



SCHOOL DEVELOPMENT PLAN

(incorporating Estyn recommendations from core inspection June 2023)

September 2023-August 2026

Chair of Governors
Head teacher
Deputy Head
ALNCO
Leaders of Learning

Mark Budd
Rona Jones
Linda Coleman
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School Vision

As a community we

Learn

Grow

Achieve

Together



Fel cymuned rydym i'n

Dysgu

Tyfu

Cyflawnigyda'n
gilydd

Our Aims at Ysgol Emmanuel:

To engage the learner with exciting, relevant content and opportunities for learning through experience and by doing.

To nurture creativity and capacity for independent and critical thought.

To help young people to understand how to be happy and to develop and maintain their own emotional, physical and mental well-being.

To be inclusive.

To create a community that builds tolerance, respect and empathy in young people.

To reduce the impact of poverty on outcomes and well-being for our pupils.

To further the professional development of our staff

Contextual information

Ysgol Emmanuel is an English Medium Community Primary School catering for children aged 3-11. We are two form entry school with 454 pupils currently on roll including two Nursery classes (morning and afternoon), approximately 63% of our pupils are eligible for Free school meals.

Our school is in an area which has been classed as the most deprived areas in Wales in the Index of multiple deprivation.

In our school 6% of pupils have English as an additional language (languages include Turkish, Tagalog, Romanian, Hungarian, Chinese, Kurdish, Vietnamese, Ukrainian, Russian, Sinhala and Mandarin). 3% of our pupils are Looked After Children. Approximately 26% of our pupils have additional learning needs. We have a Resource provision class for 12 pupils with ALN.

Rank	LSOA name	Local Authority
1 (most deprived)	Rhyl West 2	Denbighshire
2	Rhyl West 1	Denbighshire
3	St. James 3	Caerphilly
4	Tylorstown 1	Rhondda Cynon Taf
5	Caerau (Bridgend) 1	Bridgend

The school has well equipped classrooms, an Apple media suite and stimulating outdoor environments. Ysgol Emmanuel is over 100 years old and are proud to be a multi-generational school with ex pupils returning to the school once they have had their own children.

Ysgol Emmanuel is located in the seaside resort of Rhyl and is in the county of Denbighshire. We are proud to be a part of the Rhyl Learning Community.

Positive outcomes for children are at the heart of everything we do.

Progress against 2022-23 priorities:

2022 – 2023 Priority and Area	Local, school or national priority?	Success criteria	How did we achieve this?	Green = achieved Amber = partly achieved Red = not achieved
<i>To continue to close the gap between chronological and reading ages using targeted reading intervention</i>	National priority	The percentage of pupils who are below their chronological age will be reduced further. Target of 50-55% pupils will be at their RA by Summer 2023	<ul style="list-style-type: none"> Targeted reading across the school including use of VIPERS, use of class novels linked to themes Interventions across the school including PAT, Toe by Toe, 1:1 reading, Dyslexia screening High focus on reading for pleasure – book vending machines, World Book Day, free books for all pupils from WG 	Green – progress achieved across the school 84% of pupils made progress and RA/CA level now is 46% from 16% two years ago
<i>To fully embed assessment strategy (including GL and National Tests) to help to improve standards in Maths and English</i>	National priority	Staff confident in understanding requirements of assessment under the CfW to ensure that progress Staff will be confident in assessing pupils' work using a range of techniques and tools to ensure they are making progress	<ul style="list-style-type: none"> Assessment strategy was refined to include GL and LNF testing and practice. Staff training implemented Staff moderated work to better understand progression LNF were documents to be used to inform understanding of progression in each year group for writing FP training for Progression steps to be completed in Summer term 	Green - Book looks completed to check standards – progression was clear. Standards verified by Estyn during inspection.
<i>To continue to develop staff and Governor knowledge and understanding of ALN needs with regards to the new ALN bill</i>	National priority	ALP will be identified and then effective school based or county IDPs will be created for relevant pupils to ensure pupils are well supported and making progress. All governors will have better understanding of the requirements of the new legislation. Staff will have increased knowledge which in turn impact on ALN pupils' progress	<ul style="list-style-type: none"> ALNCo trained staff and governors on new graduated response and ALN bill requirements ALNCo created one page profiles of pupils with teachers c ALNCo used Eclipse to write IDPs County level IDP process became understood and implemented by ALNCO ALNCO advised teachers on learning environment and adaptations in collaboration with relevant professionals 	Green – all governors and staff trained in new ALN requirements. County level IDP created successfully and specialist provision agreed. ASD Cymru award achieved and all classes adapted to be ASD friendly

