

What information informs the school Improvement Plan? How do we choose our targets?

Target choices

External influences: Welsh Government & Local Authority

1. Curriculum for Wales- Our National Mission
2. The Journey to 2022/ The Curriculum Roll Out
3. School Improvement Guidance 2021 (non-statutory)
4. Wider Education Reforms- PSTL, PSAT, NAEL, SLO, NAPL PLJ, ALN transformation (IDP), Qualified for the Future

External influences: Awards (recommendations)

1. Investors in People survey
2. Investors in Families
3. Rights Respecting School
4. TIS Training/Award
5. WNHSS- Mental Health
6. Eco Schools

Whole School Input:

1. Review of School Targets (SIP)- and new priorities set September INSET
2. SLO Survey January INSET
3. Performance Management PTLs & PSAT & Continua setting targets (Autumn Term) IIP feedback from staff.
4. Equalities policy
5. School council

Assessment of Learning & for Learning

1. Data Pack

School Improvement Plan (SIP) 2021 - 2024



The Vision- realising the 4 Purposes Together We Can.....



How we evaluate targets set

1. AoLE Trials and feedback
2. Trials and National Professional Enquiry Project (NPEP) involvement

1. Investors in People survey
2. Investors in Families
3. Rights Respecting School
4. TIS Training/Award
5. WNHSS- Mental Health Next recommendations
6. Parent questionnaires

1. SIP department evaluations? (Summer Term)
2. Digital skills audit staff and pupils
3. New SLO survey-comparative
4. Review Performance Management Targets & Staff Appraisals
5. Peer Coaching- evaluations
6. Learning Walks- evaluations
7. Lesson Observations- evaluations
8. Book Look-evaluations
9. Internal Moderation
10. Continua Evaluations- Professional Learning journeys

Assessment of Learning & for Learning

1. INSTEP PSE / LNF/ Motional/ Accreditation/ attendance/ boys-girls comparative/ FSM & LAC comparatives
2. Behaviour Risk assessments

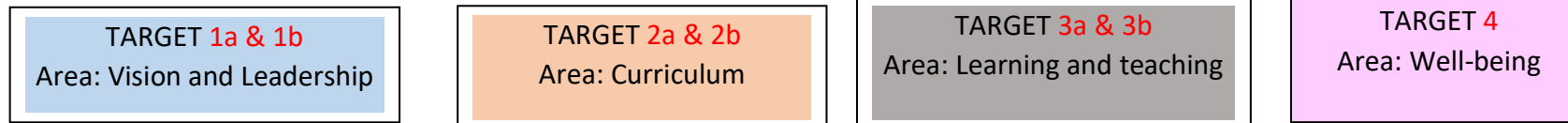
Heronsbridge School Improvement Plan 2021-2024: Rationale

Curriculum reform and self-evaluation

At the heart of the Welsh education story is **curriculum reform**. The new curriculum will call on all practitioners to think afresh about **what they teach, how they teach** and about what **we want young people to be as well as to learn**. Leaders and teachers will be afforded **higher levels of autonomy and agency** in schools and classrooms and with this will come the need to develop **new skills and approaches**. Robust evaluation and accountability arrangements is one of the four enabling objectives of the new curriculum

The structure and organisation of this year's School Improvement Plan has reflected the Welsh Government's draft guidance: ***School improvement guidance: framework for evaluation, improvement and accountability***.

The priorities selected are categorised into suggested areas from the document



The actions to support and evidence success in meeting targets also reflect factors that foster effective self-evaluation and improvement processes
Estyn have identified that in successful schools, self-evaluation and improvement processes are:

