

Fairfield School

School Development Plan

2024 to 2025



The school vision

Feel Amazing in Respectful Fairfield, Inspiring and Encouraging Learning and Development!

Evaluation of progress since last inspection - February 2018

Estyn recommendation	Progress
<p>R1: Ensure that self evaluation processes clearly identify the specific aspects that require improvement.</p>	<p>Improved format in place for school development plan, with clear actions identified to enable progress of each target.</p> <p>Regular monitoring timetable embedded in self-evaluation processes to evidence and evaluate progress made towards targets. All staff involved in evaluation of progress towards targets and impact of actions.</p> <p>Progress against each target reported half-termly to governors, with discussions regarding impact and meetings with individual staff.</p> <p>Termly evaluation of each target embedded within development plan to ensure alignment of actions and outcomes with impact.</p> <p>Review of impact identifies strengths and areas for development.</p> <p>Effective progress made against each target, resulting in improved provision for pupils.</p>
<p>R2: Ensure that teachers use questioning effectively to encourage all pupils to develop their thinking fully.</p>	<p>Coaching programme identified to develop staff's use of effective questioning to progress pupil's thinking skills. However, situations prevented programme development.</p> <p>New focus identified through development of new curriculum.</p> <p>Training provided improved knowledge and understanding of different use of questioning to develop pupil understanding, leading to improved progress in learning.</p> <p>Projects planned using enquiry-based learning process. Support provided from Community Governor and CSC.</p>

	<p>Monitoring processes evidence consistent and appropriate use of questioning to progress learning.</p> <p>Teachers develop pupil interest and knowledge through effective questioning, and high level of pupil engagement in learning, developing critical thinking and inquisitive pupil learning.</p>
<p>R3: Provide clear guidance to pupils on how to improve their written work and sufficient opportunity to make the required changes.</p>	<p>Evaluation of feedback policy ensured increased opportunities for pupils to evaluate ways to make further progress in their learning. Non-negotiable feedback strategies agreed and put in place. Monitoring processes ensure consistency across classes.</p> <p>Timetabled sessions put in place to allow pupils to make progress with their work, following feedback.</p> <p>Training provided improved knowledge and understanding of strategies.</p> <p>Further evaluation by pupils of feedback strategies highlighted importance of immediate feedback during sessions. Different strategies were trialled across the school and a new policy formed, focusing on non-negotiables and effective strategies to be used throughout lessons.</p>
<p>R4: Improve overall rates of attendance.</p>	<p>Regular monitoring of attendance, with actions in place to improve pupil attendance, which progress from school level to local authority.</p> <p>Progress towards attendance targets impacted by pandemic and pupils working from home. Attendance levels reduced following pandemic, with increased focus on achieving attendance target of 94% in 2023-2024 and 2024-2025.</p> <p>LA procedures implemented, with regular evaluation of impact on ability to monitor and improve attendance. Revised procedures support progress towards attendance target.</p>

Evaluation of SDP 2023-2024 priorities (previous year)

Priority	Success Criteria
1. <i>Raising standards through Action Research Anti-Racist Project.</i>	<ul style="list-style-type: none"> • Anti-racist and inclusive school culture • Consistent representation of pupils in school and across the curriculum
2. <i>To further develop whole school strategies to improve pupil and staff wellbeing using developed positive behaviour strategies</i>	<ul style="list-style-type: none"> • Engagement in LA targeted support - specific to our school • Whole school strategies identified and implemented consistently, in line with new policy • Policy communicated to all stakeholders • Strategies impact positively on pupil and staff wellbeing
3. <i>Further embed New Curriculum, with a focus on H&WB, IL, IT, Welsh</i>	<ul style="list-style-type: none"> • Concept maps of skills and knowledge developed through cluster work • Progression of skills and knowledge in Fairfield's curriculum mapped across year groups • Coverage of skills and knowledge in place across all AOLES • Assessment procedures identified and implemented

