

GEORGETOWN PRIMARY SCHOOL



SCHOOL DEVELOPMENT PLAN

2021/22

Headteacher:	Date:
Chair of Governors:	Date:
Consortium Challenge Adviser:	Date:
Chair of School Council:	Date:

GEORGETOWN PRIMARY SCHOOL DEVELOPMENT PLAN 2021/2022

Georgetown Primary School 3 Year Plan		
<i>Major/Minor</i> Priorities		
2021-22 Priorities	2022-23 Priorities	2023-24 Priorities
1. To secure high levels of wellbeing throughout the school with a focus on pupil's health and wellbeing and physical skills.	1. To continue to secure high levels of wellbeing throughout the school with a focus on quality support and intervention for wellbeing.	1. To continue to secure high levels of wellbeing throughout the school with a focus on pupil voice and co-construction of the curriculum.
2. To continue to improve standards in Language, Literacy and Communication with a focus on reading and spelling throughout the school.	2. To improve standards of Literacy across the curriculum with a focus on good quality teaching and learning.	2. To improve standards in literacy with a focus on improving performance at the higher levels.
3. To continue to improve standards in Mathematics and Numeracy with a focus on number skills.	3. To improve standards in Mathematics and Numeracy with a focus on good quality teaching and learning.	3. To improve standards in Mathematics and Numeracy with a focus on improving performance at the higher levels.
4. To update whole school policy for ARR to align with the Curriculum for Wales 2022.	4. To improve AFL throughout the school with a focus on quality peer and self-evaluation.	4. To improve standards in Science with a focus on performance at the higher levels.
5. To continue to develop opportunities for Professional Learning throughout the school.	5. To improve standards in welsh with a focus on writing throughout the school.	5. To improve standards in Welsh with a focus on developing pupil's reading skills.
6. To improve standards in welsh with a focus on oracy throughout the school.	6. To continue to develop digital opportunities for teaching and learning and skills across the curriculum.	6. To further develop opportunities to enhance pupil's digital skills with a focus on good quality teaching and learning.
7. To continue to build upon pupils' digital skills throughout the school.	7. To improve standards in Science with a focus on investigation skills.	
8. To continue to raise standards in STEAM across the school.	8. To update policy and procedures for assessment in line with Curriculum 2022.	

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PRIORITY 1

1. To secure high levels of wellbeing throughout the school with a focus on pupil's health and wellbeing and physical skills.

TEACHERS WITH RESPONSIBILITY: LEEANNE REES, JULIAN ROGERS, SIAN HOWELLS
LINK GOVERNORS: TIM WILLIAMS/ JOHN MORGAN

TEAM RESPONSIBILITY: HEALTH & WELLBEING

RATIONALE FOR DEVELOPMENT:	LINKS
<p>High levels of wellbeing have always underpinned the philosophy for effective teaching and learning in Georgetown Primary School and in light of the current pandemic and school closure, this has never been more important. Life inside and outside of school is very different for our learners and their families and we have recognised the need to do all we can to support our families at this difficult time, particularly those families who are vulnerable and already struggling even before the pandemic. Intervention and support for our most vulnerable learners was different last year and Thrive/ELSA programmes were not run as routinely as in previous years due to changes brought about by the pandemic and this needs to be a focus moving forward.</p> <ul style="list-style-type: none"> • The % of compulsory school age pupils who are entitled to free school meals (FSM) in Blaenau Gwent is 19.2%. This is higher than the national figure of 18.3% (PLASC data 2019). <i>In Georgetown the % of pupils entitled to FSM is rising and currently stands at 19.2% of compulsory school age (September 2021).</i> • Engagement in learning throughout the pandemic was significantly less for our most vulnerable learners. • School has seen a rise in the number of pupils who are experiencing ESBD throughout the school. • Data from listening to learners indicates that children have had less opportunity to be active both inside and outside of school and this is a priority for improvement. 	<p>Local Priorities (BG) <i>To improve value-added progress for our most vulnerable learners.</i></p> <p>Regional Priorities (EAS) <i>Strong and inclusive schools committed to excellence, equity and wellbeing</i></p> <ul style="list-style-type: none"> • <i>Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.</i> <p>National Priorities (WG) <i>Closing the Gap</i></p> <p>National Mission (WG) <i>Strong and inclusive schools committed to excellence, equity and well-being.</i></p>

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1. To secure high levels of wellbeing throughout the school with a focus on pupil's health and wellbeing and physical skills.				
ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE	MONITORING Who, how, when
<p>1.1 To embed Jigsaw throughout the school and use this as a vehicle to improve pupil's Mental Health and Wellbeing.</p> <p>- LR to attend training and disseminate this to staff. Jigsaw resources are purchased and rolled out to all classes. Staff to plan weekly Jigsaw activities. - Whole school events to take place every half term to ensure a whole school approach to Jigsaw.</p>	<ul style="list-style-type: none"> • There is a clear and consistent approach throughout the school for using Jigsaw. • Staff feel confident to use Jigsaw and the Jigsaw resources within their classes. • Staff and pupils have a good understanding of Jigsaw and the associated techniques for mindfulness. • Staff plan weekly activities to embed jigsaw and this is evident in teachers planning. • Whole School assemblies and activities held every half term raise the profile of Jigsaw throughout the school. • Data collated in PASS/Happen and Thrive/Elsa show an improvement in standards in wellbeing throughout the school. 	<p>Release and training for Wellbeing Lead (£1000 Wellbeing Lead)</p> <p>Jigsaw subscription and resources (£1129 PDG)</p>	<p>From the Autumn term 2021 and ongoing</p>	<p>LR to lead and monitor progress termly including monitoring of planning and listening to learners.</p> <p>LR to collect data from Thrive/Elsa practitioners termly to monitor progress</p> <p>Jigsaw to be showcased to Governors during Governor's walk Summer 2022</p> <p>PASS/HAPPEN data in Summer of 2022 to show improvement</p>
<p>1.2 To introduce Real PE to support the development of Physical Education and Wellbeing throughout the school</p> <p>-JR to attend training throughout the Autumn Term 2021. -All staff to attend whole School INSET January 2022. -JR to lead the roll out of Real PE including the development of curriculum maps and progression documents. -All staff to plan opportunities throughout the week to use Real</p>	<ul style="list-style-type: none"> • All staff have attended training and are confident in the approach and ethos behind Real PE. • JR has used training and Real PE resources to devise a Georgetown approach and this is shared with all staff. • Pupils have more opportunity to develop physical skills throughout the week and this has an impact upon wellbeing. • Data in School Sport Survey/PASS and Happen show an improvement in 	<p>Jasmine Training Sessions for the PE coordinator and 1 INSET Day for the whole Staff.</p> <p>(£2000 Real PE £540 release PDG)</p>	<p>Autumn/Spring term 2021/2022</p>	<p>SLT to meet with JR to view updated curriculum documents Autumn 2021</p> <p>INSET in January for all staff and JR will monitor planning and listen to learners in the Spring and Summer terms 2022</p> <p>PASS/HAPPEN data in Summer of 2022 to show improvement</p>

