

# Ysgol Gynradd Cogan Primary School

Encourage Effort : Celebrate Success



**School Improvement Plan and  
Self Evaluation** (2022-2024)

**September 2024 – August 2027**

# Ysgol Gynradd Cogan Primary School

## 2024-2027



### Encourage Effort : Celebrate Success

#### 1. Teaching & Learning

Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience. Enabling learners to progress and build connections across their learning and combine different experiences, knowledge and skills. Developing independent and positive attitudes to learning, including Welsh language skills.

#### 2. Wellbeing, care support & guidance

Ensuring the school environment is safe and secure and supports learners and practitioners' wellbeing and learning. Children are respected and fairly treated and come to school regularly. There are opportunities to be independent and to lead and support and guidance to reach their next steps in development.

#### 3. Leading & Improving

Develop an ethos, culture and strategic direction that supports the wellbeing and progress for all. Continue to embed reflection, self-evaluation, and improvement across the 3-11 years age range at Cogan Primary School. Address National priorities, including the development of Welsh. Valuing training opportunities to enhance professional development of staff and getting the best value managing the school's resources.

# Ysgol Gynradd Cogan Primary School

## 2024-2027



### Encourage Effort : Celebrate Success

Learn through exciting tasks and authentic learning experiences we have input in

Improve our independence and independent skills, so we can be Lifelong learners!

Build connections between the things we learn about Wales and the wider World.

Make sure we are happy healthy and safe

We want to be safe and secure

To learn with our friends

To be listened to

Get help with our learning when we need it

To be treated fairly and use our 'Ready, Respectful and Safe rules

Our teachers sharing their best work

Training staff to support and help us

Having a great environment to learn in

A School of Kindness

Working together to make our school the best place

Caring for our community

# Ysgol Gynradd Cogan Primary School

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### Our Vision

Cogan Primary School is a safe, secure and welcoming community, where all are respected and valued.

In partnership with parents we aim for our children to achieve their personal best: academically, socially and emotionally. Every child is valued as an individual. We set high standards for all children and challenge and stimulate them towards excellence; as we guide our children on the road to success where they can achieve their ambitions and fulfil their potential.

### Our Core Values

**Equality**- We focus on our school as an inclusive school; we aim for learning achievement for all children.

**Community**-We promote our school being at the heart of the community, we bring together all groups with an interest in the school to work together for our children.

**Learning**- It encompasses a robust curriculum planning, sound assessment and links with strong performance management to ensure a creative and challenging curriculum.

**Care**- Wellbeing is at the heart of our school. We always go over and above to help each other, show compassion, affection and kindness to others. We care about ourselves, each other and our school.

**Identity**- we strive for excellent school improvement, raising standards and building a strong team with the capacity to lead others.

### Our Aims

In Cogan School, we provide a safe, stimulating environment in which all children may be motivated towards independence of learning.

We aim to develop an awareness of the need for self-discipline in learning and social settings and to promote an atmosphere in which a child will feel confident to express opinions on cultural, social, emotional and educational issues.

We teach the skills to be compassionate, kind, caring and resilient and ensure our children have a say in their learning and school life.

Our children and staff are able to collaborate and connect with each other and form positive relationships.

We have strong connections with our community, communicating and supporting our families.



# Cwricwlwm Llais- Voice Curriculum

A balanced and creative curriculum - Cogan Primary School

**'Encourage Effort: Celebrate Success'**

\* Our new curriculum is designed to empower, nurture, inspire and value our children's ideas and opinions.

\* It is a holistic approach which begins with an Immersion Day which is a day where learners take part in many exciting and creative activities to enthuse and inspire learners with their learning.

\* The topic is child-led, with pupils sharing ideas and research for how and what they would like to learn during the topic.

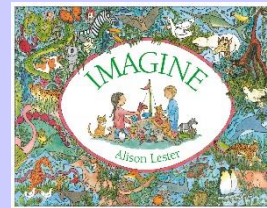
\* The children are then involved in the evaluation of their lessons which aids assessment and informs future planning.

\* The curriculum is designed for 21st century learning and encourages practical activities, research tasks and creative thinking.

