



# St Chad's Primary School

'Always Looking to the future'



School Self Evaluation of the Development  
Plan 2023-2024



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## School Development Plan Evaluation Summary 2023-24

### Priority 1

To ensure the implementation of the school's curriculum is embedded securely and consistently across the school, with a particular focus on pupil engagement.

### Priority 2

To promote high levels of reading across the school, and embedding a culture of reading.

### Priority 3

To provide children opportunities and support to play a role in making decisions that affect them.



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## School Development Plan Evaluation Summary 2023-24

### Priority 1

- **To ensure the implementation of the school's curriculum is embedded securely and consistently across the school, with a particular focus on pupil engagement**
- A Four purposes display has been set up for the whole school, signposting and highlighting the skills the children are using, however pupil voice has indicated that children's knowledge of the Four Purposes is limited.
- Fiver Challenge for Class 3/4 highlighted being an Enterprising, creative contributors, ready to play a full part in life and work
- Four Purposes highlighted in Building Blocks Planning to show coverage
- VIP (Very Independent Pupils) set up in Class 3
- A wider range of teaching techniques are being used including an increase in ICT skills across the school.
- DCF training (TM) has impacted learning- including AI and Adobe express.
- Classes now introduce the new topic with a 'Hook' session. A dragon egg was discovered in Forest School. A basket of porridge/ bowls etc discovered in a basket in Hanmer. Shine Drama workshop came in for an Expressive Arts Workshop for our Tales from Wales topic.
- The children have had allocated time to create a reflection piece of work of the previous terms learning. This has reinforced/ consolidated pupils learning and encouraged them to recall information. The children have gained in confidence when talking about their learning- showing great enthusiasm and love for the learning.
- Our Focus Group created (With TM) a Google Site with The Four Purpose statements and generated them into meaningful statements that the children will understand.
- Evidencing the Four Purposes in a new Google site to share good practice and consolidate with children the Four Purposes they have been working on.
- A new two-year cycle has been generated of overarching enquiry questions to ensure full coverage from the previous two year cycle.
- Hosting 'Four Purpose' Days across the school.

### Next Steps

- Continue to plan and deliver Four Purposes Days
- Provide opportunities for visitors to come in sharing a range of skills linked to the Four Purposes
- To develop the role of AOLE Lead to ensure consistency across the Curriculum



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## Next Steps

### Priority 2

**To promote high levels of reading across the school, and embedding a culture of reading.**

The use of VIPERS for Reading comprehension in Class 2-4

All teaching staff have completed/ completing the Sounds Write training and all classes having Sounds Write Phonic sessions.

Phonic sessions/ workshops presented to parents.

All phonic scores have improved.

Reading cafes are very successful- raising the awareness and enjoyment of reading

Whole school 'Book Day' with shared theme of 'The Day the Crayons Quit'

Pupil voice- Learners given the opportunity to read with teachers/support staff on a regular basis.

School library timetabled to allow better access and encourage use

Welsh books prominent in all classes but need to be accessed more independently by learners

· Developing daily positive reading routines

· Allowing children more autonomy in choosing books that they want to read

Reading data will be analysed in July 2024

- Author visits
- QR codes for peer-to-peer book reviews
- ALN-friendly resources to be available for all classes (range of font sizes, page colours, line spacings etc) ·
- Reading spines introduced in each class
- 'Reading to Write' will be a SDP for next year
- Book banding of Library books.



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## Next Steps

### Priority 3

**To provide children opportunities and support to play a role in making decisions that affect them.**

- The school implemented a range of focus groups that have encouraged pupil voice and confidence when public speaking.
- Pupils used a range of skills to apply for the roles- explaining why they were suitable for the role
- **Play leaders** - pupils have been trained by a specialist to support their peers in the playground with playing, resolving conflict and developing friendship skills and introduced a culture of peer support.
- **Eco Council** - pupils have run several recycling projects, led Collective Worship, held meeting with Tim Wort (Wrexham Eco council) and gained the Green Flag status.
- **Digital leaders** – have promote and supported the use of computing and technology in school- team teaching classes Micro Bits and hosting Collective Worship based on internet safety.
- School Council have represented their peers to allow them the opportunity to be heard. Have planned events including discos,
- Well-Being warriors have hosted NSPCC bullying training and Happy Mind Collective Worship. Created a Buddy Bench area and are planning a Well-Being day in the Summer term.
- Further to these groups the school set up a 'Pupil focus group' focusing more on the academic/ curriculum. From interviews the group established a project to share knowledge about the Four Purposes.

- Robust timetable for pupil groups to ensure
- Further develop the pupil surgery to ensure regular pupil voice.
- Timetable reflection time and pupil voice sessions to share their reflections