



Wood Memorial C.P. School

'From little acorns, mighty Oaks grow'

School Development Plan

2021-2024



Kindness



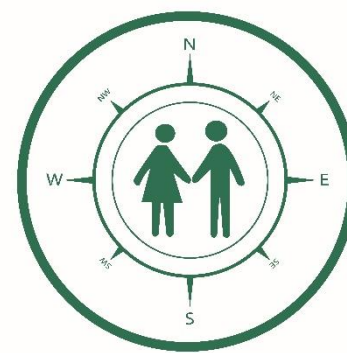
Respect



Determination



Nurture



Integrity

Vision & Values

‘From Little Acorns, Mighty Oaks Grow’

Our Mission

At Wood Memorial, we strive to instil a love of learning, inspiring children to reach their full potential in a calm, caring, happy space that nurtures every individual and supports them to grow in emotional intelligence, confidence and self-esteem.

At Wood Memorial, we endeavour to ensure our pupils are:

- Ambitious, capable learners who are resilient, curious and independent with a determination to overcome obstacles;
- Enterprising and creative contributors in school and within their community, eager for new experiences;
- Ethical, informed citizens who are respectful, tolerant and passionate about understanding and challenging the world around them;
- Healthy, happy and confident individuals who strive to be the best version of themselves and help others to do the same;
- Excited and proud to be part of the Woody family and to know they will be met every day with a welcoming smile;

We will do this by:

- Caring and valuing every child for who they are and building mutually trusting relationships;
- Being an inclusive and equitable school where everyone is treated fairly;
- Building the self-esteem, self-confidence and self-worth of all children;
- Co-creating a pioneering and engaging curriculum which is relevant for all learners;
- Achieving high standards for all through high quality teaching and learning, and developing language, communication, numeracy and digital skills;
- Using the outdoors to celebrate the joy of discovery, creativity and problem solving whilst also developing life skills, social and emotional intelligence.
- Working together and with outside partners to provide enriching learning experiences and extra-curricular experiences;
- Robustly challenging and assessing our pupils;
- Promoting the Welsh Language and developing a Welsh ethos within the school;
- Investing in our staff to create highly skilled role models and appreciating our accountability;
- Building strong relationships with parents, families, our community and school stakeholders;
- We aim to assist pupils in developing skills to become independent life-long learners who will succeed and contribute responsibly in the changing global community.
- Placing our school at the hub of the community, making it a place of enjoyment where success is celebrated.

Core values

The mission and vision for our school is underpinned by our 5 core values;



Kindness

Be kind to yourself and those around you



Respect

Respect yourself, each other and our world



Determination

Demonstrate resilience and never give up



Nurture

Nurture your ambitions, family, friends and community



Integrity

Be trustworthy, reliable, honest and do the right thing

General History

Wood Memorial is a primary school in Saltney, Flintshire. We cater for pupils age 3-11 and currently have 167 pupils. Our vision statement embodies our nurturing approach to education, ensuring children's wellbeing is central to everything we do. We also have a Wrap Around Provision which provides our pupils with after school care and a playgroup. Wood Memorial School, was founded in 1874 and named Wood Memorial in tribute to the Wood Family, of Dee Ironworks, local employers and benefactors. This was a two story building sited on what is now a Fitness Studio on the High Street. In 1966, the Headteacher, staff and pupils were transferred to the extended current premises, combined with the infant school and was now known as Saltney Wood Memorial County Primary School, thus perpetuating a name which has had a special significance for Saltney families for over a hundred years.

PRIORITY 1

To develop a curriculum, which engages all learners and gives them opportunities to progressively apply their cross curricular skills in every AoLE in a broad and purposeful way.

PRIORITY 2

To ensure that all statutory elements of the new ALN framework are in place to meet the needs of all learners.



PRIORITY 4

To rebuild mental and emotional wellbeing by developing confidence, resilience and empathy.

PRIORITY 3

Create a climate throughout the whole school that promotes and encourages the use of everyday Welsh language and an appreciation of Welsh culture.

PRIORITY 1

To develop a curriculum, which engages all learners and gives them opportunities to progressively apply their cross curricular skills in every AoLE in a broad and purposeful way.