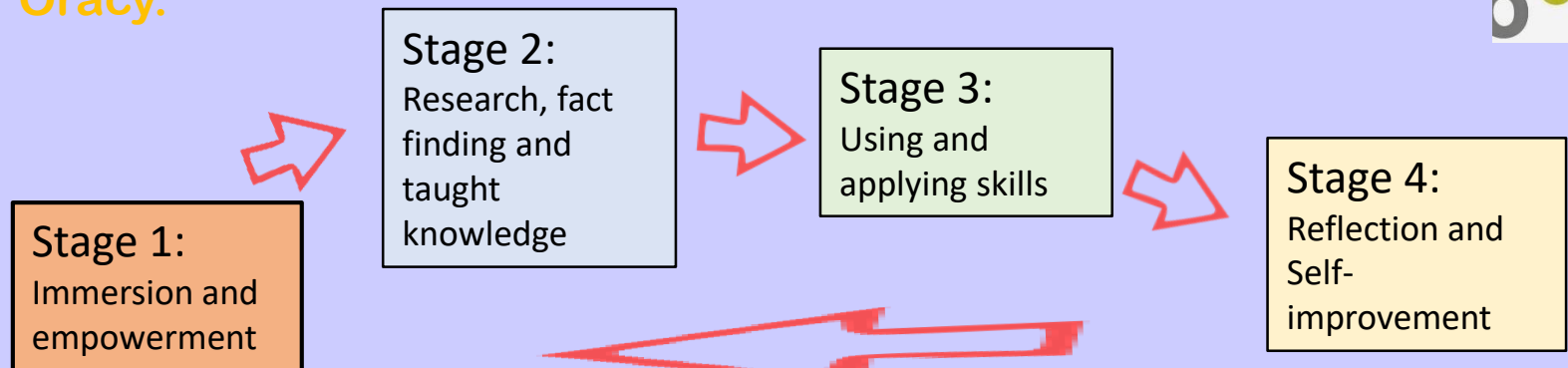
\* It nurtures a love of learning and encourages key skills, gaining knowledge, well being and school values.

Llais lessons are driven by the 4 purposes and 6 Areas of Learning and experience which provide engaging and enriching experiences. Key skills of Literacy, Numeracy, Digital Competency and Welsh allow learners the opportunity to apply and develop the skills they have been taught in these key areas across other areas of the Foundation Phase and Key Stage 2 curriculum.

**Literacy starts with quality texts to teach knowledge and develop skills in spelling, phonics, writing, grammar, Reading, sentence structure and Oracy.**



**Numeracy is taught using mathematical knowledge, applying, reasoning, challenging and moving into the abstract.**



**The world we live is constantly changing, we want our children to address current issues and develop thinking skills, adaptability, resilience and responsibility as informed citizens. Our new curriculum enables us to prepare our children for future careers and citizenship within our community.**

# Summary of the New Curriculum for Wales



- *information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development;*

- Over the last six years we have been developing our New Curriculum for Wales- Llais Curriculum (Pupil Voice). We have used expertise and all practitioners within and outside of school have been engaged. For example, curriculum workshops, training events, Inset training, monitoring, evaluation and review processes, parent/carers questionnaires, Standards and Provision Governor committee meetings have met termly and fed back to the full governing body.
- Pupil involvement has taken place through half termly Llais group sessions, as well as pupils driving and leading their learning through a co-constructive curriculum.
- The curriculum is both proactive and reactive to changes within the local, national and global community. Our curriculum is broad, balanced and flexible in its design and purpose.
- Collectively we created a set of non-negotiable areas of study, which focused on knowledge, skills and experience. These become the foundation for our curriculum design.



# Summary of the New Curriculum for Wales



- how the curriculum meets the required elements set out in this national framework, starting from the four purposes;

- The four purposes are at the heart of our new curriculum. We have followed the Schools as Learning Organisation model for Wales which provides a framework for our curriculum.
- The required element of developing a shared vision, centred on the learning of all learners, has been carefully considered and applied.
- Having gained a common understanding of what the four purposes of the curriculum for Wales would mean for our learners, we then audited our current schemes of learning. This allowed us to celebrate what we did well and identify areas for improvement.

# Summary of the New Curriculum for Wales



- information on how the school is approaching learning progression and its arrangements for assessment; and

- Collaboration within the school community has resulted in a multi-layered, universal cycle of assessment which places the child at the centre and answers the question '*How do you know a child is making progress in their learning?*'
- Staff have engaged with the Progression Steps, Statements of What Matters, The Skills Frameworks and curriculum guidance.
- We strongly value pupil voice and support children in identifying next steps in their learning. This is achieved collaboratively through Individual Progression Reviews (IPRs) and Class Progress Meetings. For example, children will have designated time to meet with their class teacher to talk about their learning progress.