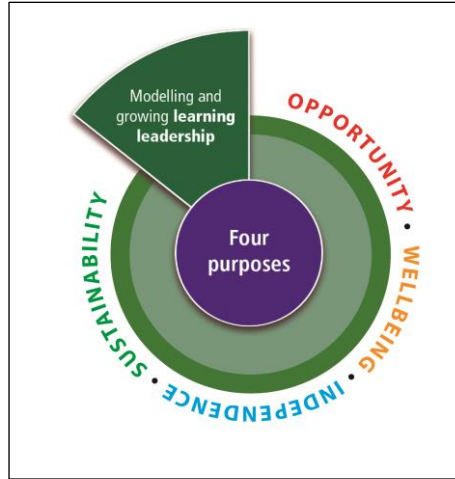
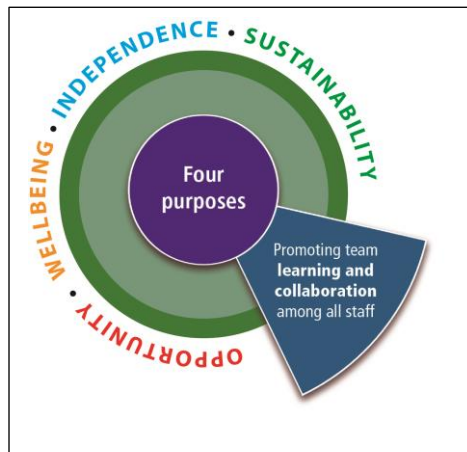
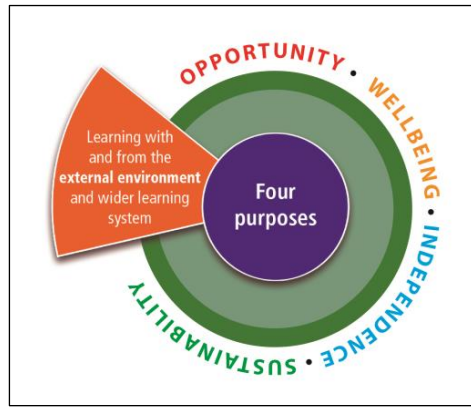
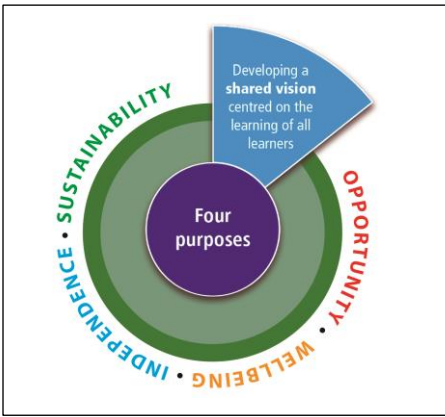
- consistently focused on achieving the best standards and wellbeing for all pupils
- an ongoing process that is an ingrained part of school culture, not an 'one-off' event
- linked closely with professional learning
- an aspect of the school's work that involves all staff, not just senior leaders

Schools as Learning Organisations (SLO) and self-evaluation: Created by the Welsh Government and the OECD to support schools in creating the right climate, culture and structures to adapt to change.




Schools should use the seven dimensions of the SLO model as the basis for continuous self-improvement. All staff should have an input and the starting point for this is the SLO survey which rates the performance of schools in the seven action orientated dimensions; highlighting the aspirational goals and processes to transform a school into a Learning Organisation. Results from the survey inform the school improvement plan.

**Heronbridge School Improvement Plan 2021-2024:
Summary of key priorities to address transformation agenda**

	School Priority (target)	Area (School improvement Guidance WG)	Influenced by...National/ Local/ School Priorities)	Self-Evaluation	CSC Support
1a	Support all staff to contribute meaningfully to the school's improvement processes.	Vision and leadership	Our National Mission	SIP evaluations	School Improvement Partner
1b	Improve partnerships (parental and external) to contribute and shape the school's vision, and evaluate our curriculum.		Schools as Learning Organisations (SLO)	Pupils/Parents/ Governors	Our National Mission
			Covid Recovery- Renew and Reform	SLO survey (A10, A11, F4)	https://gov.wales/renew-and-reform-supporting-learners-wellbeing-and-progression-update-september-2021-html
			External Awards	External awards and accreditation (RRS/ IIF/WNHSS/ IIP/ ECO)	SLO Model
					(https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes)
2a	To ensure the provision for mandatory cross-curricular skills of literacy, numeracy and digital competence are embedded in the curriculum	Curriculum	Curriculum for Wales (CCR)	AoLE enquiry groups	Curriculum for Wales: the journey to curriculum roll-out - Hwb (gov.wales)
2b	To maintain progress developing and reviewing changes in preparation for the Curriculum for Wales 2022		BCBC objectives	Digital Skills Audit-staff and pupils	Curriculum for Wales CSC Poster Pack
			(The journey to 2022/ The Journey to Curriculum Roll Out)	Lesson Observations	https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#statements-of-what-matters)
			Cross Cutting Themes: RSE, Human Rights, Diversity, Careers and WRE	Peer Observations	
			SLO	Performance Management	https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills
				Annual assessment of learning	
				Learning Walks	
				SLO-(E7 and D6)	



