# **SCHOOL IMPROVEMENT PLAN SUMMARY** 2024-2025

# **Teaching and Learning Teaching and Learning**

Languages, Literacy and Communication: standards in writing standards in Welsh oracy provision for International languages

Religion, Values and Ethics Relationships and Sexuality Education Assessment

Additional Learning Needs Attendance Anti-Racism Learner independence and positive attitudes to learning

## WICK AND MARCROSS C/W PRIMARY SCHOOL

#### Well-Being, Care, **Support and Guidance**

#### **Leading and Improving**

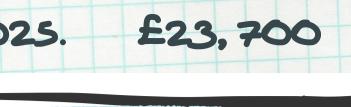
Sharpen self-evaluation and improvement processes to ensure they focus on the most important areas of school improvement: governors, staff and learners

|  | Key Area                                   | Justification  |
|--|--|--|
|  | Teaching and<br>Learning                   | <ul> <li>Internal monitoring identified lack of consistency in the teaching of writing, particularly in the progressive development of skills</li> <li>Internal monitoring identified inconsistencies in the application of writing skills across the curriculum</li> <li>Oracy skills in Cymraeg are at least adequate but only good in 40% of classes</li> <li>Foreign language teaching is in its early stages across the school linked to staff expertise</li> <li>34% teaching staff new to the school, while a further 16% changing Progression Step</li> </ul>  |
|  | Teaching and<br>Learning                   | <ul> <li>ARAP started Easter 2024 ongoing - children and families spending short periods of time at the school before onward relocation</li> <li>Staff identified a lack of knowledge around resources to use to support the delivery of RSE.</li> <li>First full year of implementation of Jigsaw program identified mismatch between some units and CfW.</li> <li>MER processes identified that explicit RVE teaching was not direct enough in approach in some classes</li> <li>MER processes identified a lack of knowledge in the staff team linked to non-religious philosophical convictions</li> <li>MER identified a lack of consistency in the implementation of both formative and summative assessment processes leading to lack of clarity in purpose and focus.</li> </ul> |
|  | Well-being, Care,<br>Support and Guidance: | <ul> <li>National Priority: Implementation of the ALN Act</li> <li>Whole school attendance 2024/24 (946%) below the LA target of 95% (but higher than pre-Covid levels)</li> <li>Number of pupils from global majority is under represented across the school</li> <li>National priority - anti racism Wales</li> <li>Despite curriculum plan overview identifying diversity as a lens for learning - scrutiny during 2023/24 identified that the clarity of the learning in a minority of classes was not explicit enough.</li> <li>MER identified that around half of learners displayed independence in their learning</li> </ul>   |
|  | Leadership                                 | <ul> <li>New Estyn framework September 2024</li> <li>New Section so framework 2024/2s academic year</li> <li>Most of governors are new to their role (appointed within the last 12 months)</li> </ul>  |

|         | Success Criteria  |  |  |  |
|---------|---|--|--|--|
| id<br>M | <ul> <li>Most pupils make at least expected progress in writing from their starting points and apply their skills across the curriculum</li> <li>Oracy skills (Cymraeg) are good or better in at least 66% of classes</li> <li>The school broadens its provision for International Languages</li> <li>The school receives the bronze Siarter laith Award</li> </ul>   |  |  |  |
| t<br>o  | <ul> <li>Children and families successfully integrated into the school</li> <li>Cluster approach to Jigsaw devised and shared across schools and families.</li> <li>All classes delivering explicit RVE teaching termly with implicit links to cross curriculum learning tracked and plotted.</li> <li>Assessment processes reviewed and refined to ensure focus on maximise pupil progress.</li> </ul>   |  |  |  |
| at 2    | <ul> <li>All statutory requirements within the ALN Act being successfully implemented</li> <li>Staff understand their roles and responsibilities with regard to ALN</li> <li>Improved attendance - 95% target</li> <li>Children have an awareness of the cultures and beliefs beyond their own experiences</li> <li>Children display independence and positive attitudes to learning</li> <li>Lead practitioners are aware of strengths and areas for improvement across their areas of responsibility</li> </ul> |  |  |  |
|         | <ul> <li>Lead practitioners contribute to action planning to improve areas<br/>for development and monitor progress</li> <li>All stakeholders take an active role in securing school improvement</li> </ul>   |  |  |  |

### Pupil Development Grant Spend 2024/2025.

| Key Spend | Focus   |
|-----------|---|
| £ 10,206  | Supporting learners to recover from i<br>the gap through the implementation<br>progra |
| £ 6,000   | Supporting the development of ear<br>Wellcomm, Language                               |
| £ 1,166   | Individual licences for Nessy online indiv<br>based Bristol Dy                        |
| £ 2,378   | Individual licences for Wellcomm,   |
| £ 3,100   | Provision of financial support to allow el<br>during the 2024                         |
| £ 850     | Provision of financial support to allow el<br>visits during the 202                   |
|           |   |





the impact of lost learning and to close n of the following targeted intervention rammes

arly language skills through the use of 2 Links and Speech Links

ividualised spelling programme (research )yslexic Institute)

, Speech Links, Language Links, IDL

2FSM learners to attend residential visits 1/25 academic year

eFSM learners to attend school trips and 024/25 academic year