# Summary of the New Curriculum for Wales



- how the curriculum will be kept under review, including the process for feedback and ongoing revision'.

- The curriculum is reviewed termly as part of the School Improvement Process. AoLE leads (in collaboration with staff and listening to learners) annually develop Action Plans, which then feed directly into the School Improvement Plan (SIP).
- A review of priorities and targets within the SIP takes place with all staff on a regular basis.
- A detailed map of curriculum development which spans three years facilitates the process for feedback and ongoing revision.

# Progress on Previous School Improvement Plan (SER)

## 2022-2024

### R1. Raise standards in Welsh oracy in key stage 2.

Mr Lewis created a progressive set of 5 Gold Questions (Pump Cwestiwn Aur Cogan) for the children to use and develop their Welsh oracy. These have been put up in the infant and junior yard for the children to use. Mrs Glynn, on retiring, provided each year group with a class dragon, which can **ONLY** speak Welsh. Staff are using these to further develop Welsh language skills in their respective classes. Mr Lewis led a staff Inset session (02.10.23) to help staff deliver Welsh sessions developing reading and writing skills. Also, use of the Flip App on Hwb to engage the children and record Welsh conversations across the school. Welsh continues to receive high status across the school through *Welsh Phrase of the Week* and awards within Proud to Present Assemblies. Mr Lewis has been gathering evidence in readiness to go for the Silver Cymraeg Campus Award. He has been working with Criw Cymraeg to ensure 80% of each area has been covered. A PowerPoint has been created for staff to add evidence for each strand of the Silver Award – Staff INSET 24.04.24 Mr Lewis has had a focus on reading and has provided each year group with a Welsh book reading record. These are to be kept at the back of class individual reading records and written in when staff/volunteers listen to learners read Welsh. Ongoing - work towards the Silver Award using the Cymraeg Campus Charter framework – Mr Lewis disseminated requirements of award in an Inset session.

### R2. Improve pupils' ability to influence and to lead their own learning.

SS introduced Six Learner Assets to help develop pupil independence. As the *Pupil Target* for this academic year, it's the method we are going to use to allow the children to become better Communicators, Collaborators, Researchers, Thinkers, Contributors and Self-Managers.

This is based on Inquiry Based Learning by Kath Murdoch. We are in the process of creating age-appropriate cards which the children will use within Early Years, Lower and Upper Primary.

Lessons will support the children to understand not only what these concepts are but how to use them in the classroom and ultimately become better, independent learners.

# Progress on Previous School Improvement Plan 2022-2024

## R2. Improve pupils' ability to influence and to lead their own learning.

**Llais Curriculum** -Teachers continue to involve the children in leading their learning within a variety of topic areas

Teacher Inset sessions this term have focussed on the Humanities AoLE and specifically our topic areas. We have audited them against the Descriptions of Learning to ensure the children have opportunities to cover them within each Progression Step. Topic areas will be amended accordingly or discarded altogether.

New Llais Groups and overarching School Council have been established for the new academic year – each Llais group focus for 2023/24 has been recorded on the SIP.

Teachers finalised the Six Learner Asset cards and implemented these within their classrooms, the children are becoming confident at identifying the attributes needed to become more independent learners.

School Council have been active in gathering pupil views on the way break times and lunch times can be improved for all children. They have some excellent suggestions – these will be reviewed by the school council and SS.

Staff are to construct 'Core' Questions for the Learning Wall in their classes. These will be questions, linked to the Descriptions of Learning, and provide the focus for the Humanities topic area. Children's questions will supplement these and will still be displayed on the LW.