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<p>PE as a vehicle to promote and improve physical health and wellbeing.</p>	<p>pupils' attitude and opportunity for pupils to participate in physical activity.</p>			
<p>1.3 To improve outdoor provision allowing children more opportunity to be more active during playtime and lunchtimes. - JR to organise updated Playleader training for Y4 and Y5 pupils. - Audit of resources and outdoor play equipment to take place across both phases. - School Council to work with Playleaders and staff to purchase new equipment.</p>	<ul style="list-style-type: none"> • Y4 and Y5 pupils are all training Playleaders. • Playleaders plan daily activities for playtime and lunchtime. • Children have more opportunity to be active and try a range of activities at playtime and lunchtime. • Equipment is organised and used effectively to enhance playground activity. • Pupil voice is further developed. 	<p>Playleader Training JR (TA to cover release)</p> <p>Playground equipment (£1000-£500 per phase PDG)</p>	<p>Autumn 2021 and ongoing</p>	<p>JR to establish Playground Leaders Autumn 2021</p> <p>Playground provision to be monitored during Spring 2022</p>
<p>1.4 To take part in the Healthy Schools Whole School Approach to Emotional and Mental Wellbeing Pilot. - LT/SH to meet with ED/SP to discuss the pilot and how this will be rolled out within our school. - Wellbeing Team to lead the self-evaluation process with all stakeholders. - Areas to be mapped out termly to ensure coverage.</p>	<ul style="list-style-type: none"> • School to have an audit of provision, policies and procedures that contribute to E&M wellbeing. • School to have a clear view of what is going well and what needs to be done to improve. • All stakeholders to have an improved understanding of E&M wellbeing. 	<p>Release for Wellbeing Team- 1 day per term (£1000 Wellbeing Lead)</p>	<p>Autumn Term 2021 and ongoing</p> <p>Self-assessment tool to be completed by March 2022</p>	<p>Wellbeing team to work with ED/SP to monitor provision throughout the pilot from Autumn Term and ongoing</p> <p>Evidence to be gathered from a range of sources throughout the process</p>
<p>1.5 To develop areas within the school that are specific to enhance the behaviour, emotional and social wellbeing of our pupils. - Wellbeing team and ALN support staff to create a Wellbeing Suite for Foundation Phase Children.</p>	<ul style="list-style-type: none"> • Key stakeholders have been involved in the development of intervention rooms in FP and KS2 to support BESW. • Intervention rooms are used by specific children to target wellbeing and their use have resulted in an improvement in behaviour and wellbeing. • School is better equipped and resourced to deal with BESW issues. 	<p>Resources and equipment (£2000 PDG)</p>	<p>Autumn Term 2021 and ongoing</p>	<p>Termly monitoring by the Wellbeing team to include listening to learners and staff</p> <p>Data collected on behaviour interventions to show a reduction in yellow/red cards.</p>

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<p>- Support rooms in KS2- Cwtch and Happy Haven to be further developed to support BESW of KS2 pupils.</p>				<p>PASS/HAPPEN data in Summer of 2022 to show improvement in standards in wellbeing</p>
<p>1.6 To continue to work towards targets identified in the NQA document and gain accreditation. -SH to continue to provide opportunities for staff to participate in recording, supplying and evidence where appropriate. - SH to liaise with NQA support team to arrange accreditation.</p>	<ul style="list-style-type: none"> • NQA document is kept up to date with evidence ready for NQA accreditation. • NQA accreditation is awarded. 	<p>Release SH (TA to cover) Staff meeting time SH</p>	<p>Autumn term 2020 And ongoing</p>	<p>SH to continue to monitor termly with staff, gathering evidence from pupils work and teachers planning.</p>

EVALUATION

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PRIORITY 2

2. To continue to improve standards in language, literacy and communication with a focus on reading and spelling throughout the school.