**Heronbridge School Improvement Plan 2021-2024:
Summary of key priorities to address transformation agenda**

	School Priority (target)	Area (School improvement Guidance WG)	Influenced by...(National/ Local/ School Priorities)	Self-Evaluation	CSC Support
<p>3a</p> <p>3b</p>	<p>To develop a shared understanding of progress in learning for our pupils</p> <p>To ensure professional learning focuses on improving teaching, learning experiences and learner progress</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Learning and teaching</p>	<p>Curriculum for Wales</p> <p>Supporting Learner Progress: assessment</p> <p>National Approach to Professional Learning (NAPL)</p> <p>SLO</p> <p>Professional Learning Journeys</p> <p>Professional Standards for Teaching and Leadership</p> <p>Professional Standards for Assisting Teaching</p>	<p>AoLE Enquiry groups-evidence</p> <p>Moderation Groups</p> <p>Annual assessments</p> <p>Learning Journeys</p> <p>Continua Evaluations</p> <p>Training requests and evaluations</p> <p>Performance management</p> <p>Learning Walks</p> <p>Book Looks</p>	<p>School Improvement Partner https://hwb.gov.wales/curriculum-for-wales</p> <p>https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/</p> <p>https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#descriptions-of-learning</p> <p>https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#principles-of-progression</p> <p>https://www.cscjes.org.uk/repository/discovery/resource/8073042f-422e-4c90-a284-7d5aa0d3acd8/en?sort=recent&strict=0</p> <p>https://hwb.gov.wales/professional-development/national-approach-to-professional-learning</p> <p>https://hwb.gov.wales/professional-development/national-approach-to-professional-learning/individual-professional-learning-journey/</p> <p>https://hwb.gov.wales/search?query=professional+standards</p>
<p>4</p>	<p>To improve content and delivery of a curriculum to support pupils' well-being.</p> 	<p>Well-being</p>	<p>ALN Reform- IDP, Person Centred Reviews</p> <p>Curriculum for Wales- Four Purposes- Healthy, Confident, Individuals</p> <p>Area of Learning and Experience (AoLE): Health and well-being</p> <p>Children's Commissioner for Wales- Mission- Rights Respecting School</p> <p>Whole school approach to embedding mental health and well being</p> <p>SLO</p> <p>Collaboration with CTMHB-with regards to therapies and training</p>	<p>Motional assessment</p> <p>INSTEP- PSE</p> <p>Annual Behaviour Audit</p> <p>Pupil Behaviour rating</p> <p>Move Programme & Quality Mark</p> <p>Mental Health Schools Award</p> <p>WSAMH audit (NQA)</p> <p>TIS Award</p> <p>Pupil Support Team- review of pupils</p> <p>Pupil voice/ SLO G6</p> <p>INSET & Twilight training</p>	<p>https://gov.wales/framework-embedding-whole-school-approach-emotional-and-mental-well-being</p> <p>https://www.childcomwales.org.uk/our-schemes/community/rights-mission/</p>

The 4 Purposes:

Ethical informed citizens who are ready to be citizens of Wales and the world

HERONSBRIDGE SCHOOL

WHOLE SCHOOL IMPROVEMENT PLAN 2021-2024 (YR 2)

Staff participation, parental & professional partnerships

TARGET 1a & 1b

Area: Vision and Leadership

Article 29

What does self-evaluation tell us?