# Strengths resulting from SIP 2022-2024:

- S1 Nearly all children will have a deep understanding of mathematical concepts including profit and loss, especially number, through a mastery approach to teaching and learning
- S2 Most pupils and all staff using a wider range of incidental Welsh phrases in class and around school
- S3 Nearly all pupils are able to use a range of literacy skills making good or better progress in narrative and extended writing
- W1/3 Nearly all pupils are happy to come to school and feel supported and ready to learn
- W2 Nearly all pupils have opportunities to develop healthy attitudes, in order to build safe and fulfilling relationships with all members of the school community
- W4 Many pupils have a variety of opportunities to participate in competitive sport in and outside of school
- W5 Many pupils demonstrate independence, resilience and independent learning
- TL1 All teachers and LSAs using a co-constructed curriculum, in line with the CfW framework, which promotes a broad range of knowledge, skills and experiences
- TL2 Nearly all pupils understand the next steps in their learning in order to improve and progress
- TL3 All teaching and learning includes elements of Cogan Primary's non-negotiable criteria and teaching is of a high quality.
- TL4 Nearly all pupils demonstrate an increased understanding of where they are in their learning and feel supported to achieve their aspirations
- TL5 Nearly all pupils in the Early Years make expected or above expected progress in numeracy
- C1 All pupils have received the appropriate support to enable at least expected progress in attainment and wellbeing
- C2 All staff have received appropriate training to meet the needs of their pupils in new developments in the ALNET Act
- C3 All staff feel supported and share enjoyable experiences, building positive engagement across the team
- C4 All protected groups, as well as the disabled, people from global majority, women and those who are socio-economically disadvantaged benefit from our Strategic Equality Plan 2022-2024
- L1 The school is combined successfully as one excellent school -Cogan Primary School where everyone is valued and belongs
- L2 Nearly all Governors are equipped and skilled to govern the extended age range competently
- L3 All members of staff are inducted and deployed so that the school is a highly effective combined setting
- L4 All members of staff are inducted and deployed effectively to ensure excellent T & L and ALN support
- C1-C5 An enhanced curriculum that is exciting and engaging and raises standards for all groups of learners

# Ysgol Gynradd Cogan Primary School

## 2024-2027



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### Three-Year Priorities 2024 – 2027 –Areas for Development

2024-25		
1 – Teaching and Learning	2 – Wellbeing care, support and guidance	3- Leadership and management
<p><b>Welsh Oracy KS2/Writing</b></p> <p>Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience. Reducing the impact of poverty on learners' progression and attainment. Silver award Cymraeg Campus</p> <p><b>Pupils ability to influence and lead their own learning</b></p> <p>Develop a deeper level of understanding of maths concepts, especially Number, terminology and application</p> <p>Using Penarth Cluster framework of non-negotiable skills, knowledge and learning experiences. Ensuring High Quality Teaching.</p> <p>Developing Learner independence- learner asset cards</p>	<p>Continue to develop wellbeing strategies across the school – Whole School Approach to Emotional and Mental well-being</p> <p>RVE development and updated assemblies</p> <p>Embed learner and teacher progress meetings</p> <p>Continue to develop the New ALNET Act- PCP/IDPs</p> <p>Mental Health First Aid trained LSAs</p> <p>ELSA trained LSAs</p> <p>Continuing to develop community focused projects</p> <p>Inclusion-Equality Human Rights compliance- Update Policy</p> <p>School Attendance</p> <p>Anti-Racism Policy and practice- cohort 3</p> <p>School of Kindness</p> <p>School of Sanctuary</p>	<p>Managing falling birth rate/numbers in the Nursery</p> <p>Update Prospectus, Website and Policies for the extended age range in collaboration with Governors</p> <p>Governance of Primary School 3-11 years</p> <p>Continue with the Strategic Direction of new curriculum-cluster working</p> <p>Welsh in English Medium Schools</p> <p>Leading Self Evaluation and Improvement- all staff involvement</p> <p>Developing the role of ALNco and middle leaders as part of the senior management team</p>

