Marshfield Primary- School Development Snapshot (Review 2034-2024/ Looking ahead 2024-2025)

Progress Measures			
Excellent	**Strong/Good**	**Satisfactory**	**Limited**

Summary of Progress 2023-2024

Objectives	Main Strengths	Ways Forward	Judgement
To improve the health and well-being of all through active community engagement (well-being, equity and inclusion)	The school has successfully implemented a range of community engagement strategies - ALN 'Huddle' and Marshfield Minnows. PASS survey exemplifies positive responses to the key factors.	Further track the attendance of vulnerable learners. Audit the school's cost of a school day and develop, review and update **anti-poverty policy** and **Equality Policy.**	**Excellent**
To improve provision and practice in W2L across the school (curriculum, learning and teaching)	Increased engagement in Welsh with an improved sense of ethos. Achievement of Silver Cymraeg Campus Award.	Further develop opportunities to integrate the language continuum across other areas of the curriculum.	**Excellent**
To develop digital skills and scientific explorations throughout the curriculum (curriculum, learning and teaching)	High quality provision, including cross curricular learning opportunities has led to pupils demonstrating age appropriate DCF skills. PL sessions in science has led to authentic and progressive Science provision.	Further develop the school's provision in computational thinking. Continue to develop and build 'Our Together Curriculum Tracker' to ensure appropriate authentic learning opportunities and science coverage.	**Excellent**
To promote high-quality teaching and leadership through effective professional learning to support the success of all learners. (vision and leadership)	The school's vision is strong, as supported by very positive responses from the school community. Cluster collaboration is exceptional. Professional learning for all staff has effectively impacted on outcomes for pupils.	Consider meaning of authentic learning provision at Marshfield. Embed the language for learning model across the curriculum. Further empower pupils through ownership of feedback to create challenge, particularly in Maths.	**Strong/ Good**

Summary of areas for development 2024-2025

To ensure an inclusive school community with high standards of well-being for all, particularly those identified as vulnerable. (well-being, equity and inclusion)

1. To ensure strong leadership and clear governance around equality.	3. Ensure equality in education through an inclusive curriculum, prioritising those identified as vulnerable.
2. To further develop an inclusive, happy and safe school.	4. To develop community cohesion through the school's community engagement programme.

Outline of help and support to achieve our priorities: - NCC inclusion team for diversity training/ toolkit development. Continued support from Wellbeing Network (EAS). Anti-poverty strategy. DARPL

To refine Maths and Numeracy pedagogy, enabling pupils to apply their skills in new, challenging and real-life contexts. (curriculum, learning and teaching)

1. Refine pupils' basic numeracy skills, including mental maths provision across the school	2. Further develop opportunities for maths application across the curriculum, including the outdoors and numerical reasoning.

Outline of help and support to achieve our priorities: - Numeracy team (EAS), good practice reports, bespoke support from Numeracy Aole team

To reignite authentic learning opportunities that strengthen and promote pupil independence across the school (curriculum, learning and teaching)

1. Embed pedagogy and practice that that promotes pupil independence, with a clear definition and vision for what this looks like.	3. Develop consistent approach to pupil observations throughout the Early years and beyond, linked to the Froebelian approach.
2. Develop consistency in practice of authentic learning opportunities throughout early years and beyond, linked to the Froebelian approach.	4. Embed language for learning model across the curriculum, especially in relation to STRIVE.

Outline of help and support to achieve our priorities: Independent Learning workbook, external network support

To ensure high quality leadership during the transitional change of headship. (vision and leadership)

1. Effectively utilise the provisions form a range of services, including the cluster, LA and EAS to ensure high-quality leadership during the transitional period of change in headship.	4. Further develop a happy, motivated, capable team of staff at Marshfield.
2. Revise and implement the schools distributed leadership model.	5. Embed the enhanced Governing body engagement programme into school life, with a sharp focus on self-evaluation and school improvement.
3. Establish a smooth transition of headship between acting HT and newly appointed HT.	6. Continue to promote a culture of safeguarding at all levels.

Outline of help and support to achieve our priorities: -Additional guidance on impact reports for research. GB SE toolkit development

Ysgol Gynradd

Marshfield