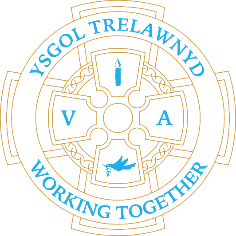
**TRELAWNYD VOLUNTARY AIDED CHURCH IN WALES PRIMARY SCHOOL**

**YSGOL WIRFODDOL TRELAWNYD**

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**Gweithio gyda’n gilydd yn Nheulu Dduw**

**School Development Plan 2022-23**

**School Context**

The school is set in a beautiful location below Gop Hill in Trelawnyd and commands views over the local countryside. The Victorian buildings have been preserved whilst remodeling and a sympathetic extension provides an attractive and practical space for learning. To explore our school further, watch our virtual school tour: [*https://www.thinglink.com/scene/1468656918829465602*](https://www.thinglink.com/scene/1468656918829465602)

We are a predominantly a English medium primary school. We teach Welsh as a second language to all pupils weekly and pupils use and hear Welsh throughout their daily activities. Less than 20% of teaching is through the medium of Welsh.

The school has an important place in the local community and has a strong link with Llanasa Parish Church, a part of the Bryn y Mor mission area. Pupils attend the school from a wide catchment area; many parents opt to send their children to Trelawnyd if they wish them to have a church school education. The school is affiliated to the Diocese of St Asaph and the main focus of religious education is Anglican, however all classes study other world cultures and religions.

In order to make our school a successful and happy place we have agreed aims that underpin all the work of the school. Pupils and parents are aware of the school aims and they form the basis of our school code within which pupils work each day. We operate an equal opportunities policy that encompasses all that we do and we believe in equal opportunities for all.

There are 77 statutory school age pupils on roll and 9 children in Nursery

The 2022 Free School Meals Average is 19.1% (an increase from 3.1% on last year)

Attendance to date 91.6%

There are three children on the Additional Learning Needs Register

Several children have Individual Healthcare Plans (Autism) and/or Toileting Intimate Care Plans

**3-year Strategy**

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| 2022-23 | 2023-24 | 2024-25 |
| Develop whole school assessment and progress monitoring Literacy and Numeracy Framework / Digital Competency Framework / Wellbeing ensuring equity for all  Embed the Wellbeing Strategy  Work towards Gold Award Cymraeg Campus  Develop an Outdoor reflection area  Engage with a wider evidence base to inform planning and assessment; learning with the local cluster of schools, the local community, nationally and globally to continuously review curriculum design | Support early language development through Early TalkBoost and TalkBoost intervention  Manage the move of Early Education into the school to further enhance transition and establish Wraparound Care  Install a Technology area to include a kitchen  Review ‘before and after school’ provision  Review Outdoor Provision; develop Forest Schools within our curriculum offer  Engage with a wider evidence base to inform planning and assessment; learning with the local cluster of schools, the local community, nationally and globally to continuously review curriculum design | Continue to review curriculum design and embed whole school learning opportunities  Review provision and learning experiences across Areas of Learning and Experiences  Engage with a wider evidence base to inform planning and assessment; learning with the local cluster of schools, the local community, nationally and globally to continuously review curriculum design |
| **Surplus spend:** outstanding repairs and maintenance, roof, energy costs, pay awards  **Pupil Development Grant:** Emotional Literacy Support Assistant / Fun Friends, catch up literacy and numeracy, transport  **Education Improvement Grant**  **Recruit, Recover and Raise Standards Grant:** Learning Support Assistant for interventions | **Surplus spend:** Technology area to support wraparound care offer, pay awards  **Pupil Development Grant:** extend Early TalkBoost / TalkBoost provision, pastoral support (Intimate Care/Personal and Social Development), transport  **Education Improvement Grant:** Outdoors, Welsh | **Pupil Development Grant:**  **Education Improvement Grant:** |
| **Senior Leadership Team actions** | | |
| **SLT Autumn**  Reducing the impact of poverty  **SLT Spring**  Creative Arts  **SLT Summer**  Welsh | **SLT Autumn**  Outdoor Learning  **SLT Spring**  Community (Welsh, digital)  **SLT Summer** | **SLT Autumn**  STEM opportunities  **SLT Spring**  **SLT Summer** |