<p>To continue to implement the Curriculum for Wales across all subjects with a particular focus on RSE and RVE</p>	<p>National priority</p>	<p>The RSE curriculum will be mapped out and delivered with confidence by teachers leading to greater pupil knowledge. Parents will be confident that content is age appropriate and in line with guidelines. All Teaching and Learning fully reflective of the Curriculum for Wales</p>	<ul style="list-style-type: none"> • Planning and experiences were used to implement the Four Purposes and the requirements of the CfW including RSE / RVE • Curriculum Maestro was purchased • Staff were trained in new resources • Experiences were planned in line with topics • Jigsaw RSE programme purchased and training organised (cluster project) • Information sessions for parents/carers were held on RSE content • Lead members of staff monitored and mapped RVE curriculum coverage 	<p>Green - Estyn report confirms the curriculum offer is engaging June 2023. RSE and RVE are planned and delivered across the school</p>
<p>To extend the nurture provision offered to pupils following Trauma informed schools practice –</p>	<p>National priority</p>	<p>Pupils who have experienced childhood trauma to be better regulated and supported to improve their outcomes at school TIS practice embedded into whole school and TIS award to be achieved by Summer 2023</p>	<ul style="list-style-type: none"> • 2 additional practitioners trained in 22-23 • Whole school inset delivered Sept 22 • All staff using TIS approaches by Summer term • Supervision training completed by HT • Classes adapted to include TIS recommendations 	<p>Green - School successfully gained award in May 2023 (see TIS report) Supervision pilot started for all staff not just TIS practitioners Reduction in behaviour incidents and exclusions</p>
<p>To redevelop the front entrance of the school and create extra meeting / intervention spaces</p>	<p>School priority</p>	<p>All development will be completed and safeguarding is further strengthened Additional spaces will allow for better meeting facilities for engagement with parents / community Additional room will allow school to increase capacity to support pupils with interventions to allow them to make progress</p>	<ul style="list-style-type: none"> • Re-draft of original plans following cost increases post Covid • Initial plans submitted to DCC via design team • Additional fence proposal added to plan with planting amended • Liaison with DCC Building services to start work on fences in summer holidays 	<p>Fencing contract separated from the main extension – DCC to organise for July/Aug 2023 Extension works planning approved, out to tender June 2023 – to be commenced Oct 23</p>

2023-2024

Priority 1: Provide more opportunities for pupils to extend their numeracy skills across the curriculum								
Who?	Rob Hodgkinson, Numeracy lead, Linda Coleman curriculum lead							
Why?	Estyn recommendation and self-evaluation. Currently we follow the White Rose Maths scheme and teach Maths and Numeracy in isolation apart from Lifesavers.							
Areas to Develop	Maths and Numeracy to be developed across curriculum areas.							
Actions	Costs and funding source	PL and Re-source needs	By Whom	Milestone 1 & Progress made	Milestone 2 Progress made	Milestone 3 progress made	Monitoring process	Success criteria
<ul style="list-style-type: none"> • Maths lead to research good practice in other schools – cluster or wider • Action plan to be developed to include steps to achieve this recommendation • Staff training to be organised if necessary • Staff to plan for Maths and Numeracy opportunities across other subjects using Curriculum Maestro for reference • Themed weeks to showcase Maths and Numeracy across the curriculum 	<p>Travel costs – school budget £250</p> <p>Supply for training or school visits – PL grant £2,000</p> <p>Maths days – PDG grant £500</p>	Staff training on Numeracy across the curriculum - PL grant	RH / teacher / DHT	<p>RH AOLE action plan to be completed</p> <p>Staff training needs to be addressed</p>	<p>Staff training to be completed – good practice to be shared in house.</p> <p>Book look and Learning walks show evidence of Maths and Numeracy across the curriculum.</p>	<p>Staff planning and teaching Maths and Numeracy across the curriculum – evidence in books and via pupil voice</p> <p>Themed weeks to take place with pupil and staff evaluation</p>	<p>Book looks</p> <p>Learning walks</p> <p>Pupil voice</p> <p>Staff feedback</p>	<p>Pupils are accessing Maths and Numeracy outside of WRM sessions, evidence of Maths being linked logically to other subjects.</p> <p>Pupils understand the purpose of Maths and the links to other subject areas to help deliver the goals of the 4 purposes.</p> <p>Standards in Maths and Numeracy are improved due to wider implementation</p>

