framework but not as the only approach. • Opportunities to use Welsh in real life situations have been sometimes missed. • TA training has started but this is in it's infancy and a rolling programme in place to support progress – leading to use of Welsh within AoLEs. • Clwb Cymraeg to be introduced from the start of the academic year, with alternating themes each term.
Vision – we will be successful if...	
• There is a shared and inclusive vision that shows a clear commitment to increasing the use of Welsh and an appreciation of Welsh culture across the school; • Pupils and staff use a range of welsh words and phrases confidently across the curriculum and AoLEs; • Helpwr Heddiw is embedded and consistent within all classes; • Criw Cymraeg are influencing and raising the profile of Welsh across the school, delivering weekly assemblies; • Clwb Cymraeg is on offer throughout the year with a diverse set of activities; • Pupils demonstrate strong Welsh oracy skills in everyday contexts; • We achieve further indicators with the aim of working towards the Cymraeg Campus Silver Award; • Teacher INSET and regular staff meeting time is allocated to establishing Siarter Iaith goals and improving staff confidence; • All staff use Welsh more confidently across all areas of the school; • We provide opportunities for parents and carers to develop their Welsh language skills. • Collaborate effectively across the cluster to maximise use of resources, expertise and provision to improve standards; • The whole school community and partners plan and work together to offer activities and opportunities for the children to use the Welsh language outside school.	

Limited Progress	Good Progress	Excellent Progress
Contact Welsh Advisory Team – invite to learning walk in school , looking at Culture Cymraeg and Welsh oracy and developing Welsh at a whole school level.		
Prepare Helpwr Heddiw packs and carousel of activities to improve basic language patterns (consider re-branding HH name)		
2 x TA to attend everyday language pilot project – all schools in consortium to release 2 TAs for one afternoon each week over a 10 week period		
Staff to attend thematic planning training through Welsh Advisory team		
Look at timetabling of Cymraeg sessions – sessions should be direct and modelled		
Explore Hwb resources: Professional Learning; Regional Consortia; Welsh in Education; Teaching Welsh; English Medium Schools; Developing Speaking and Listening; Explore 4 Step Model... time for modelling.		
Continue to develop use of conversational Welsh through the environment e.g topic walls and labelling. All classes to have an Interactive Wal Cymraeg, and all displays to have an element of Welsh language where possible		
Encourage non-negotiables for language opportunities: clubs, assemblies, lunchtimes, office greeting, toilet use (introduce Welsh toilet pass in Year 3-6), drinks.		
Develop use of commands in PE.		
Continue working towards the Cymraeg Campus Aur Award and maintaining the standards already met - SH to attend training/meetings as they arise. Visit other schools to look at how they have implemented.		
Welsh Advisory team to support Y4-6 planning.		
Rolling programme of everyday Welsh language training with TAs, extending to teaching staff		

Additional support to develop a consistent approach to Helpwr Heddiw/Daily Welsh sessions throughout the school including a dedicated time slot and release Welsh Lead to model.
Planning meetings to provide time to share best practise and evaluate progress.
Wellbeing council to use Welsh in office for greetings.
Family learning opportunities provided
*Parental involvement to support the development of Welsh within the families and wider community using sessions in Coed Woody - introduce QR code on newsletter and Seesaw with spoken version to help with pronunciation.
Rich activities and experiences planned in order to develop the use and learner's enjoyment of Welsh language across the curriculum & AoLEs
Consistent programme of after school Clwb Cymraeg offered to learners, with rolling themes throughout the year
Criw Cymraeg lead a fortnightly assembly encouraging use of Welsh around school and introducing the Patrwm yr Wythnos meetings to move to Friday AM, to allow Welsh Lead more time to meet and plan
Add Welsh discussion cards to the Welsh section of our new library and develop Welsh language signage and use on a daily/weekly rota as part of HH/daily Welsh.
Bilingualise Super 6 questions, value and character awards, newsletter
Take advantage of opportunities to celebrate Welsh culture e.g. Eisteddfod, Shwmae Su'mae, Dydd Santes Dwynwen



priority 4



To enhance the quality and depth of learners' extended writing skills across all AoLEs, enabling them to express their knowledge and understanding, effectively, coherently and creatively [R2].