**Priority Plans**

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| **Wellbeing, Equity and Inclusion** | | **PRIORITY 1 2022-23: Embed the Wellbeing Strategy** |
| **REASON FOR THE PRIORITY:**  Raise profile of expectations regarding attendance to Improve whole school attendance (currently 91.1%) and reduce late arrivals  Raise the profile of Wellbeing and act in response to stakeholder surveys  Create engaging spaces to enthuse, stimulate, provide sanctuary and reflection and play opportunities | | |
| **OUTCOMES**  The Wellbeing Strategy is visible and explicit and engages other stakeholders: Governors, parents  A more robust system for tracking wellbeing of individual learners  Self-evaluation using the framework to identify areas for development and professional and personal learning | | |
| **COSTS**  Display resources £500  Outdoor learning resources  Wellbeing Days £800  Repairs and Maintenance £10000  Forest Schools training (funded) / £1600 supply costs  Surplus Spend: ICT £3100 Wellbeing Mood Tracker  **GRANTS**  EIG £  Gwynt y Mor?  Learning through Landscapes £500 | **MONITORING PROGRESS**  Wellbeing Action Plan  School Development Plan  Surveys: parents / learners  Attendance letters each half term  Eduaction Welfare Officer termly monitoring  Learning Walk / Listen to Learners (include Governors)  Review audit | |

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| **Curriculum, Learning and Teaching** | | **PRIORITY 2 2022-23: Ensure our Curriculum for Wales offer meets the needs of all learners** |
| **REASON FOR THE PRIORITY:**  Monitor and review coverage across the AoLEs; review our curriculum model and Curriculum Statement; develop and align appropriate methods of assessment to ensure learner progress  Further development in shared understanding of learner progression  Create useful tracking systems: Wellbeing / Welsh / ALN / LNF / DCF  Further develop reading strategies to find information and/or ideas to support their independent work, encourage reading for pleasure, target learners with reading age lower than chronological age building on progress made in FP using Read, Write, Inc  Improve opportunities for extended writing across the AoLEs, ensure progression across genres, ensure consistency in how writing is taught and how learners respond to feedback  Identify support to improve low Baseline: Language, Literacy and Commuinication and personal care  Use the new self-evaluation framework to identify areas for improvement and professional development | | |
| **OUTCOMES**  A developing curriculum which embodies the 4 purposes, is relevant to learners and locality and responds appropriately to learners’ needs  Staff have a shared understanding of progression in learning  Robust tracking procedures which identify learner progress and next steps in learning for individuals and groups of learners  An effective intervention to develop early language skills; support for parents to access Helping Your Child To Learn  Consistency in how writing is taught and how learners respond to feedback | | |
| **COSTS**  Digital: Apps / devices £1000  Trips and experiences £3000 (Church = £85/bus)  **GRANTS**  RRRS £3000  Professional Learning Grant Development £2260  PDG group sessions £5000 (two terms)  EIG £4851  (Creative Schools) | **MONITORING PROGRESS**  Review 4 people ‘words’ – what makes us …? (each of the 4 Purposes)/GM stories  Rural Schools Digital meetings each term  Rural Schools FP meetings each term  Learning Walks / Listening to Learners (include Governors)  Criw Cymraeg targets  Cluster meetings  Staff / SLT meetings self-evaluation | |

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| **Vision and Leadership / Section 50** | | **PRIORITY 3 2022-23: Ensure coverage of RVE within our curriculum offer; developing links with the church and community** |
| **REASON FOR THE PRIORITY:**  Ensure principles (lenses) are evident within our curriculum offer: spirituality / awareness of self in relation to others / connections to the wider and natural world / creativity beyond the everyday / exploration of ultimate questions and contemplation of meaning and purpose  Create a reflection area for learner, staff and community use for events and Collective Worship and establish an Eco-church reflection area  Following closure of St Michael and All Angels, further develop links with the Church and the community; create opportunities to visit places of worship to enhance our spiritual offer and enhance learners’ sense of awe and wonder | | |
| **OUTCOMES**  Curriculum for Religion, Values and VthicsE enables learners to connect on a local, national and global context and is implicit within our curriculum offer and Ethos of the school  Lenses embedded within curriculum enabling learners to develop self-awareness and awareness of others, make connections, explore concepts and ideas and develop their own sense of spirituality  More consistent links with the Church and community  Self-evaluation using the new Church in Wales framework to identify areas for development  A sense of awe and wonder | | |
| **COSTS**  Transport (included in Priority 2)  **GRANTS**  St Mary’s Grant £2000  Community funding £10000 (Thomas Howells Grant)  Tesco Grant £1220 plants, planters and pergola | **MONITORING PROGRESS**  Bishop’s Visitor review each half term  Diocese meetings  Staff / SLT meetings self-evaluation  Governor monitoring | |