Priority 2: Strengthen the quality of feedback to pupils so that they understand how to move their learning forward									
Who?	Linda Coleman, assessment lead								
Why?	Estyn recommendation and from poor pupil feedback in general. Assessments weeks had typically taken place but pupils are unaware of their short term targets, this needs to be linked to our metacognition project. Assessment weeks are too far apart to be meaningful, pupils need to understand how to improve in and across lessons rather across half terms. Assessment to include all elements and not just focused on test scores.								
Areas to Develop	Classroom practice to have more regular feedback to pupils, shorter term verbal targets to be introduced. All elements of feedback to be included in assessment strategy.								
Actions	Costs and funding source	PL and Resource needs	By Whom	Milestone 1 & Progress made	Milestone 2 Progress made	Milestone 3 progress made	Monitoring process	Success criteria	
<ul style="list-style-type: none"> • Good practice identified in partner schools – visits to be arranged and plan to be developed • Staff training on feedback and metacognition • Assessment strategy to be updated to add more frequent feedback • Roll out of new process to pupils • Evaluation of new process to further improve 	<p>Travel costs – school budget £250</p> <p>Staff training PL grant £2000</p>	PL for staff – PM target	LC Teachers	<p>Good practice identified and school visits to have taken place</p> <p>Assessment strategy to be updated and way forward agreed</p> <p>Action plan to be created with specific targets for implementation</p>	<p>Feedback to be rolled out in classes – pupils to understand the process</p> <p>Good practice to be shared amongst staff</p>	<p>Learning walks and pupil voice to show implementation and progress for pupils due to better quality feedback</p> <p>Pupils are able to use feedback to improve their work and this is evidenced</p> <p>Evaluation of process and actions for next year agreed</p>	<p>Learning walks</p> <p>Pupil voice</p> <p>Staff feedback</p> <p>SLT feedback</p>	<p>Pupils are receiving timely, quality feedback and can understand how to move their learning forwards independently</p> <p>Standards of work improve due to better feedback processes</p>	

Priority 3: To improve pupils' spoken Welsh language skills								
Who?	SLT, Catherine Gilmore and Haley Voss (Cymraeg and LLC leads)							
Why?	Estyn recommendation and decrease in spoken Welsh around school. Attained Bronze Campus Cymraeg but standards have dropped since pandemic due to a focus on English skills. Need to develop pupils' Welsh skills now that English skills have improved to a good level.							
Areas to develop	Improvement in standards in Welsh, for pupils and staff. Increased use of Welsh to discuss books and to improve levels of Spoken Welsh around school							
Actions	Costs and funding source	PL and Re-source needs	By Whom	Milestone 1 & Progress made	Milestone 2 Progress made	Milestone 3 progress made	Monitoring process	Success criteria
<ul style="list-style-type: none"> • Create Welsh action plan in line with DCC advisory teacher advice • Staff training to be organised • Roll out of increased teaching to pupils – set phrases to be developed and use of Welsh across the curriculum • Increase in incidental Welsh through incentives • Audits of staff language skills and current resources to identify gaps 	<p>Training costs – PL grant</p> <p>Supply costs - school budget</p>	<p>Whole school PL target</p> <p>Staff training to increase confidence</p>	<p>RJ / CG / LC / HV</p>	<p>Audit of staff and pupil levels carried out – baseline agreed</p> <p>INSET delivered by Gareth Williams (DCC) in Sept</p> <p>Action plan created HV and CG</p>	<p>Staff training needs identified and training sourced</p> <p>DCC Continuum shared with staff for planning</p> <p>Identified staff complete relevant PL</p>	<p>Language patterns being used – evidenced on learning walks</p> <p>Follow up audit shows increases staff and pupil confidence</p>	<p>Learning walks</p> <p>Teacher planning</p> <p>Pupil voice</p> <p>Cymraeg Campus audi</p>	<p>Pupils' language skills have improved from baseline starting point</p> <p>Elements of Cymraeg Campus Bronze re-established</p> <p>Culture of spoken Welsh within school due to increased staff confidence</p>