Where are we now?		However...			
<ul style="list-style-type: none"> All classes have been planning using New Curriculum areas of learning. Pupils are familiar with these, books and planning walls support this. A Skills tracking document has been created and used in all year groups to track skills coverage and to support planning. Pupil voice influencing design of the topic - all topics start with emersive experiences so that pupils can develop their own lines of enquiry. Staff evaluated current provision in all curriculum areas, using the statements of what matters in order to identify strengths and areas of development. Staff INSET to consider ways to embed the four core purposes with pupils and to generate a list of 'Must haves' for the Wood Memorial new curriculum. Staff and pupils have developed an efficient approach to blended learning and had the opportunity to refine strategies and platforms from previous experiences. Two members of staff have now attended Forest School Level 1 Training. 		<ul style="list-style-type: none"> Teachers need to develop deeper understanding of the new curriculum, especially progression within the progression steps and related assessment procedures. We need to review our AfL, marking and feedback strategies and processes to ensure pupils know what they have achieved and how they can improve. The school needs to develop new systems to track and support the application of cross curricular skills: literacy, numeracy and DCF. Phase leaders and AoLE leads need to develop action plans. Learners' literacy skills (writing and oracy) have regressed due to the impact of the pandemic – learners of all abilities have been affected by lockdown and a high number of vulnerable learners require additional and extensive intervention and catch up. Consistency is needed in approaches to mathematical language, times tables/calculation strategies and problem solving methods. 			
Vision - we will be successful if...					
<ul style="list-style-type: none"> Teachers have planned a broad and balanced curriculum that fits our local context and community, and which engages, motivates and challenges all learners; Teachers demonstrate an understanding of progression, providing high quality feedback which moves learning forwards and supports learners to progress; Most learners know how to improve, how to get help and support, what they have done well, how to move their own learning forwards and how to improve; Most learners apply their literacy, numeracy and digital competence skills more consistently across the curriculum and all AoLEs; Most pupils make good progress in relation to their starting point across each AoLE and we raise standards, challenging all pupils; Our Universal Provision offer and range of interventions improve standards and bridge inequalities in learning and learners; 					
Key Documents & National Priorities:					
Four Purposes, 12 Pedagogical Principles, Schools as Learning Organisations,					
How?	Who?	When?	CPD	Cost	Monitoring Impact
Use Taith 360 as a planning tool and evaluate impact	LR, LG, MS	Autumn 22	Taith training	£1,000	<ul style="list-style-type: none"> Learning walks – staff and pupils SLT and staff meetings Book Looks Listening to learners – pupil interviews Progression Pitstops Seesaw Profiles
Use Taith 360 as an assessment tool for tracking progression and evaluate impact	LR, LG, MS	Spring 22	Taith training	-	
Access relevant G6 and Gwe training opportunities for all relevant staff	all staff	Ongoing	Can all staff access G6?	-	
Work collaboratively in networks sharing approaches to curriculum design with fellow cluster schools		Ongoing	-	-	

Engage parents, Carers and the wider community in realising the vision and the process of emerging school curriculum and its design		Termly	-	-	<ul style="list-style-type: none"> • Online planning • Google Forms
To deepen stake-holders understanding of the curriculum model and assessment arrangements including the approach to progression through internal and external training		Ongoing	-	-	
Learner voice to refelect on teaching, planning and classroom delivery to inform evaluation and refinement of approach	All teaching staff	Ongoing	-	-	
New curriculum leads to attend any relevant GWE training linked to the New Curriculum	MS, SLDP	Ongoing	GWE	-	
Introduce '5 Question' model when talking to learners	LT	Spring 23	-	-	
Improve learners Digital Competence skills and cross curricular application	LR	Ongoing	Staff INSET	-	
Purchase and introduce new Maths scheme and resources	LRF	Autumn 22	Staff INSET	£1,250	
Introduce Ed Shed and Spelling Shed platforms to support literacy	LG	Spring 22	Staff INSET	£500	
Establish a progressive and comprehensive Forest School curriculum	LD, KM	Autumn 22	Plas Derw Trust training	£11,558	
New KS2 Curriculum leads to participate in Middle Leadership Development Programme	LR, LG	Jan 22 (Apply Oct 21)	MLDP course	Supply x 6 days (cover from within)	
New Deputy to participate Senior Leadership Development Programme	MS	Jan 22 (Apply Oct 21)	SLDP course	Supply x 6 days (cover from within)	
2021-2022 Monitoring – review of progress with tasks/activities, gathering evidence	2021-2022 Impact Evaluation – make judgements against defined success criteria				
2022-2023 Monitoring – review of progress with tasks/activities, gathering evidence	2022-2023 Impact Evaluation [make judgements against defined success criteria]				
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PRIORITY 2

To ensure that all statutory elements of the new ALN framework are in place to meet the needs of all learners.