Evaluation of school self-evaluation findings

Strengths	Areas for development
<ul style="list-style-type: none"> • Wellbeing assessment and identification • Allocation of targeted wellbeing support • Planning procedures for new curriculum • Mapping of progression of skills within each AoLE • Allocation of roles to staff in line with curriculum 	<ul style="list-style-type: none"> • Year group structure linked to progression steps • Review of feedback strategies • Development of whole school TIS strategies and review of policy • Procedures for supporting anti-racism. • Implementation of MFL, PSE, ICT, Welsh

School Three Year Strategic Plan 2023-2026

Year 1: 2023/2024	Details
1	Develop school vision through review of procedures and policies, focusing on anti-racism.
2	Development of positive behaviour strategies in line with Vale initiative.
3	Development of areas of Fairfield's curriculum, including cluster work on progression.
4	Review and evaluation of feedback strategies.

Year 2: 2024/2025	Details
1	Assessment across the school, focusing on numeracy.
2	Embedding feedback strategies and questioning to support learner progress
3	Developing anti-racist culture within school, decolonisation of new curriculum
4	Numeracy

Year 3: 2025/2026	Details
1	Anti-Racist Curriculum - decolonisation
2	Attendance
3	Literacy - audit
4	Embedding numeracy (reasoning) and outdoor provision in FL

The school improvement priorities for the current school year 2024-2025

- . Develop Anti-Racist Culture and Curriculum*
- . Consistency in assessment; feedback, marking and effective questioning*
 - . Implement consistent procedures to improve attendance*
 - . Indoor and outdoor provision for Foundation Learning*
- . Consistency of teaching and learning in Maths and Numeracy*

Develop Anti-Racist Culture and Curriculum

To further develop provision within school to ensure an anti-racist culture and curriculum.

Rationale - Follow on work from the school's action research anti racist project. in line with LA and national priorities.

Success Criteria:

- **Anti-racist ethos and culture embedded within leadership practice**
- **Development of community awareness and understanding of anti-racist culture**
- **Anti-racist review completed on cycle A of Fairfield Curriculum**

Consistency in assessment; feedback, marking and effective questioning

To improve consistency in assessment for learning, focusing on feedback, marking and effective questioning.

Rationale - Recommendation from previous Estyn / self-evaluation following policy review

Success Criteria:

- **Consistent use of feedback strategies, evident in pupil's books**
- **A wider range of higher order questioning used effectively in lessons**
- **Feedback and questioning used to ensure pupils make progress in their learning**

Implement consistent procedures to improve attendance

To implement consistent procedures to improve attendance.

Rationale - Improvement in attendance a priority in line with LA priorities and school target set
Welsh Government priority

Success Criteria:

- **Attendance procedures in place and consistent across all year groups**
- **Targeted support for vulnerable pupils**
- **Attendance target achieved**

Indoor and outdoor provision for Foundation Learning

To develop indoor and outdoor provision for Foundation Learning.

Rationale - *Following a learning walk by IP and Audit by CSC improvements in learning provision were identified.*

Success Criteria:

- All learners have independent access to meaningful, challenging opportunities for free play and guided play in the indoor learning environment.
- All learners have independent access to meaningful, challenging opportunities for free play and guided play in the outdoor learning environment.
- Clear planning in place for learning through the areas of provision.
- All practitioners have a good understanding of how to develop an effective learning

Consistency of teaching and learning in Maths and Numeracy

To improve the consistency of teaching and learning in Mathematics and Numeracy.

Rationale - The school's self – evaluation processes have revealed inconsistencies in the teaching of Mathematics and numeracy following the introduction of a new scheme of work.

Success Criteria:

- Non-negotiables are being used consistently across the school.
- Agreed overview of scheme is being followed consistently and revised planning format is supporting this.
- Maths provision contains a balance of the five consistencies.
- Manipulatives are accessible and being used consistently to support learning.
- Planning takes appropriate account of support and challenge
- Pupils receive regular opportunities to apply numerical skills and develop reasoning in authentic contexts.
- Pupils are responding regularly to feedback comments
- Nearly all pupils have made progress in procedural maths