Priority 4: To increase parental engagement								
Who?	RJ							
Why?	Parent voice has requested this as well as school knowledge of needs. School partnership programme and self-evaluation findings. Higher parental engagement will have a positive impact for pupils.							
Areas to develop	Community liaison post to be developed, classes for parents to be delivered, increased access to school for parents							
Actions	Costs and funding source	PL and Re-source needs	By Whom	Milestone 1 & Progress made	Milestone 2 Progress made	Milestone 3 progress made	Monitoring process	Success criteria
<ul style="list-style-type: none"> • Parent voice to give ideas for engagement moving forwards • Parental / community action plan to be developed with post holder • Events and activities to be delivered for parents / carers • Evaluation of impact for families to be completed • Links to other RLC schools to be created and opportunities for joint ventures to be explored 	PDG if needed to hold events	Family engagement toolkit	RJ / Govs	Parent voice to assess needs and wants Family link workers to agree way forward and division of duties	Calendar of events to be created Classes and activities to be developed and delivered Support network for parents to be developed and assessed dynamically	Evaluation of progress by Dec 23 Development of role from Jan 24 with parents/carers and other RLC schools/ family link workers Community engagement plan to be agreed and actions achieved	Parent voice Family link worker feedback Staff feedback	Parents and carers have more access to school Classes and learning opportunities to be offered to parents as well as social opportunities Parents and carers feel more engaged in the school community

	2023-2024	2024-2025	2025-2026
	Priority	Priority	Priority
Priority 1	Provide more opportunities for pupils to extend their numeracy skills across the curriculum – Estyn recommendation	To fully embed Numeracy across the curriculum	To evaluate and improve the curriculum offer across the school
Priority 2	Strengthen the quality of feedback to pupils so that they understand how to move their learning forward - Estyn recommendation	To complete crossover ALN processes in line with timescales	To extend Foundation Phase provision for ALN pupils (Resource Base model)
Priority 3	To improve pupils’ spoken Welsh language skills - Estyn recommendation	To build Welsh language skills to include reading	To build Welsh language skills to include writing
Priority 4	To increase parental engagement		

Governing Body development plan 2023-2024

Development area	Training / action required	Responsible governor / person	Deadline / timeline	Success criteria	Evaluation
Safeguarding	Audit to be completed by HT and agreed by Safeguarding governor	Safeguarding governor – Mark Budd	November 2023	Safeguarding audit to be completed and updated termly	
Safeguarding	Safeguarding training to be completed by all Governors	Headteacher / clerk	July 2023 and 24	All governors training is up to date	
Safeguarding (DBS)	Register of DBS update and correct	Clerk	July 2023 and 24	All governors have up to date DBS	
Teaching and Learning (Monitoring)	Learning walks to be attended by governors each term	Governors	Termly	All learning walks have at least one governor in attendance	
Professional learning	Governors to complete additional training and review training presentations when circulated	Governors	As offered	Governors have a broader understanding of the national mission	

Working with the community

Action	With whom	How	Evaluation
To develop the Cafe as a parent hub	School Community	Open the café one morning a week to encourage parents to come into school	
RLC action as per action plan	RLC school	HT and staff to work with other schools to achieve action plan targets	
Family link workers	Targeted families	FLW to run Solihull and offer support to identified families	
External agencies	Children's services, health, police, youth justice, family link workers etc.	SLT participation in professionals meetings, communication of concerns and dedicated training sessions with pupils	
Local businesses	Pupils	Careers sessions to be held with members of the local business community	

Pupil Development Grant 2023-24

The purpose of the Pupil Development Grant is to improve the educational attainment of pupils from low income families and who are entitled to free school meals (eFSM). Schools are expected to maximise the use of this funding by introducing sustainable strategies which will quickly lead to improved outcomes for pupils entitled to free school meals.