Where are we now?		However...			
<ul style="list-style-type: none"> We have identified all areas of Universal Provision (ULP) under the Four headings; cognition and learning, sensory and physical, social and emotional, behavioural, emotional and social difficulties. All pupils, as appropriate have received targeted intervention, identified through progress pitstops. ALN TA for Key stage 2 now has a counterpart in FP and is offering training/ planning in order to ensure consistency of provision from FP to KS2. Currently we have 33 pupils on our Additional Needs Register (19.9%) School have completed their ALN audit with LA rep and SLT and ALNCo are currently attending weekly training for the ALN code. FP and KS2 ALN leads have been identified and start their new posts in September. Close links with SMT will be established. Have created exemplar IDPs in order to support staff training and development. Staff training has been delivered re the New ALN code and will continue in to the new term. 		<ul style="list-style-type: none"> School ALNCo is leaving and new staff will be appointed to the role – need for training There is uncertainty about the new Eclipse system – training for new ALNCoS is needed Delay in Eclipse system moving live Uncertainty regarding new forms and transition of learners Old system was paper based and a paperless system needs to be developed Staff need to understand the new ways of supporting learners through Universal Provision approach and targeted intervention A number of new staff are starting new roles to support elements of Universal Provision e.g. Talkboost and need time to understand how to use resources to deliver effective intervention 			
Vision - we will be successful if...					
<ul style="list-style-type: none"> Appropriate IDPs are created for pupils in year 1, 3, 5 that ensure they make appropriate progress against their individual targets; ULP and or ALP are comprehensively mapped and monitored for impact; There are clear lines of communication and effective systems for collaborative working between FP and KS2 to ensure continuous progress and provision across all year groups; Wood Memorial's Universal Provision and ALN processes are fully embedded and understood by all staff; All staff are producing effective person centred One Page Profiles including enhanced one page profiles for Universal Provision pupils and have appropriate skills to support pupils needs; There is be a good range of specialist resources and support to meet the needs of all pupils; All staff will know each individual pupil very well and match learning to interests and needs; Pupils with ALN make good progress with their individual targets; All staff will use a range of strategies to support pupils emotional needs; 					
Key Documents & National Priorities:					
The new ALN code of practice for Wales 2021, Schools as Learning Organisations					
How?	Who?	When?	CPD	Cost	Monitoring Impact

ALN Leads to complete County based training on the new ALN code		2021-22	ALN training	Release time	<ul style="list-style-type: none"> • SLT and staff meetings • Book Looks • Listening to learners – pupil interviews • Progression Pitstops • Seesaw Profiles • Online planning • Costed provision and interventions • Tracking documents • Taith360 • IDPs/IEPs/Reviews • Boxhall • Universal Provision Map
Non contact time given to NEW ALN leads to work in collaboration to read current ALN pupil records, establish a new register under the new ALN code		Ongoing	-	Release time	
ALN leads to familiarise themselves with the new Eclipse system when live in Autumn 21	CW, AT & SD	Autumn 21	Eclipse	-	
INSET given to all members of teaching staff on the writing of IDPs, with a focus on a child centred approach	CW & AT	Spring 22	-	-	
Hold annual reviews, under the new code, with parents and pupils in year 1, 3 & 5 to switch them over to and IDP if necessary. Ensure this is completely child centred and the children are involved in this	CW & AT	Termly	-	-	
Develop person centred practice leading to high quality one page profiles	AT & CW	Summer 22	PCP training	Release time	
Introduce an ALN day where class teachers are invited to discuss the progress of any pupils accessing UP or ALP	AT, CW & SLT	Termly	-	-	
Map Universal Provision plan across school	AT, CW, SD	Autumn 21	-	-	
Introduce Talkboost	CW, SA, AM	Autumn 22	Talkboost training	£1,000	
Staff CPD across school to support learners	All staff	Ongoing	-	-	
Programme of support for EAL learners	AT & CW	Ongoing	EAL training	-	
ALN Leads to complete County based training on the new ALN code	CW, AT & SD	2022	Training sessions	-	
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PRIORITY 3

Create a climate throughout the whole school that promotes and encourages the use of everyday Welsh language and an appreciation of Welsh culture.