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## 2024-2027



Three-Year Priorities 2025 – 2027

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2025-26		
1 – Teaching and Learning	2 – Wellbeing care, support and guidance	3- Leadership and management
<p><b>Welsh Oracy KS2/Writing</b></p> <p>Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience. To improve Welsh Reading skills across the school.</p> <p>Reducing the impact of poverty on learners' progression and attainment.</p> <p><b>Pupils ability to influence and lead their own learning</b></p> <p>Develop a deeper level of understanding of maths concepts, especially Number, terminology and application</p> <p>Develop Oracy and decision making and developing French international language</p> <p>Further develop independence and positive attitudes to learning- Learner independence- learner asset cards</p>	<p>Continue to improve and advance whole school approach to Emotional and Wellbeing- building healthy Relationships at home and in school</p> <p>Raise awareness of racism and tolerance across the school, developing an Anti-racist approach and continue to build an anti-racism ethos</p> <p>Develop strategies and learning assets that promote independence and independent learning across the school</p> <p>Improve how involve, engage and communicate with protected groups about our work and decisions</p>	<p>Ensure pupils are listened to as they engage with their learning and supporting them in achieving their aspirations within a co-construct a curriculum which promotes a broad range of knowledge, skills and experiences</p> <p>Embed the 'Curriculum for funded non-maintained nursery setting' in the Nursery teaching, learning and assessment.</p> <p>Continuing to work with Governors to manage the falling birth rate and its effect on numbers in Nursery and Reception</p> <p>Ensure our self-evaluation process is robust, co-constructed and shared with all staff and Governors</p> <p>Addressing National Priorities, including the development of Welsh</p>
2026-27		
1 – Teaching and Learning	2 – Wellbeing care, support and guidance	3- Leadership and management
<p><b>Welsh Oracy KS2/Writing</b></p> <p>Literacy- Non-fiction writing in English and Welsh- are the children able to write letters, postcards, fill in forms etc...</p> <p><b>Pupils ability to influence and lead their own learning</b></p> <p>Develop IT skills and ensure the teaching and learning of DCF.</p> <p>To continue to ensure High Quality Teaching.</p> <p>Developing Learner independence- further more independent use of learner asset cards</p>	<p>Continue to improve and advance whole school approach to Emotional and Wellbeing- building healthy Relationships at home and in school</p> <p>School of Kindness model- continuing work to ensure inclusiveness</p> <p>Llais groups- to evaluate last three years' progress and celebrate</p>	<p>Ensure our self-evaluation process is robust, co-constructed and shared with all staff and Governors</p> <p>Addressing National Priorities, including the development of Welsh</p>



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### 1. Teaching & Learning

Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience Enabling learners to progress and build connections across their learning and combine different experiences, knowledge and skills. Developing independent and positive attitudes to learning, including Welsh language skills.

TL 1 To develop a deeper level of understanding of maths concepts, especially Number, terminology and application

TL 2 To improve Welsh Reading skills across the school. To achieve the Cymraeg Campus Silver Award

TL 3 To develop Oracy and decision making and developing French - international language

TL 4 To further develop independence and positive attitudes to learning

TL 5 To further develop Digital Competency and information technology skills

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## 2024-2027



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### 2. Wellbeing, care support & guidance

Ensuring the school environment is safe and secure and supports learners and practitioners' wellbeing and learning. Children are respected and fairly treated and come to school regularly. There are opportunities to be independent and to lead and support and guidance to reach their next steps in development.

W1 To continue to improve and advance whole school approach to Emotional and Wellbeing- building healthy Relationships at home and in school

W2 To raise awareness of racism and tolerance across the school, developing an Anti-racist approach and build an anti-racism ethos

W3 To develop strategies and learning assets that promote independence and independent learning across the school

W4 To improve how involve, engage and communicate with protected groups about our work and decisions

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### 3. Leading & Improving

Develop an ethos, culture and strategic direction that supports the wellbeing and progress for all. Continue to embed reflection, self-evaluation, and improvement across the 3-11 years age range at Cogan Primary School. Address National priorities, including the development of Welsh. Valuing training opportunities to enhance professional development of staff and getting the best value managing the school's resources.

LM1 To ensure pupils are listened to as they engage with their learning and supporting them in achieving their aspirations within a co-construct a curriculum which promotes a broad range of knowledge, skills and experiences

LM2 To embed the 'Curriculum for funded non-maintained nursery setting' in the Nursery teaching, learning and assessment.

LM3 Working with Governors to manage the falling birth rate and its effect on numbers in Nursery and Reception- forming an Early Years Unit

LM4 To ensure our self-evaluation process is robust, co-constructed and shared with all staff and Governors

LM5 Addressing National Priorities, including using enquiry based knowledge, the development of Welsh and further developing the ALNco role as part of senior management