- High level of participation in SLO survey
- SIP targets shared and reviewed in whole school meetings
- 54 professional/curriculum partnerships identified and contribute to our vision (review LJS September 2021)
- National & Regional Partnerships maintained.
- Nationally recognised Awards report/ recommendations
- The need for greater involvement with pupil/ parents / governors identified
- External Awards RRS/ liF/ liP/ ECO and WNHSS

Why do we want to improve it?

- To increase understanding of and engagement in the school improvement process
- To use the SLO model to support all stakeholders to contribute meaningfully to our school's improvement processes-A10/ A11/ F4
- Ensure professional partnerships reflect our school values and lead to raised standards for pupils and professional development for staff
- Ensure stakeholders contribute to evaluating the Curriculum

What is it like now?

- The school has evaluated itself against the seven dimensions of Schools as Learning Organisations
- Regular review and evaluation of SIP
- The school has met the standards for a number of national recognised awards

What are the barriers we need to overcome?

- Continue to raise awareness of Schools as Learning Organisations
- Ensure the school is meeting the requirements of accredited awards
- Inconsistent levels of engagement of some stakeholders – covid (parents & governors)

What do we want it to be like?

- Increased awareness of Schools as Learning Organisations amongst all stakeholders as a key driver of participation in school improvement
 - Renewal/preparation for accredited awards in a timely manner
 - Increased involvement of partners in developing/reviewing school curriculum
 - Increased understanding of purpose for all accredited awards.
- Why do we do what we do? How does it reflect our values?**
- Criteria for selected awards should reflect school ethos and values (liP, liF, RRS, WNHSS, Eco Schools, CEC Friendly, TIS, Careers Wales)

What will we do?

- Continue to undertake SLO survey and respond to results- A10/A11/F4
- Increase partnerships in order to broaden, shape and evaluate our curriculum
- Continue to meet standards required for nationally recognised awards, linking it to professional learning opportunities and improved outcomes for staff
- Participate as an active member of CSC Professional Learning Alliance and Cluster to build professional learning and resources to improve teaching in light of NAPL, ALN Reform, National Network, Curriculum for Wales and recovery of Covid 19
- Participate in NPEP with the focus of Pedagogy and Learning
- Ensure partnerships enrich the learning opportunities of pupils

What is our timescale?

2021-2024

What resources will be allocated?

- Management/ Department meetings
- Staff time as required
- Cost of accreditation and training
- Administration costs

How will we know we have been successful?

- Response to SLO survey evident and shared widely
- Increased engagement and participation of stakeholders to SIP
- Reaccreditation of nationally recognised awards
- School values clearly evident in awards selected for accreditation
- Active participation in national and regional partnerships

What evidence do we have?

- SIP evaluation and recommendations
- SLO survey results
- Reports from professional bodies responsible for accredited award
- Increased professional development opportunities
- Improved pupil outcomes
- Partnerships Table

ALL 4 Purposes

HERONSBRIDGE SCHOOL

WHOLE SCHOOL IMPROVEMENT PLAN 2021-2024 (YR 2)

Curriculum for Wales (CfW): The Journey to 2022

TARGET 2a & 2b

Area: Curriculum

Article 24,28,29,31

What does self-evaluation tell us?

- Development of cross curricular frameworks identified by staff as a key priority
- Development of Cross Curriculum themes-RSE, CWRE, LNI, HR, Diversity, RVE
- Preparation for CfW identified by staff as a key priority-AoLE enquiry feedback
- Improved digital staff confidence recognised in digital skills audit and blended learning questionnaire

Why do we want to improve it?

- To respond to national and local priority
- To develop a highly trained digital workforce
- To ensure the provision for mandatory cross-curricular skills of literacy, numeracy and digital competence are embedded in the curriculum
- Peer coaching identified good practice in DCF and facilitated sharing
- To maintain progress developing and reviewing changes in preparation for the Curriculum for Wales 2022

What is it like now?

- All pupils' literacy, numeracy and digital skills assessed annually
- Staff digital skills audited annually
- Representatives from school on digital development groups (NPEP/NAPL/PLA) contributing to identification of best practice
- Creation of new digital TLR lead
- Process of curriculum design and evaluation undertaken over two years

What are the barriers we need to overcome?