Where are we now?		However...			
<ul style="list-style-type: none"> School achieved the Bronze accreditation; Efydd Siarter Iaih Cymraeg Campus in 2019. Two members of staff attended Cwrs Sabothol, one year Welsh language courses. Staff training delivered by seconded staff – to teachers and TA's. School has well embedded systems in place but must now continue the focus in order to achieve the Silver award. 		<ul style="list-style-type: none"> We are a border school with a high percentage of our learners living across the border in England – nearly all families identify as English or other nationalities. Welsh language skills have dipped significantly during the pandemic as none of our families are first language Welsh speaking, and so do not speak Welsh at home. Pupils need to develop everyday Welsh skills within school and bilingualism across other subject areas. Although the Bronze Award was achieved pre-Covid, systems need revisiting and indicators re-establishing. Opportunities to use Welsh in real life situations have not been able to happen as frequently due to restrictions – we need to provide opportunities again e.g. residential trips. 			
Vision - we will be successful if...					
<ul style="list-style-type: none"> 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; There is clear progression of phrases across the school, to a high level; Criw Cymraeg are influencing and raising the profile of Welsh across the school; Pupils demonstrate strong Welsh oracy skills in everyday contexts; We achieve many indicators of the Cymraeg Campus Silver Award; Teacher INSET and regular staff meeting time is allocated to establishing Siarter Iaih goals and improving staff confidence; Support staff use Welsh more confidently within school; 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. 					
Key Documents & National Priorities:					
<p><u>Siarter Iaih</u> principles are in keeping with the Curriculum for Wales 2022 guidance, <u>Cymraeg 2050 Miliwn o Siaradwyr</u> guidance</p>					
How?	Who?	When?	CPD	Cost	Monitoring Impact
Staff show a clear commitment to develop Welsh at a whole school level		Ongoing	Athrawon Bro	Release time	<ul style="list-style-type: none"> Learning walks – school environment and 'feel'

All workforce understand the aims of the Silver Award and their role in implementing the Siarter liath.		Autumn 21	INSET		<ul style="list-style-type: none"> Listening to learners speaking welsh in lessons and around school Work scrutiny - welsh language and use of welsh across the curriculum Seesaw evidence of progression Google Forms Teacher planning including Taith360 Action plan monitoring Work scrutiny/moderation
All learners understand the importance of the Siarter laith and their role in supporting the action plan		Ongoing	-	-	
All parents and the wider community understand the importance of the Siarter laith and their role in supporting the action plan	SH, AJ, MS, AR	Spring 23	Parent sessions	-	
The plan is shared with Governors to ensure it is a central part of the school's plans and for them to support its implementation.	SH, AJ	Spring 22	-	-	
New Welsh Language & Culture Cabinet (Cryw Cymraeg) is established as part of the Student Senedd.	SH, MS, LG	Autumn 22	-	-	
Rich activities and experiences planned in order to develop the use and learner's enjoyment of Welsh language across the curriculum & AoLEs	All staff	Ongoing	Staff meetings & INSET	-	
School Partnership Programme – Welsh focus	AJ, MS, LG	2022-2023	SPP training	4 days release – cover within	
After school Welsh Club offered to KS2	SH	Autumn 22	-	-	
Pupils/ Cryw Cymrag encourage their peers to increase the use of Welsh outside the classroom.	SH	Ongoing	-	-	
All workforce take advantage of the opportunities to develop their Welsh Language skills, aligned to the professional standards	All staff	Ongoing	-	-	
Guidance given to pupils/parents to encourage them to support the use of Welsh Language outside of school.	AJ, SH, AR	Spring 23	-	-	
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PRIORITY 4

To rebuild mental and emotional wellbeing by developing confidence, resilience and empathy.