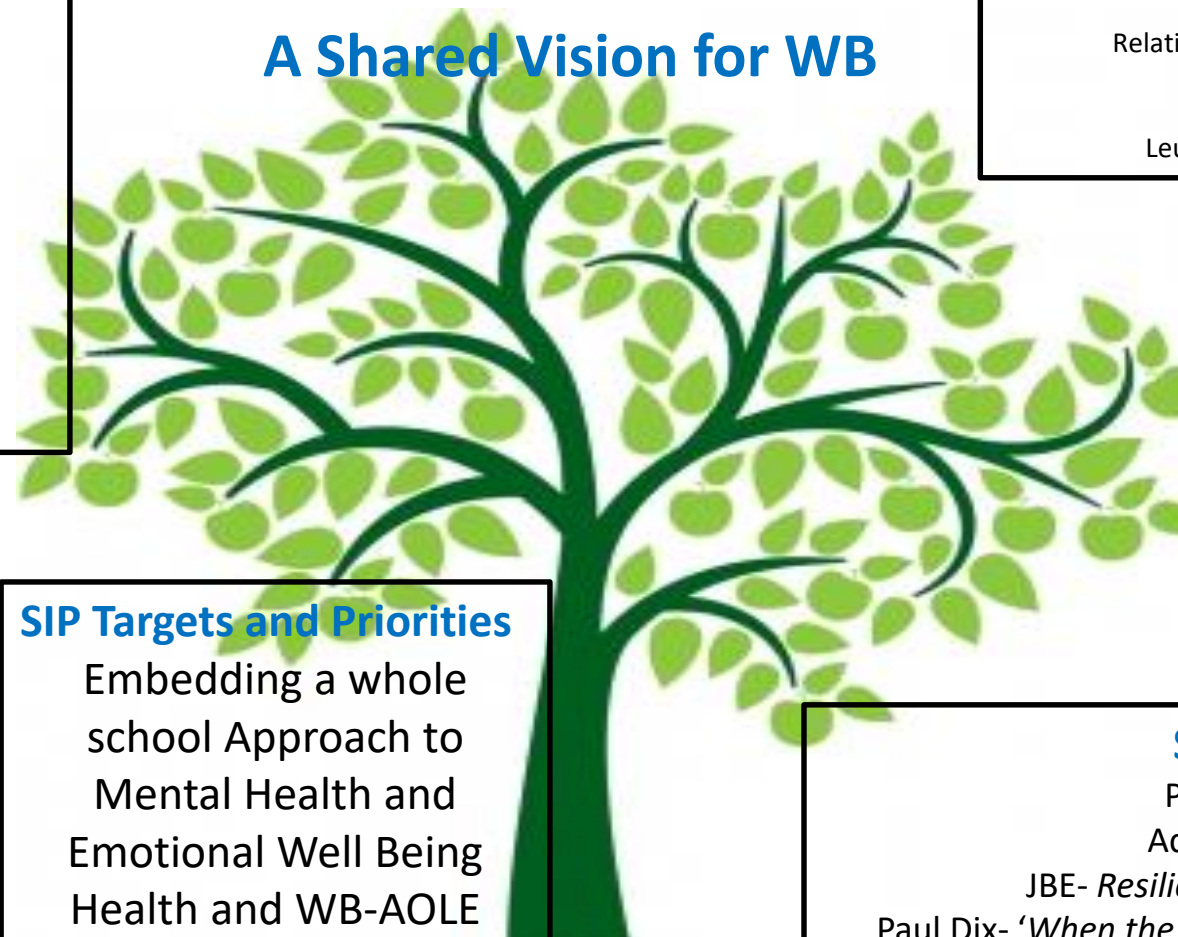


# Cogan Primary School Community Wellbeing



## Tree

### A Shared Vision for WB



#### Policies

Positive Relationships  
RSE  
Safeguarding  
Anti Bullying  
ALN  
E-Safety  
UNCRC  
UNCRPD  
Curriculum for Wales

#### Interventions

ELSA  
Motional  
Relationship-based play therapy  
Playground Buddies  
SELFIE survey  
Leuven scale SHURN

#### Initiatives

Llais Curriculum/Groups  
Wellbeing Questionnaires for Parents and Staff.  
Forest School  
PCR Approach/One Page Profile  
Additional Learning Needs  
Trauma Informed Schools (TIS)  
Jigsaw  
Action For Happiness-Great Dream  
Real PE

#### Extra Curricular Activities

Sports Clubs  
Breakfast Club  
Cookery  
Creative Club  
Choir  
Languages Club  
Story  
Eco

#### SIP Targets and Priorities

Embedding a whole school Approach to Mental Health and Emotional Well Being  
Health and WB-AOLE  
Cluster working

#### Staff Training

Perform and Grow  
Action for Happiness  
JBE- Resilience and Emotional Health  
Paul Dix- 'When the Adults Change –Everything changes'  
TIS

Homework  
**Volunteers**

**Outside Agencies**

**SLT/Teaching Staff/LSAS**

**Learners**

**Parents/carers**

**Governing Body**

**Wider School Community**

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### Information about the Curriculum for Wales

For more information, please visit:

<https://gov.wales/education-changing>

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-parents/>

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-easy-read/>

<https://www.youtube.com/watch?v=SCMLnc8IMxE&t=0s>