TEACHERS WITH RESPONSIBILITY: RHIAN THOMAS (FP)/ CATH ROBERTS (KS2)
LINK GOVERNORS: JO D'AMATO/ DONNA HARDMAN

TEAM RESPONSIBILITY: LLC

RATIONALE FOR DEVELOPMENT:	LINKS
<p>READING MER activities during the academic year 2019-2021 highlighted the need to raise the profile of reading, particularly amongst our most vulnerable and disadvantaged learners. Whilst standards in reading are good throughout the school it was felt that raising the profile of reading and creating more opportunities for all pupils to read would further develop pupil skills and attainment in reading. This was also a priority during the last academic year but it is felt that not enough progress was made due to C-19 and school closure. Data indicates that standards in reading at the end of both Key Stages have shown a slight decline compared to previous years.</p> <ul style="list-style-type: none"> • In FP 78.1% of pupils achieved the expected level in reading and 29.1% achieved the expected level+1 at the end of 2021 • In KS2 96.6% of pupils achieved the expected level in reading and 27.1% achieved at the expected level+1 at the end of 2021 • Awaiting analysis of National Test Data 2021 <p>WRITING Standards in writing are generally lower than standards in reading and oracy by the time children reach end of key stage. This is particularly evident with boys and our vulnerable learners. MER activities including book looks throughout 2019-2021 highlighted the need to improve spelling, grammar and punctuation skills in writing and ensure full coverage of a range of genres.</p> <ul style="list-style-type: none"> • In FP 69.1% of pupils achieved the expected level and 9.1% achieved the expected level+1 at the end of 2021 • In KS2 94.9% of pupils achieved the expected level and 27.1% achieved the expected level+1 at the end of 2021 • Data from spelling analysis at the end of Summer 2021 shows a decline in standards also. <p>End of Key Stage Results - Google Docs (FP) End of Key Stage Results - Google Docs (KS2) Spelling Analysis Autumn 21 - Google Docs (Y2-Y6)</p>	<p>Local Priorities (BG) <i>Accelerating early language acquisition skills between the ages of 3 to 7 To improve value-added progress for our most vulnerable learners.</i></p> <p>Regional Priorities (EAS) <i>Strong and inclusive schools committed to excellence, equity and wellbeing</i> <i>• Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.</i></p> <p>National Priorities (WG) <i>Closing the Gap</i></p> <p>National Mission (WG) <i>Strong and inclusive schools committed to excellence, equity and well-being.</i></p>

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2. To continue to improve standards in language, literacy and communication with a focus on reading and writing to include spelling throughout the school.				
ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p>2.1 To raise the profile of reading throughout school but particularly KS2</p> <ul style="list-style-type: none"> - Listen to learners to find out their thoughts and attitude towards reading. - Lead staff meeting and discuss with staff members the issues they are encountering around reading - Work with pupil voice groups to introduce a rewards system for reading to include prizes - Update policy to reflect changes - Liaise with the rep from AR for guidance on using the AR programme to raise the profile of reading. 	<ul style="list-style-type: none"> • There is a clear policy to promote reading that is understood by all. • The school has excellent resources to promote reading including reading spaces, reading books that are physical and digital. • There is a consistent approach to reward reading. • More children enjoy reading and read for pleasure throughout the school. • Standards in reading are good or better throughout the school. 	<p>Staff Training (Staff Meeting)</p> <p>Purchase Rewards (£250 PDG)</p> <p>Resources (£2000 EIG)</p>	<p>Rhian Thomas/ Cath Roberts Autumn term 2021</p>	<p>Listening to Learners Autumn Term 2021</p> <p>Learning Walk Spring Term 2022</p> <p>Listening to Learners Summer 2022</p> <p>Tracking of Salford Reading test termly CR</p> <p>Analysis of data termly CR/HK</p>
<p>2.2 To further develop Guided Reading as a consistent tool to improve reading throughout the school.</p> <ul style="list-style-type: none"> - RT/CR to visit Cyfarthfa Juniors to investigate reciprocal reading and their approach to raising standards in reading. - RT/CR to lead staff meeting to feedback and share information. - Staff to continue to improve the use of Myon as a source of guided reading material. 	<ul style="list-style-type: none"> • There is a consistent approach to guided reading throughout the school. • Guided reading is well planned for and takes place daily on a carousel basis. • Meaningful and relevant text are accessible for guided reading throughout the school. • Salford reading test is completed termly and Impact report shows an improvement in standards in reading throughout the school. 	<p>Visit (TAs to cover)</p> <p>Staff Meeting Time</p> <p>Resources (as above)</p>	<p>Autumn Term 2021</p>	<p>Staff meeting minutes and records of staff discussions</p> <p>Monitoring of teachers planning termly by RT/CR</p> <p>Teachers to use Salford test termly to monitor progress and track intervention</p> <p>RT/RT to provide termly impact report for HT and Gobs</p>

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<p>- Staff to track progress in reading using Salford and plan interventions accordingly.</p> <p>- Staff to be involved in the monitoring of reading to ensure quality and consistent practise.</p> <p>- Selected staff participate in lesson study during the Spring Term with a focus on effective guided reading.</p>	<ul style="list-style-type: none"> • Staff participate in lesson study to share good practise and raise standards in guided reading. 	<p>Release for staff to participate in lesson study (£3000 PL for Teachers- 1 day per staff member)</p>		<p>Notes from lesson study groups Spring Term 2022</p>
<p>2.3 To raise standards in reading through early identification and intervention throughout the Foundation Phase.</p> <p>- NQT fully funded from WG to be used throughout the Autumn Term to release LLC specialist Rhian Williams.</p> <p>- RW to work with staff throughout the FP to identify children needing extra intervention in reading.</p> <p>- RW to work with focused groups weekly and implement a through programme of intervention across FP to raise standards in reading.</p>	<ul style="list-style-type: none"> • Accurate baseline of reading skills takes place throughout the FP. • Bespoke weekly intervention takes place for targeted children throughout the FP. • Progress is shown through improved reading and phonic levels over the Autumn Term. • Impact report generated and shows an improvement in standards in reading. 	<p>NQT funded for Autumn Term (WG funding)</p>	<p>Autumn Term 2021</p>	<p>RW to work with staff to ensure accurate baseline of reading skills and analysis of data</p> <p>RW to create a baseline report</p> <p>RW to track progress of groups throughout the Autumn Term 2021</p> <p>RW to write impact report to present to HT and Gobs In Spring 2022</p>
<p>2.4 To improve standards in writing across the school.</p> <p>- RT/CR to revisit curriculum planning documents in professional learning time to ensure that the Literacy Pillars are being incorporated into teaching.</p> <p>- CR/KH to attend Alan Peat training and share information with staff.</p> <p>- Staff to ensure that grammar and punctuation skills are taught</p>	<ul style="list-style-type: none"> • All staff are reminded of the Literacy Pillars and use these when planning for Literacy. • Teachers planning demonstrates more opportunities for pupils to develop and consolidate spelling and grammar skills. • There is a range of evidence that shows good standards in writing throughout the school. 	<p>Staff Meeting</p> <p>Co-ordinators times (TA to cover)</p> <p>Alan Peat Training and accompanying resources (£300 EIG)</p>	<p>Autumn Term 2021 and ongoing</p>	<p>RT/CR to monitor teachers planning and look at books termly to track progress</p> <p>Opportunities for teachers to moderate writing to take place termly and RT/CR to facilitate meetings</p> <p>TAITH 360 to show progress in writing for all children by</p>