As a school, we want to learn from the best practice in Wales and beyond by:

1. planning interventions that focus on improving the attainment of pupils from deprived backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention.
2. integrating plans for the effective use of the PDG into the School Development Plan, basing our practice on sound evidence and including them as part of a whole school strategy.
3. balancing whole school strategies with targeted interventions to ensure that all learners entitled to free school meals benefit as individuals, whilst the whole school also develops its ability to support every learner to achieve their full potential.

For 2023-24 Ysgol Emmanuel were allocated a total Pupil Development Grant of £269,100.

Ysgol Emmanuel has a comprehensive plan, agreed and monitored by GwE and Denbighshire Local Authority, to promote high expectations attainment and progress and to remove barriers to learning for pupils entitled to this funding.

We will use the funding available to:

- Employ Teaching Assistants to work part time with groups of pupils in Foundation Phase and Key Stage 2. They will plan and deliver intervention strategies for groups of learners, monitor and track pupil progress.
- Employ Teaching Assistants to work with vulnerable children/small groups to improve basic skills, reading, literacy and numeracy within foundation phase.
- Employ Teaching Assistants to support pupils working in the community café environment, to support parental and community engagement and to involve parents and carers in community activities.

- Employment of an Attendance Officer to support attendance/punctuality of pupils.
- Employment of a Community Link Officer who will facilitate engagement with external agencies, parents/carers and support pupils. They will facilitate courses, family learning programmes and will work with external agencies and community groups to extend our community presence.
- Employment of Teaching Assistants to lead on well-being and nurture programmes
- Allocation of Teaching Assistants to run the walking bus, this is to support attendance/punctuality of pupils in the school.
- Investment in ICT development/literacy and numeracy resources.
- Investment in reading resources and to fund a part time Librarian.
- Financial Assistance for educational visits and trips
- Funding of Play Therapy sessions
- Rhyl Learning Community (RLC) – to develop capacity to collaborate on joint projects across the RLC that develops school to school working and proliferation of good practice.

Further detail of this plan including allocated spend is on the grant dashboard

Professional Learning Plan 2023/24

The primary purpose of the funding is creating time in schools for practitioners to make the changes to practice they need to make in advance of the realisation of the new curriculum. The expectation of the funding is that every practitioner is to be given the opportunity to engage with professional learning utilising the funding. It is not reserved exclusively for the use of teachers and leaders and should be used, for example, to also enable access to professional learning for teaching assistants.

In line with this, the funding has been used to support the following areas:

- the general release of teachers and TAs to engage in professional learning activities;
- the remuneration of individuals, creating roles and posts, to support the coordination of PL activities across a school or group of schools. These roles would support colleagues, departments or whole school approaches to critical enquiry, change management and SLO activities;
- the release costs for practitioners to engage in research activities and critical enquiry, funding release time to investigate the implications of the new curriculum for their own teaching and assessment practice;
- the release costs to enable practitioners to collaborate both within school and across clusters and networks of schools – engaging with collaborative professional learning and collaborative planning;

In 2023-24 Ysgol Emmanuel were allocated a total Professional Learning Grant of £7,859. We have used the funding available to us as follows:

- Professional Development of teaching staff, to improve knowledge, understanding and implementation of key initiatives to ensure our school is a Learning Organisation.
- Cover for release of teaching staff to attend training on and offsite in preparation for the new curriculum including RSE and RVE
- Cover to release staff to attend cluster level meetings (e.g. ALN, Digital competency)
- Cover for release of staff to attend training and meetings for the ALN Reform agenda
- Cover to release staff for professional development targets included as part of the performance management process

Further detail of this plan including allocated spend is on the grant dashboard