- Raising profile of literacy, numeracy and digital competence as cross curricular skills
- Quality time/platform for all staff to work together
- Pandemic recovery

What do we want it to be like?

- Increased skills of teachers to plan and deliver mandatory cross-curricular skills of literacy, numeracy and digital competence
- Technology used to enhance pupils' learning experiences in school and remotely
- Planning, evaluation and assessment documentation agreed and in place

How will it reflect our values?

- Reinforcement of school values mapped on to the Four Purposes

What will we do?

- Relevant AoLE enquiry groups support the development of provision mandatory cross-curricular skills of literacy, numeracy and digital competence
- Appropriate technology used to target and support early development of literacy, numeracy and digital skills
- Tracking and monitoring systems of pupils' cross-curricular skills further developed
- All AoLE groups to contribute to preparation for Curriculum for Wales
- Continue to refine strategies and approaches to address issues such as planning, timetabling, resources, assessment and accreditation on the journey to 2022
- Use self-evaluation processes to further promote our curriculum for Wales journey (book look, learning walk, peer coaching)
- Heronsbridge 'Curriculum Summary Statement' published on our school website.
- TLR digital lead to model best practice within classrooms. Enquiry undertaken.

What is our timescale?

2021-2024

What resources will be allocated?

- Whole school /AoLE/teachers/ department meetings
- Funding for identified strategies
- INSET days utilised
- Day release per week for digital lead

How will we know we have been successful?

- Teachers will have introduced new strategies and resources to teach cross-curricular skills to pupils
- Digital skills audit continues to show improved confidence and skills
- High level curriculum design completed
- Enquiry groups for cross curricular themes

What evidence do we have?

- Improved ability to embed cross-curricular skills in the curriculum
- Scrutiny of planning and book looks identify provision of Cross Curricular frameworks and themes
- Use of appropriate technology to support teaching and consolidation of cross-curricular skills
- Raised awareness and engagement with CfW from all the school community

The 4 Purposes:

Ambitious capable learners...who are ready to learn throughout their lives

HERONSBRIDGE SCHOOL

WHOLE SCHOOL IMPROVEMENT PLAN 2021-2024 (YR 2)

Pupil progress and professional learning

TARGET 3a & 3b

Area: Learning and teaching

Article 28

What does self-evaluation tell us?

- Teacher evaluations of formative assessments in literacy, numeracy, digital competence and PSE highlighted positive pupil progress (July 2021)
- All staff have used Continua for self-evaluation, contributing to a shared understanding of good and excellent teaching

Why do we want to improve it?

- Follow statutory assessment arrangements: Assessment Guidance (WG 2020)
- To support our pupils' progress in learning by developing appropriate assessment arrangements
- Professional learning activities to focus on improving teaching and learner progress

What is it like now?

- AoLE enquiry groups indicate assessment opportunities in planning
- Department planning for CfW further develop assessment arrangements
- Teachers' self-evaluation used to identify whole school areas to target

What are the barriers we need to overcome?

- Continue to raise awareness of statutory assessment guidance
- Strengthen the link between staff self-evaluation and professional learning
- Establishing new moderation processes for assessment of CfW

What do we want it to be like?

- Shared and agreed understanding of what progress looks like for our pupils
- Professional learning activities focus consistently on improving teaching, learning experiences and learners' progress
- Professional Learning Journey model utilised to plan and support professional learning in preparation for CfW
- Performance management and Continua evaluation informs professional learning opportunities and SIP targets

How will it reflect our values?

- Learning opportunities selected and designed for pupils' needs
- Reinforcement of school values mapped onto the Four Purposes

What will we do?

- Ensure termly planning addresses clarity of the intended learning and planning, engaging learning experiences accordingly
- Planning and assessment opportunities reflect the principles of progression identified in each AoLE
- Decide (department/whole school) what assessment information needs to be gathered and recorded in order to gauge progress in learning
- Respond to staff self-evaluation to select focus areas for professional learning
- Review professional learning support for identified focus area

What is our timescale?

2021-2024

What resources will be allocated?