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<p>regularly as specific skills throughout the week.</p> <ul style="list-style-type: none"> - Children to have more regular opportunity for handwriting to be practiced and improved using Letterjoin. - Staff to have more regular opportunities to moderate writing and share good practise in the teaching of writing skills during professional learning time. 	<ul style="list-style-type: none"> • All children make good progress in their writing. 			<p>the end of the Summer Term 2022</p>
<p>2.5 To improve standards in spelling throughout KS2.</p> <ul style="list-style-type: none"> - All children to sit SWST early in Autumn term to baseline standards. - CR/HK to lead professional learning sessions to discuss pedagogy and policies to adopt with staff. - Staff to plan for daily spelling activities for all pupils. - Pupil progress to be tracked termly and a thorough programme of intervention planned to support those learners falling below the expected standard. - CR to meet with support staff to ensure a consistent approach to good quality intervention. 	<ul style="list-style-type: none"> • All pupils to make progress in their spellings from baseline data. • Intervention and support is organised weekly for all children falling below the expected level. • Standards in spelling improve throughout KS2 with the % of pupils in the read and amber categories decreasing. 	<p>Autumn Term 2021 Staff meeting time</p> <p>Release time for CR to meet with support staff</p> <p>Resources to aid intervention and support (£1000 EIG)</p>	<p>Autumn Term 2021</p> <p>Spring Term 2022</p>	<p>CR/HK to analyse data and set a baseline</p> <p>CR to monitor planning during Autumn term to ensure spelling activities are being well planned</p> <p>Learning walk Spring 2022 with a focus on spelling</p> <p>Listening to Learners Summer 2022</p> <p>Spelling data to be analysed termly by CR and impact reports and analysis presented to SLT</p>

EVALUATION

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PRIORITY 3

3. To continue to improve standards in Mathematics and Numeracy with a focus on number skills.

**TEACHER WITH RESPONSIBILITY: KERRY HILLMAN (FP)/ MARY PHILLIPS (KS2) TEAM RESPONSIBILITY: MATHEMATICAL DEVELOPMENT
LINK GOVERNORS: SIMON BALDWIN AMANDA MOORE**

RATIONALE FOR DEVELOPMENT:	LINKS
<p>Recommendation from last inspection;</p> <p>R1 Improve pupils' numeracy skills in key stage 2 (ESTYN Nov 2013) MER activities 2019-2021 included book looks, listening to learners and lesson observations. There was sufficient evidence of numeracy skills being developed throughout the curriculum but this needed to be consistent throughout the school with pupils being given more authentic learning opportunities and more opportunity to participate in real life experiences.</p> <p>The impact of school closure throughout the C-19 pandemic is also said to be more for numeracy and maths as pupils were given more opportunities to develop literacy skills.</p> <ul style="list-style-type: none"> • End of KS data for FP indicate a decline in standards in Mathematics & Numeracy at the end of 2021 with 74.5% of pupils achieving the expected level and 18.9% achieving the expected level+1 • End of KS data for KS2 show that 96.6% of pupils achieved the expected level and 42.4% achieved the expected level 1. • Awaiting analysis of National Test Data 2021 	<p>Local Priorities (BG) <i>To improve value-added progress for our most vulnerable learners.</i></p> <p>Regional Priorities (EAS) IS2 <i>Strong and inclusive schools committed to excellence, equity and wellbeing</i> <i>Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.</i></p> <p>National Priorities (WG) <i>Robust assessment, evaluation and accountability arrangements supporting a self-improving system.</i></p> <p>National Mission (WG) <i>Closing the Gap</i></p>

3. To continue to improve standards in Mathematics and Numeracy with a focus on number skills.

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
3.1 To improve pupil's skills in number by implementing the CPA method of teaching number skills.	<ul style="list-style-type: none"> • Staff are confident when teaching numbers and provide daily opportunities for pupils to develop number skills. 	White Rose Planning Documents (£200 EIG)	Autumn Term 2021 and ongoing	Maths team to monitor planning DURING Autumn Term 2021