Where are we now?	However...
<ul style="list-style-type: none"> As a school we have always provided an environment for promoting good emotional wellbeing for all children. We also believe that staff wellbeing is the key to a school's success. With the Health and Wellbeing AoLE focusing on physical, psychological, emotional and social aspects becoming an integral part of the curriculum, we can bring much of the work we already do under this one banner and review our practise. Currently in our school, due to COVID restrictions we have not been able to run ELSA sessions as we normally would, however our trained ELSA TA's have been delivering whole bubble sessions instead. Although the majority of pupils have come back to school post lockdown with no problems, it has been noted that a lot of children are struggling in a number of areas linked to wellbeing. After some action research staff have decided that they would like to use the JIGSAW programme to enable us to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever changing world. 	<ul style="list-style-type: none"> We are still in the midst of a pandemic and classes are still working in bubbles Risk assessments are in place which restrict what we can do as a school: <ul style="list-style-type: none"> We cannot go out on trips Whole school assemblies cannot take place Visitors in school are limited Parents cannot come in to school Work within the consortium is limited to online meetings A number of learners are experiencing mental and emotional challenges as a result of spending much time away from school and friends Attendance is low and impacts in a number of ways Due to isolation guidance, high levels of staff absence/sickness are impacting consistency of delivery in school
Vision - we will be successful if...	
<ul style="list-style-type: none"> All learning environments are centred and designed around the principles of wellbeing and nurture, and is a welcoming and safe space to learn; Jigsaw curriculum and programme principles are embedded and understood by all staff; The 6 nurture principles are embedded and understood by all staff and learners; An age appropriate and progressive approach to wellbeing is used consistently throughout the school; Children develop and sustain strategies to build up their wellbeing and emotional resilience; The WSA to mental and emotional wellbeing is embedded in school and underpins our practice; Our new relationships and behaviour strategy is underpinned by effective policy; All stakeholders understand the requirements of RSE and RVE curriculum and are confident implementing them; All staff and pupils are aware of the their rights within the UNCRC; Pupils, staff and families know how to access support for mental and emotional health and wellbeing; Pupils feel happy, safe and secure in Wood Memorial. 	
Key Documents & National Priorities:	
<ul style="list-style-type: none"> Framework on Embedding a Whole School Approach to Emotional and Mental Wellbeing, Nurture International, UNCRC, Flintshire Healthy Schools Scheme, New RSE & RVE frameworks, Health & Wellbeing AoLE 	

How?	Who?	When?	CPD	Cost	Monitoring Impact
Carry out WSA to Mental Health & Wellbeing audit and implement actions		Autumn 22	WSA training	-	<ul style="list-style-type: none"> • Learning walks • Proress Pitstops • Nurture International Audit tool • Google Forms • WSA audit tool • Jigsaw planning • UNCRC/4CP Walls • ELSA sessions • Listening to learners • Work scrutiny • Taith360 • Wellbeing questionnaires • Values assemblies
Purchase Jigsaw and complete in house training		Autumn 2021	INSET	£495	
Each classroom to introduce a UNCRC/4CP display	Teaching staff	Autumn 2021	-	-	
Regular catch up points and progress review to ensure staff are embedding new scheme	All staff	Spring 2022 - ongoing	-	-	
Presentation of innovation to Governors	LG	Spring 2022	-	-	
Three members of staff to complete Nurture International training and cascade to all staff in school	AJ, LG, SB	Autumn 2021 - Autumn 2022			
Carry out Nurture International audit tool and implement actions	AJ, LG, SB	Spring 22 – ongoing	-	-	
Two members of staff to complete ELSA training with a view to implementing in foundation phase.	AN, JH	Autumn 2021 – Summer 2022	ELSA training	12 x ½ day TA supply	
Ongoing programme of CPD in relation to Mental Health & Wellbeing	All staff	Ongoing	As relevant	-	
All teaching staff to complete Trauma Informed School training	All staff	2022-2023	TIS training	Release time	
Rolling programme of Emotion Coaching training for teaching staff	AJ & LG	Ongoing	Emotion Coaching training	Release time	
Emotion Coaching training for support staff – train the trianer	LG	Spring 2022	-	Release time	
Revisit behaviour/reward strategies, along with Behaviour/Relationships policy	MS & J – all staff	Autumn 2022	-	-	
Updated CPOMS training for all staff	AJ	Autumn 2021	-	Release time	
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