- Whole school/teachers/department meetings/INSET
- Internal and external professional learning opportunities cover
- Continued registration of Teaching Continua
- Professional learning journey portfolios

How will we know we have been successful?

- WG Assessment guidance followed
- Learner progress identified and appropriately captured
- Professional learning activities directly related to staff self-evaluation
- Staff engagement with their professional learning journeys and understanding of professional learning standards

What evidence do we have?

- Pupil progress evidenced
- Self-evaluation of teaching supports progress in identified focus areas
- Improving teaching and learning focus of professional learning activities.
- Staff professional learning journeys/probation documents evidence pupil progress

The 4 Purposes:

Healthy confident individuals....ready to lead fulfilling lives as valued members of society.

HERONSBRIDGE SCHOOL

WHOLE SCHOOL IMPROVEMENT PLAN 2021-2024 (YR 2)

TARGET 4
Area: Well-being
Article 24

Well-being

What does self-evaluation tell us?

- Staff identified continued development of health and well-being a key priority
- External reports highlight well-being is at the core of school life (IIP 2020: IIF 2021)

Why do we want to improve it?

- To respond to a National Priority.
- To ensure IDPs fully address pupils' additional learning needs, in collaboration with health professionals where applicable.
- To ensure all the emotional needs of pupils are identified and met
- To reduce barriers to learning to enable pupils to access the curriculum
- To deliver the most appropriate curriculum for our pupils
- To ensure staff wellbeing continues to be a key area (emotionally available adult)

What is it like now?

- Health and Well-being timetabled within departments
- Many aspects currently addressed through PSE/PE/Behaviour Support/Pupil Support Team/Therapies
- New role established to support H&WB- Assistant Head well-being and SSSO for Well-being

What are the barriers we need to overcome?

- Raising awareness of the expectations of H&WB Area of Learning and Experience
- Developing skill set and support mechanisms for all staff to respond to pupils' well-being needs

What do we want it to be like?

- Health and Wellbeing AoLE understood by all staff
- Trauma informed relationships evident across the school
- Increased skills of staff to plan and deliver Health and Wellbeing
- Seamless partnership working with therapists and medical teams

How will it reflect our values?

- Pupils well-being evident in all aspects of school life

What will we do?

- AoLE H&WB to contribute to preparation for Curriculum for Wales
- Continue to develop pupil voice and promote deeper pupil understanding of the Four Purposes- Four Purposes enquiry group
- Continue to develop the Pupil Support Team to cascade well-being approaches throughout the school
- Review tracking and monitoring of pupil wellbeing (Motional) with an additional focus on CLA pupils to ensure pupils' needs are met effectively
- Ensure that the role of the therapists supports the well-being of all pupils
- Utilise the Health and Wellbeing Group to support whole school wellbeing
- Identify and facilitate training as an enabler for staff to support their own wellbeing and develop their skills to support the wellbeing of our pupils
- Create the role of link Governor for CLA pupils

What is our timescale?

2021-2024

What resources will be allocated?

Funding (CLA/ PDG grant) to support activities fostering Wellbeing e.g. Outdoor Learning, inspirational futures, play equipment, additional music therapy, dog mentor training, additional school counsellor days
Education Improvement Grant and Winter Wellbeing Fund to access online training

How will we know we have been successful?

- All staff are aware of the well-being needs of pupils in their class-Pupil Support Plans/ Motional/ INSTEP/MOVE and have the appropriate skills and knowledge to support individual needs.
- Tracking and monitoring of pupils H&W used effectively -therapeutic interventions are included in 'ESSENTIALS' on IEAs
- Relationships policy embedded across the school
- Professional Learning focus area to fully support the delivery of therapies- twilights and INSETS

What evidence do we have?

- Pupils well-being evident and views sought-PCP reviews
- School data pack
- One Page Profile
- Increased awareness and confidence in staff to deliver Health and Wellbeing- PM targets/ IRIS videos/ Health and Wellbeing Group actions.
- CLA friendly School Award/ TIS Award/ Mental Health Award/ MOVE bronze quality mark
- Training evaluation forms- INSET/ twilight/ specific