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<p>- Staff continue to use the 'White Rose' medium term planning overviews to ensure coverage of skills throughout the school.</p> <p>-LNF tracker to be used by all staff ensuring effective coverage and progression of number skills in all year groups.</p> <p>-Staff to plan for number activities every day including mental starters for all maths lessons.</p> <p>- Enhanced provision including rich numeracy sessions in KS2 to be well planned to consolidate number skills throughout the curriculum.</p> <p>- Staff to participate in lesson study group to focus on quality teaching of numeracy using CPA approach.</p>	<ul style="list-style-type: none"> • Weekly planning will match overviews. • Skills are effectively mapped to ensure coverage and progression. • Opportunities for pupils to consolidate number skills are well planned throughout the school. • During monitoring, LNF trackers are up to date displaying effective coverage and progression. • Staff participate in lesson study to share good practise and raise standards in guided reading. 	<p>Release for staff to participate in lesson study (£3000 PL for Teachers- 1 day per staff member)</p>		<p>MER Focus Book Look for Spring 2022</p> <p>MER focus Listen to Learners Summer 2022</p> <p>Co-ordinator to monitor use of LNF tracker to track number skills termly</p> <p>Notes from lesson study groups Spring Term 2022</p>
<p>3.2 To improve reasoning and problem solving with a focus on real life contexts.</p> <p>- KH & MP to visit other settings to gather ideas to enhance the teaching of number in the outdoor environment.</p> <p>- To audit provision of outdoor resources.</p> <p>- To purchase new resources to allow more focused learning to take place outdoor.</p> <p>-To plan weekly outdoor learning opportunities throughout the school to develop number skills.</p>	<ul style="list-style-type: none"> • PL group to have visited LNS to gather good practice and cascade this to all staff back at school. Outdoor learning environment to have more opportunities for pupils to develop number skills. • New resources used effectively to enhance the teaching of number. 	<p>Outdoor Maths resources £2000</p> <p>PL group to visit LNS (no cost)</p>	<p>Autumn Term 2021</p> <p>Spring Term 2022</p>	<p>KH/MP to monitor indoor and outdoor provision- Learning Walk</p> <p>AoLE team to monitor planning to ensure effective coverage and opportunities for learning Autumn 2021</p> <p>Book Look Spring 2022</p> <p>Listening to Learners Summer 2022</p>

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	<ul style="list-style-type: none"> Pupil's number skills to improve. 			
<p>3.3 To improve the use of data to track progress in Mathematics</p> <p>- Mathematics Assessments to be used from Y2-Y6 to inform teaching and to organise intervention groups. Assessment to be completed in Autumn Term and then repeated as and when needed.</p> <p>- Data from National Tests to be analysed by class teachers and used to inform planning. Tests to be completed in October and June in order to monitor pupil progress Tests to be used from Y2-Y6 to benchmark performance and highlight areas to improve.</p> <p>- The use of TAITH 360 to be explored as a way of tracking pupil progress in Maths.</p>	<ul style="list-style-type: none"> Assessment data is used effectively to improve performance. Baseline for Maths is completed in Autumn Term and then repeated in Summer Term and shows good progress. National Tests data to be used by all staff to set targets for improvement. 	Mathletics subscription (£1650 PDG)	Autumn Term 2021 and ongoing	<p>All staff gather data for Maths Autumn Term and Summer Term</p> <p>KH/MP to present impact reports showing outcomes and progress</p>

EVALUATION

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PRIORITY 4

4. To update whole school policy for ARR to align with the Curriculum for Wales 2022.

TEACHER WITH RESPONSIBILITY: HAYLEY KAYA

LINK GOVERNOR: JOANNA D'AMATO

RATIONALE FOR DEVELOPMENT:

LINKS

ARR was highlighted as a recommendation in previous inspection (November 2013) '**Ensure that feedback to pupils on their work is regular, consistent and purposeful**'.

Assessment calendar needs to be updated in line with the new Curriculum for Wales's recommendations.

Staff development is an ongoing priority.

MER activities including book looks and listening to learners during the spring term identified that assessment for learning needed to be more consistent throughout the school.

Regional Priorities (EAS)

IS1 i) Developing a high-quality education profession

ii) Inspirational leaders working collaboratively to raise standards

- Developing all staff and leaders to have the right knowledge and skills to do their job effectively so that pupils make good progress over time.
- Developing leaders and providing them with the opportunity to learn with and from others.

IS2 Strong and inclusive schools committed to excellence, equity and wellbeing

- Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.

IS3 Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system

- Providing support for schools to use a wide range of evidence to accurately assess where they are, where they want to be and how they will get there through continuous self-improvement.

National Priorities (WG)

Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

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4. To update whole school policy for ARR to align with the Curriculum for Wales 2022.				
ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p>4.1 To update school policy for Assessment in line with the Curriculum for Wales recommendations.</p> <ul style="list-style-type: none"> - HK to lead staff to improve their understanding of the CfW recommendations for assessment. -HK to attend termly network meetings to discuss and bring this information back to staff. - School policy to be updated to reflect school and cluster policies for assessment. - School policy including calendar for ARR to be updated to include ongoing and formative assessments including SWST/ Salford/ CATS/ PASS. 	<ul style="list-style-type: none"> • New assessment policy is in place and aligns with new procedures in Wales. This includes; <ul style="list-style-type: none"> -Taith360 -Learners Journeys -Learning Reviews -Progress Meetings • Staff become more familiar with new arrangements and more confident moving forward. • Formative assessment arrangements are ongoing in key areas to track progress and skills. 	<p>HK to attend network and cluster meetings termly</p> <p>HK to lead staff meeting termly</p>	<p>Autumn term 2021</p>	<p>Minutes from network meetings and school-based meetings termly</p> <p>Staff questionnaire on Assessment termly</p> <p>SLT meet termly to discuss progress</p>
<p>4.2 Taith360 to be used throughout the school to track pupil progress.</p> <ul style="list-style-type: none"> - HK to attend training. - HK to organise and provide ongoing training for all staff to use Taith360. - Staff to use Taith360 as an ongoing teaching and learning tool to track progress and set targets for improvement. 	<ul style="list-style-type: none"> • Staff to be more confident in the use of Taith360 to track pupil progress. • There is a consistent policy for tracking pupil progress throughout the school. • Taith360 to be embedded into calendar for ARR 	<p>Staff INSET</p> <p>Staff Meeting Time</p>	<p>Autumn Term 2021 and ongoing</p>	<p>Staff meeting minutes show progress update</p> <p>HK to monitor use of Taith360</p> <p>SLT to meet termly to discuss</p>