Where are we now?	However...
- Moved away from previous writing schemes and staff have used a more bespoke approach to writing. - Used INSET time to discuss the writing process and identify 'where are we now.' - Introduced writing journals for 'writing for pleasure' opportunities and to build writing stamina from year 3-6 and writing opportunities in continuous provision areas in R-2. - Writing challenges introduced to continuous provision areas from Reception to Year 3, providing opportunities to develop language, vocabulary etc. - Literacy Shed Plus units used by some staff in school to raise standards. - We have a range of support packages to support literacy skills including Daily Readers, Nessy, RWI, Reading Fluency and Talkboost. - Learning & Assessment Ladders used in Years 3-6. - Some classes using Left page/Right page drafting process. - Review of marking a feedback policy just started. - All classes have Wal Saesneg.	- Our most recent Estyn report recognised that we need to improve writing across the curriculum. - By allowing staff to use a wide range of resources, we have developed some inconsistencies within the writing process. - Writing stamina is an issue for many children. - Opportunities to 'write for a purpose' have not always been taken. - Our approach to teaching phonics needs reviewing as it does not work for all children. - Literacy Shed resources need to be shared and used more widely across the school. - Not enough opportunities provided for learners to write. - Marking and feedback is inconsistent at times and a full review of policy is needed e.g. Learning and Assessment Ladders not used across the school - Too many writing/handwriting activities delivered in isolation. - Content of Wal Saesneg needs reviewing to ensure they contain purposeful resources to support learning. - Staff recognised a increased motivational barrier towards writing for some children.
Vision – we will be successful if...	
- We have an agreed approach to how to approach writing at Wood Memorial. - Improved quality in pupils extended writing skills; writing stamina, purposeful content/context, spelling/vocabulary , sentence construction - The children are able to discuss the purpose of their writing and successful they have been in addressing their audience. - There is consistency in standards and expectations in presentation across the school - Appropriate assessment for learning strategies effectively impact on small steps of progression - There is a consistent approach to feedback, editing and marking (marking and assessment ladders and drafting process- toolbox) – new policy - Speaking, listening and reading actively feed into and support writing. - Wal Saesneg is being used by learners to support writing tasks. - We have rich and purposeful opportunities for extended writing including real life audiences where children can expect a written response/ acknowledgment - We are using the outdoors as a stimulus to inspire writing. - Learners see writing as a purposeful form of communication - Parents and community are involved in writing opportunities and responses	

Limited Progress	Good Progress	Excellent Progress
Literacy Advisory Teacher (GwE) to visit school and meet with all teaching staff to look at writing and establish a baseline – what is going well and what do we need to improve?		
INSET day (followed by first twilight INSET) dedicated to developing an approach to writing at Wood Memorial		
Review approach to feedback, editing and marking – revise policy accordingly		
Implement new approach to phonics delivery and spelling across Reception - Year 6; prepare new resource packs to support delivery		
Develop children's writing stamina by increasing the number of writing opportunities and time spent writing e.g. 3 extended pieces per half term, stamina challenges, writing journals		
Targeted planning to provide writing opportunities with purposeful content/context – audience and form shared from the outset, including real life audiences where children can expect a written response/ acknowledgement		
Provide time for staff to meet (tri-weekly meetings) to ensure consistency in standards and expectations in presentation across the school – all class to use letter join approach to handwriting		
Introduce appropriate assessment for learning strategies and word/language games where appropriate to support progression		
Wal Saesneg use reviewed to ensure they are a useful tool being used by learners to support and scaffold writing tasks		
All classes to have writing displayed prominently and a central celebration of writing (one or more displays) to be situated in a communal space/s		
Use the outdoors as a stimulus to inspire writing by providing resources, stimulus and opportunity – apply for grants to provide areas and zones to encourage this		
Planning to provide opportunities to develop fine and gross motor skills within provision		
Universal Provision offer/ intervention in place to support development of learners literacy skills		
Writing & Reporter Club introduced encouraging learners to write in the school newsletter and website, sharing writing with the school community		
Woody Café/Family Learning sessions offered with a focus on writing		