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<p>4.3 To continue to develop Assessment for Learning opportunities across the school. - HK to lead PL time to ensure;</p> <p>Foundation Phase - Consistent use of language associated with AfL and the agreed self assessment strategies. - Consistent use of AfL templates created in 2020/21.</p> <p>Key Stage 2 - Consistent approach of self and peer assessment throughout KS2 through use of templates. - DIRT Time (Directed Independent Reflection Time) Introduced in KS2 - Staff to participate in ongoing PL activities including training, self and peer book looks ad reviews to share good practice.</p>	<ul style="list-style-type: none"> • Staff and pupils have a good understanding of AfL and strategies that are appropriate the age and ability. • AfL is well planned for throughout the school. • There is a clear and consistent policy for AfL and this progresses throughout the school. • 	<p>HK release time to monitor termly (no cost)</p> <p>Staff Meeting Time termly (no cost)</p>	<p>Autumn Term 2021 and ongoing</p>	<p>HK - Staff meeting in Autumn term.</p> <p>Listen to learners in Autumn term and again during Summer</p> <p>HK to monitor teachers planning Autumn 2021</p> <p>Learning Walk Spring 2022</p> <p>Listening to Learners 2022</p> <p>Self/ Peer/ SLT book look termly to monitor progress</p>
<p>4.4 Marking and Feedback Policy - HK to lead staff meeting to review current marking and feedback policy - Current policy amended and updated in line with current practice.</p>	<ul style="list-style-type: none"> • There is a consistent policy for making throughout the school. • Marking is of good quality in all books. 	<p>HK to lead Staff Meetings Termly</p>	<p>Spring Term 2022 and ongoing</p>	<p>HK to monitor planning Autumn 2021</p> <p>Learning Walk Spring 2022</p> <p>Listening to Learners 2022</p> <p>Self/ Peer/ SLT book look termly to monitor progress</p>

Evaluation

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PRIORITY 5

5. To FURTHER DEVELOP OPPORTUNITIES FOR PROFESSIONAL LEARNING THROUGHOUT THE SCHOOL.

TEACHER WITH RESPONSIBILITY: LISA THOMAS

TEAM RESPONSIBILITY: ALL

LINK GOVERNORS: J D'AMATO

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p>5.1 Member of Senior Leadership Team to lead Professional Learning throughout the school. - HK to attend all national, regional and local meetings as PL Lead. - HK to ensure that PL time is built into staff meeting agenda and available for all staff. - EAS Supporting our Schools playlist to be shared with all staff with PL opportunities highlighted. - PL space to be developed within the school and accessible to all staff.</p>	<ul style="list-style-type: none"> Professional Learning to be embedded throughout the school. All stakeholders have access to Professional Learning to support whole school and individual targets. Professional Learning activities supports all stakeholders in their journey towards CfW2022 	<p>Release for PL Lead to attend meetings and prepare meetings for all stakeholders</p> <p>(£3000 PL Lead)</p>	<p>Autumn Term 2021 and ongoing</p>	<p>Performance Management records termly</p> <p>Staff Professional Learning Logs</p> <p>Staff meeting minutes</p> <p>Learning environment walk Autumn Term 2021 and termly</p>
<p>5.2 All members of Senior Leadership Team to attend Professional Learning activities to further develop their leadership role. - SLT to participate in Agile Leadership Programme with Simon Breakspear. - LT to complete Compass for Life and share this information with SLT members. - SLT to attend cluster and regional meetings termly to</p>	<ul style="list-style-type: none"> SLT have attended AL sessions and have designated time to reflect upon current systems and processes. Agile Leadership tools are used effectively by the SLT to drive forward school improvement. 	<p>Cost for Agile Leadership Programme (£1218 PL for Teachers)</p> <p>Release for SLT – 3 X 2 days £1080 PL for Teachers)</p>	<p>Autumn Term 2021</p>	<p>SLT Performance Management records</p> <p>SLT Meeting minutes</p>

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<p>support their role. Eg, DHT network meetings, FP network meetings and ALN network meetings.</p>				
<p>5.3 To continue to secure high standards of teaching through the use of Triads/Lesson Study groups.</p> <ul style="list-style-type: none"> - HK to lead Professional Learning sessions on pedagogy linked to Mick Waters PL sessions. - Recording of sessions to be incorporated into PL time for staff. - Staff to have opportunity to work together during the Spring term to explore quality teaching and learning. - Staff to plan together and watch teaching activities and have time for reflection. 	<ul style="list-style-type: none"> • All staff to have a good understanding of pedagogy in line with the new CfW. • Staff have been actively involved in the planning, teaching and evaluation of good quality teaching and learning. 	<p>Release for teacher (£3000 PL for teachers)</p>	<p>Spring Term 2022 and ongoing</p>	<p>Notes from lesson study groups</p> <p>Notes from SLT drop-ins</p> <p>Book Looks</p>

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PRIORITY 6

6. To improve standards in welsh with a focus on oracy throughout the school.

TEACHER WITH RESPONSIBILITY: SARAH PHILLIPS

TEAM RESPONSIBILITY: LLC

LINK GOVERNORS: TIM WILLIAMS/ J D'AMATO

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p>6.1 To ensure that Helpwr Heddiw is implemented consistently across the school.</p> <p>- SP to lead staff meeting on Helpwr Heddiw to ensure consistency across the school. - Staff meeting to ensure clear roles/responsibilities and expectations.</p>	<ul style="list-style-type: none"> • Every class to have Helpwr Heddiw implemented consistently across the school. • Bank of phrases shared across the school that show progression. • Standards in oracy to improve. 	Staff Meeting Time SP	Autumn Term 2021 and ongoing	SP to monitor using Criw Cymraeg and listening to learners
<p>6.2 To further develop the learning environment to incorporate more Welsh language across the school.</p> <p>- Where possible displays have the Welsh Language highlighted on them throughout the school - There is a shared understanding and common whole school approach to ensure consistency and progression</p>	<ul style="list-style-type: none"> • Classes in FP to have language cards/fan pictures accessible at all times. • KS2 Placemat visible in classes at all times. • Classroom displays to have Welsh phrases, words, questions. • Corridor displays- welsh language highlighted. 	Resources (£1000 EIG)	Spring Term 2022 and ongoing	Staff learning walk Autumn Term 2021 Subject leader learning Walk Autumn 2021 Listening to Learners Spring 2022 Governor Showcases Summer 2022
<p>6.3 All staff to be involved in ongoing standardisation activities in Welsh.</p>	<ul style="list-style-type: none"> • Staff to have a good understanding of expected standards and progression in Welsh. 	Staff Meeting Time	Spring Term 2022 and ongoing.	Staff meeting records Spring Term 2022 and ongoing

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<p>- Opportunities for all staff to be involved in standardisation to be built into professional learning time.</p> <p>- All staff to gather evidence for oracy in welsh and SP to build a portfolio of evidence.</p>	<ul style="list-style-type: none"> • Staff to be more confident in the standardisation process. 			<p>Portfolio of evidence for Oracy Summer 2022</p>
<p>6.4 To achieve verification of Cymraeg Cymraeg Campus Bronze Award</p> <p>- All staff to continue to gather evidence led by SP.</p> <p>-Folder of evidence to be upto date ready for accreditation.</p>	<ul style="list-style-type: none"> • Bronze Award for Cymraeg Campus Achieved. 	<p>Time for SP to prepare evidence and presentation (TA to cover)</p>	<p>Autumn/Spring Term 2022</p>	<p>Sp to liaise with Melanie Smallwood to organise accreditation</p>

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PRIORITY 7 7. To continue to build upon pupil's digital skills throughout the school. TEACHER WITH RESPONSIBILITY: Miss Hayley Kaya/ Mrs Carole Williams TEAM RESPONSIBILITY: Science & Technology LINK GOVERNOR: Simon Baldwin/ Kimberly Stephens				
ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p>7.1 To raise further awareness of Digital Safety in school</p> <p>- 360 Safe cymru to be updated and an action plan drawn up and addressed. - Digital Safety Team set up to include staff and learner representatives. - Ensure SDP/SER and all key documents make reference to Digital Safety in line with safeguarding.</p>	<ul style="list-style-type: none"> • 360 Safe Cymru evidence collated and at least level 2/3 awarded in all areas. • Digital Safety team set up, Science and Technology team to also take ownership of 360 Safe Cymru. Team must also consist of learners. • All key documents will make necessary reference to Digital Safety. 	<p>Staff Meeting on 360 Safe Cymru</p> <p>Team to have time to review 360 Safe action plan (PL Plan)</p>	<p>Autumn Term 2021 - ongoing</p>	<p>Team to meet half termly to review 360 action plan</p> <p>Analysis of Digital Safety questionnaires for pupils and parents</p>
<p>7.2 To continue to raise standards in digital skills for all stakeholders.</p> <p>- Staff audit on skills to be completed/updated. Tech Time and staff meetings to support progression in skills and CPD opportunities. - Learners skills audit to be completed. HK to ensure ICT sessions are taught to ensure progression in skills. - Governors to be introduced to Teams/Google Classroom</p>	<ul style="list-style-type: none"> • Staff audit of skills has taken place and this has informed training plan moving forward. • All staff are confident users of IT and have effective digital skills. • Pupil audit of skills has been reate questionnaires Google Classroom/per year group for pupil's audit • Digital resources are deployed effectively across the school 	<p>CPD Tech Time Staff Meetings Digital leaders meetings</p>	<p>Autumn Term 2021 - ongoing</p>	<p>CW to monitor planning termly</p> <p>HK to monitor staff skills through analysis of IT skills audit</p> <p>Lesson drop ins Spring Term</p> <p>Book looks including digital Autumn Term 2021 and ongoing</p>

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<p>- Community termly drop in sessions organised by Digital Leaders (online).</p>				
<p>7.3 To ensure DCF skills are applied throughout all areas of learning.</p> <p>- Staff attend further training from Value Added to upskill them to use DCF skills across all areas of the curriculum. - Staff to have training during staff meeting on using DCF tracker to ensure effective coverage of skills. - Staff to attend ongoing training sessions for Taith 360.</p>	<ul style="list-style-type: none"> • Staff to receive further training from outside agencies including Value Added to improve opportunities to develop DCF in all areas. • DCF tracker is used effectively and consistently to track the development of DCF skills. • Taith 360 is used as a tool to track individual pupils' progress. 	<p>-Value Added Education Training (1 Day still in lieu from 2020)</p>		<p>Staff meeting minutes</p> <p>HK to monitor use of DCF tracker</p> <p>SLT to monitor use of Taith 360</p>
<p>7.4 To ensure devices are utilised and located purposefully and effectively.</p> <p>- ICT Suite repurposed into a Digital Hub. - New Chromebooks and iPads in KS2 Timetabled - PC's redistributed into corridor areas of Foundation Phase. - Current equipment audited and redistributed. - Foundation Phase iPads to be purchased.</p>	<ul style="list-style-type: none"> • Chromebooks x 30 and iPads x 30 to be used independently by learners on a timetable basis (there are other devices already in classes for group work). • Digital workstations outside each Foundation Phase classroom. Redistributed equipment utilised effectively, each classroom sufficiently resourced. 	<p>New resources through Ed Tech Funding</p> <p>5 x Large I-Pads to be purchased for intervention and support (£2000 EIG)</p>	<p>Autumn Term 2021 and ongoing</p>	<p>HK/CW to monitor use of resources during Learning Walk Spring 2022</p> <p>Listening to Learners Spring 2022</p>
<p>7.5 To ensure Flipped Learning is effective in all year groups.</p> <p>-Ensure flipped learning and asynchronous & synchronous learning training is available to all staff. -Flipped learning classrooms set up in September for each class.</p>	<ul style="list-style-type: none"> • Purposeful flipped learning tasks sent out on a Friday. • All learning material posted in Google Classroom so that learning is accessible for all - from anywhere. 	<p>PL time is planned into staff meetings (no cost)</p>	<p>Autumn Term 2021 and ongoing.</p>	<p>Phase Leaders to monitor planning termly</p> <p>HK to monitor digital classrooms termly</p> <p>Listening to Learners Spring 2022</p>

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<p>7.7 To use Georgetown FM as a vehicle to raise standards in digital literacy.</p> <ul style="list-style-type: none"> - All staff to attend ongoing training sessions on the use of the school radio station and opportunities to enhance teaching and learning. - Establish a Georgetown FM Team who ensure the radio station is used to enhance play time and lunchtime provision. - Staff receive ongoing support to ensure that opportunities for pupils to use the radio station, features in medium term planning and ongoing. 	<ul style="list-style-type: none"> • Radio station team is established and use of the radio station is timetabled. • Radio station in use at break times and lunch times to enhance provision. • KS2 to use the radio station as a planned activity to engage and raise standards in literacy at least once a term. 	<p>PL time ongoing and planned termly into staff meeting agenda.</p>	<p>Autumn Term 2021 - ongoing.</p>	<p>Staff meeting minutes/ PL schedule</p> <p>Learning Walks Termly</p> <p>HK to monitor planning Spring Term 2021</p> <p>Listening to Learners Spring 2022</p> <p>Lesson Study notes Spring 2022 (Radio Station a focus for 1 group)</p>
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PRIORITY 8 8. To continue to raise standards in STEAM throughout the school.				
TEACHER WITH RESPONSIBILITY: Mr Huw Morgans TEAM RESPONSIBILITY: Science & Technology LINK GOVERNOR: Simon Baldwin/ Kimberly Stephens				
ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
8.1. To ensure that quality STEAM activities are planned termly by all staff. - Staff to have access to ongoing training and support to ensure they are confident to plan termly STEAM activities for all pupils. - Regular staff meetings and PL activities to take place to ensure all staff are confident in planning STEAM activities. - Staff to have access to quality equipment and resources to develop skills in STEAM throughout the school.	<ul style="list-style-type: none"> Teacher planning shows that STEAM activities are planned termly. Themed weeks take place to enhance provision throughout the school (STEAM week 15-11-21) British Science Week (11-20th March 2022). The STEAM curriculum is well resourced and equipment is used well to enhance teaching and learning. Standards in STEAM to continue to be high throughout the school. 	STEAM time to be planned into staff meeting/ PL time Release time for STEAM lead to plan training and themed weeks (£540 EIG) New resources to enhance STEAM (£1000 EIG)	Autumn Term 2021 and ongoing.	Staff Meeting minutes HM to monitor planning Autumn Term 2021 Book Looks Spring 2022 Notes/activities from Lesson Study Groups (STEAM a focus for 1) Listening to Learners Summer Term 2022
8.2. To continue to raise standards in Science with a focus on good quality teaching and learning and progression of skills throughout the school. - Staff fully aware of Scientific skills/ topics to be covered within each Year Group to ensure progression of skills. - Staff to complete Padlet to identify Science topic/ area/ skills previously taught and existing coverage map updated.	<ul style="list-style-type: none"> Science policy is updated to include a current overview and progression of skills. Staff plan weekly activities to develop science skills and these are well planned and resourced. Standards in science are good or better throughout the school. Staff have a good understanding of what quality teaching and learning looks like in Science. 	Time required by HM / CW to carry out Science resource audit. Padlet to be created and shared with staff. Purchase of any resources that may be lacking.	Established in Autumn Term 2021 - ongoing.	Staff Meeting minutes HM to monitor planning Autumn Term 2021 Book Looks Spring 2022 Notes/activities from Lesson Study Groups (STEAM a focus for 1) Listening to Learners Summer Term 2022

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<p>- Ensure resources are audited and shared correctly for ease of staff access.</p> <p>- Staff to have opportunity to participate in lesson study group to further develop good quality teaching and learning in Science.</p>				
<p>8.3. To ensure all pupil have opportunities to develop Design and Technology skills through their topics.</p> <p>- HM to lead staff training. What does good quality / purposeful D.T. look like? Link with LR in FP and training from Gaynor Brimble such as F.P. - Woodwork workshops - (See L.R.)</p> <p>- Staff to ensure that opportunities for pupils to develop D.T skills are evident in topic planners.</p> <p>- All staff to have evidence of D.T projects and these are kept in digital files.</p>	<ul style="list-style-type: none"> All pupils to have opportunities to develop D.T skills linked to their topic. Staff to feel more confident in providing opportunities for pupils to develop D.T skills. 	<p>Staff Meeting time HM to lead Spring Term 2022</p> <p>LR to source training in woodwork for LR/HM (EIG Costing to follow to include course and cover)</p>	<p>Autumn Term 2021 and ongoing.</p>	<p>Staff meeting minutes</p> <p>HM to monitor planning termly</p> <p>HM to monitor digital folders for evidence</p>
<p>8.4 To ensure all pupils have opportunities to develop skills in Expressive Arts.</p> <p>- All pupils throughout the school to have opportunities to participate in EA activities linked to their topic.</p> <p>- FP pupils to work with external company called Stick2 to develop skills in music.</p> <p>- Year 2 of LCS project to focus on developing musical performance skills in year 3 to improve confidence and wellbeing.</p>	<ul style="list-style-type: none"> Expressive Arts activities are regular and well planned for pupils throughout the school. Participation in EA improves confidence and wellbeing for all learners. 	<p>PL time during staff meeting- Spring 2022</p> <p>FP Stick2 workshops (£720 PDG)</p>	<p>Spring 2022 workshops</p>	<p>MJ to lead staff meeting</p> <p>Planning to be monitored Spring 2022</p> <p>LCS Project to start Spring 2022</p> <p>Listening to Learners Summer 2022</p> <p>Governor's Showcase Summer 2022</p>

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